

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
НАЦІОНАЛЬНИЙ ТЕХНІЧНИЙ УНІВЕРСИТЕТ  
«ХАРКІВСЬКИЙ ПОЛІТЕХНІЧНИЙ ІНСТИТУТ»

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**English  
for Professional Purposes: Sociology**

**Англійська мова  
за професійним спрямуванням: соціологія**

Навчальний посібник

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Курс забезпечує студентів текстовим матеріалом за професійною тематикою та різноманітними видами діяльності, які є націленими на розвиток таких навичок професійної комунікації, що знадобляться майбутнім спеціалістам на робочому місці. Призначено для аудиторної та самостійної роботи студентів 2-го курсу, що навчаються за спеціальністю “Соціологія”.

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The course provides students with specialist texts and various activities aimed at developing professional communication skills that the future specialists will need in the workplace.

The book is designed for both classroom and self-study and is addressed to 2nd-year students of ESP majoring in Sociology.

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## ВСТУП

Навчальний посібник призначено для аудиторної та самостійної роботи студентів 2 курсу, що навчаються за спеціальністю “Соціологія. Він має за мету розвиток навичок та умінь різних типів мовленнєвої діяльності (ефективне читання фахової літератури, обговорення проблемних ситуацій, письмова комунікація).

Посібник складається з чотирьох модулів (Модуль 5 Social Stratification as an essential problem of Economic Sociology; Модуль 6 Differentiation and Inequality in the Society; Модуль 7 Sociology of Communication; Модуль 8 Changing Society), кожний з яких містить шість розділів. Кожен розділ включає передтекстові завдання, які готують студентів до сприйняття фактичного матеріалу текстів, а також лексико-граматичні вправи для полегшення процесу засвоювання інформації з текстів професійної тематики, тренування всіх видів мовленнєвої діяльності, а також мовної компетенції. Вправи, що увійшли до кожного розділу, націлені на автоматизацію навичок використання правильних граматичних структур, збагачення активного словникового запасу студентів та його реалізацію у мовленнєвому акті, досягнення повного і точного розуміння інтернаціональної та професійної лексики, формування вміння чітко та послідовно висловлювати свої думки за професійною тематикою, аналізувати та оцінювати факти, наводити приклади, коментувати інформацію.

Системна організація матеріалу посібника надасть можливість студентам плідно працювати як під керівництвом викладача, так і самостійно, застосовуючи різноманітний матеріал розділу «Self-study», що

містить велику кількість завдань для самостійного відпрацювання: тексти, тести, граматичні коментарі.

При написанні роботи було використано такі матеріали: 1. Tönnies, Ferdinand. *Community and Society*. Translated and reedited by Ch.P. Loomis. East Lansing: Michigan State University Press, 2005. 2. *Statistical Abstract of the United States: 2008*. Washington, DC: U.S. Government Printing Office. 3. Zanden, Vander & Wilfrid, James. *The Social Experience: An Introduction to Sociology*. – 2 ed. – New York: McGraw Hill, 1990. 4. Turner, Ralph H., Lewis M. Killian, *Collective Behaviour*. 4<sup>th</sup> ed. Englewood Cliff, N.J. Prentice Hall, 2006. 5. Tilly, Charles. *From Mobilization to Revolution*. Reading, MA: Addison-Wesley, 2002. 6. King, Jennifer J. *Gender Ideology: Impact on dual-career couples' role strain, marital satisfaction, and life satisfaction*. – Texas A&M University, December 2005. 7. *Current Sociology*, 2008-2009. 8. Micionis, John J. and Vincent R. Parillo. *Cities and Urban Life*. 4<sup>th</sup> ed. Upper Saddle River, N.J.: Prentice Hall, 2007. 9. Vanhanen, Taty. *Prospects of Democracy*. London: Routledge. 2005. 10. Eastwood, John. *Oxford Learner's Grammar*. – Oxford: OUP, 2009. 11. Eastwood, John. *Oxford Practice Grammar*. – Oxford: OUP, 2006. 12. *Collins Cobuild English Grammar*. – Birmingham: Harper Collins Publishers, 2005. 13. *Current Population Reports Series; Population Profile of the United States*: Government Printing Office, 2007. 14. Revkin, Andrew J. *Can Global Warming be studied too much?* *New York Times* D1, D4, 2002. 15. Beaumont, Digby & Granger, Colin. *The Heinemann English Grammar. An intermediate Reference and Practice Book*. – Oxford: Heinemann, 2008. 16. McCarthy, Michael & O'Dell, Felicity. *English Vocabulary in Use*. – Cambridge: CUP, 2008. 17. *Longman Exams Dictionary*. – Harlow: Longman, 2006. 18. Murphy, Raymond. *English Grammar in Use*. – Cambridge: CUP, 2012. 19. Swan, Michael. *Practical English Usage*. – Oxford: OUP, 2009. 20. Yule, George. *Oxford Practice Grammar*. – Oxford : OUP, 2006.

**MODULE 5**  
**SOCIAL STRATIFICATION AS AN ESSENTIAL PROBLEM**  
**OF ECONOMIC SOCIOLOGY**  
**UNIT 1**  
**ECONOMIC SOCIOLOGY**

**LESSON 1**

**VOCABULARY 1**

**1. State the meaning of the following international words from the text, then complete the sentences that follow:** characterize *v*, depression *n*, inflation *n*, decade *n*, ethic *adj*, proportion *n*, post-industrial *adj*, fundamentally *adv*, pessimistic *adj*, prospect *n*, interpretation *n*, optimistic *adj*, polarization *n*, intervention *n*.

1. The \_\_\_\_\_ of society into rich and poor can clearly be seen in the city centres. 2. The \_\_\_\_\_ rate is 3.2%. 3. The doctors are \_\_\_\_\_ (not hopeful) about his chances of recovery. 4. The \_\_\_\_\_ of women to men at my college was about five to one. 5. His \_\_\_\_\_ for getting the job are excellent; he really is the best candidate. 6. The \_\_\_\_\_ of the 1920s runs from January 1, 1920 to December 31, 1929. 7. She is \_\_\_\_\_ about her chances of winning a gold medal. She is sure it's quite possible. 8. They had expected a pay raise in line with \_\_\_\_\_.

**2. Match the economic terms to their definitions.**

1) corporation	a) the use of methods for controlling industrial processes automatically, especially by electronically controlled systems, often reducing manpower;
2) conglomerate	b) a market situation in which control over the supply of a commodity is held by a small number of producers each of whom is able to influence prices and thus directly affect the position of competitors;
3) oligopoly	c) a diverse group of companies, usually managed by a holding company; there is often little integration and few transactions between each of the subsidiaries;
4) automation	d) a group of people authorized by law to act as a legal personality and having its own powers, duties, and liabilities.

## READING AND SPEAKING

**1. You are going to read the text about the economy development. Before reading, tell your group a) what economists of the 18–19<sup>th</sup> centuries you know and what they are famous for; b) if their ideas/principles are popular nowadays.**

**2. Read the text and match the headings a-e to the paragraphs 1–5.**

- a) information technologies influence a society greatly;
- b) opinions as for the USA successful changes differ;
- c) multinationals go from strength to strength;
- d) companies with various organizational structures exist nowadays;
- e) scientists give prognosis.

## THE ECONOMY

1. The economy is not a natural phenomenon, but a social system. The capitalist economy of the United States rests on the ideals of private ownership, the profit motive, and free competition, set down by Adam Smith in the eighteenth century. But Smith could not have anticipated the enormous increase in the scale of economic activity as the Industrial Revolution gathered force. The contemporary American society is dominated by corporations, business organizations characterized by limited liability, shared ownership (through sale of stocks), and the separation of ownership and management. Who controls corporations internally and to what extent corporations control economy are matters of intense debate. Clearly, a number of important industries are oligopolies, and conglomerates are spreading. The government plays a dual role of enabler and regulator in the economy. Policies based on Keynesian economics, which favour large-scale government intervention to offset depression and inflation are under attack.

2. The social organization of work has changed dramatically. The shift from a manufacturing to a service economy in recent decades affects who works and what work they do. The secondary labour market (low-skilled, low-paid jobs) is growing faster than the primary labour market (which offers security and promotions). The meaning of work is also changing, though most Americans still endorse (approve) the work ethics. Automation displaces some types of workers and creates opportunities for others (though not in equal proportions).

Decisions to automate a factory or office may be based on man-agreement's desire to control employees as well as to cut costs. The combinations of automation and control seem to be increasing worker alienation. Some researchers argue that computers and other new technologies are leading toward a post-industrial, information society that will be fundamentally different from industrial society. Sociologists who agree with them tend to believe that technology itself can alter the shape of society (a functionalist view); those who disagree are more likely to believe that the impact of technology depends on which groups control its development and use (a conflict view).

3. Analysis of the global economy suggests that multinational corporations have become almost as powerful as nation-states. The future of the global economy depends in large part on closing the gap between the rich nations of the northern hemisphere and poor Third World nations of the southern hemisphere.

4. In their history of recent shifts in the U.S. occupational structure, Michael Harrington and Mark Levinson take a pessimistic view of the economic future. The evidence they present suggests that the trend toward a service economy has resulted in a decline in the number of middle-wage jobs and the subsequent rehiring of displaced workers in lower-paid, less-skilled positions. They express the fear that these shifts will lead to an entrenched dual economy with an occupational structure characterized by "polarization between highly-paid professional and technical workers on the one hand and poorly paid, unorganized, low-level workers on the other". Thus, their analysis of economic trends traces macrosociological changes in the U.S. economy down to the more macrosociological level of individual job prospects.

5. Generally, there are two different interpretations of current shifts in the U.S. economy. Some see the deep changes wrought (caused) by the shift to a service-dominated economy in optimistic terms, believing that more and better job opportunities will upgrade the workforce and improve access to desirable resources. Others take the pessimistic view that these structural shifts will result in a decline of middle-wage jobs, a contraction of the middle-class, and the subsequent emergence of a two tiered society due to growing income inequalities.

**3. Read the text again and answer the questions based on the text.**

- a. What role does the government play in economic processes?
- b. How is the meaning of the work changing?
- c. What dependence can be seen between nations' standard of living?
- d. Why are some analysts pessimistic about the future of the economy development?

**4. In small groups, compare a functionalist view on introducing the new technologies with a conflict one. Which of them proves to have more supporters?**

**5. What issues are of great interest for economists and analysts at present?**

**6. Do you believe that solving the problem of poor nations will improve global economy?**

**VOCABULARY 2**

**1. Using the appropriate suffixes (-ity, -tion, -er, -or, -ence) give the nouns related for the following:** separate, owner, manage, enable, regulate, secure, promote, interpret, emerge, compete.

**2. Using the prefixes dis-, in-, un- give negatives for the following:** organized, equality, place.

**3. Using the suffixes -al, -ic, -able, -ful give the adjectives related for the following:** power, occupation, desire, optimist, globe.

**4. State the meaning of the prefixes in bold, use the dictionary to find more words with the same prefixes, then translate the sentences below:** rehiring, **displaced**, **post-industrial**, **disagree**, **multinational**, **hemisphere**, **macrosociological**.

1. For the recovery to last, companies need to begin **rehiring** workers so incomes will resume growing and households will have the resources to boost consumer spending, which accounts for about 70 percent of economic activity.

2. Over years of fighting in Somalia, nearly 1.5 million people have been forced from their homes and are internally **displaced**. 3. In a **post-industrial** era, entertainment is perhaps the one field where the United States remains indisputably No. 1. 4. Economists, meanwhile, **disagree** about the effects on the job market. 5. Countries that receive lots of **multinational** investment have grown faster. 6. Shrinking Arctic sea ice may have helped cause unusually



snowy winters that have blanketed parts of the Northern **Hemisphere** in recent years.

**5. Complete the sentences below with the words from the previous exercise.**

1. Video games have now \_\_\_\_\_ television with even greater spectacle, immersing people in the very fantasy worlds they turned to pulp for a century earlier. 2. Like many other shore birds, they have an extensive geographical range, and are found in all latitudes, both in the eastern and western \_\_\_\_\_. 3. Today, trade secret theft costs \_\_\_\_\_ corporations billions of dollars each year – and no company is immune. 4. Analytical thinking happens in the left \_\_\_\_\_ of the brain and is essential to making more objective, less biased decisions. 5. As the developed world has moved into its \_\_\_\_\_ phase, an unprecedented gift has come to ordinary people: large amounts of free time.

**6. Match the right and the left hand columns to make noun-noun partnerships which occur in the text:**

profit	organization
business	alienation
labour	opportunity
worker	society
information	market
service	inequalities
job	motive
income	economy

**7. Combine the words listed below into meaningful two-word expressions:** shifts, competition, private, structure, liability, ownership, free, phenomenon, increase, natural, debate, occupational, limited, current, dual, enormous, society, contemporary, shared, intense, role.

**8. Find in the text all the two-word adjectives (for example: *two-tiered*). Translate the sentences below paying attention to the compound adjectives.**

1. Some of these newcomers are high-paid, high-spending executives and investment bankers, but a far larger group consists of lower-paid, less-skilled construction workers, janitors, domestic helpers and the like. 2. At the same time, the nation has more than 100 million candidates for only 61 million low-skill, low-wage positions. 3. The structure of job opportunities in the United

States has sharply polarized over the past two decades, with expanding job opportunities in both high-skill, high-wage occupations and low-skill, low-wage occupations, coupled with contracting opportunities in middle-wage, middle-skill white-collar and blue-collar jobs.

**9. Complete the sentences with the active vocabulary, use the words from the box (change the form of the word when it's necessary):**

anticipate <i>v</i>	offset <i>v</i>	shift <i>n</i>	alienation <i>n</i>
alter <i>v</i>	impact <i>n</i>	trace <i>v</i>	decline <i>n</i>

1. Depressed people frequently feel a sense of \_\_\_\_\_ from those around them. 2. The practice of giving eggs at Easter can be \_\_\_\_\_ back to festivals in ancient China. 3. The price \_\_\_\_\_ were especially striking for oils, fats, dairy products and sugar. 4. If you \_\_\_\_\_ an event, you realize in advance that it may happen and you are prepared for it. 5. Although long-distance phone calls are going up, the charge for local calls will not \_\_\_\_\_. 6. The anti-smoking campaign had made quite an \_\_\_\_\_ on young people. 7. The extra cost of commuting to work from the suburbs is \_\_\_\_\_ by cheaper rents. 8. Rivalries between the gangs can be \_\_\_\_\_ back to the 1950s in some black and Hispanic neighbourhoods. 9. Media attention has \_\_\_\_\_ recently onto environmental issues.

## LANGUAGE REVIEW 1

### Sentence structure

#### Complex sentences: time and condition

**1. Complete the sentences using the following conjunctions: *when, before, after, while, till/until, once, whenever/every time, (just) as, the moment/immediately, as soon as, as long as, now (that),; by the time, hardly \_\_\_\_\_ before/when, no sooner \_\_\_\_\_ than, if, unless*. In some sentences more than one answer is possible.**

1. I won't give up my present job \_\_\_\_\_ I find a better one. 2. They'll arrive on time \_\_\_\_\_ something unexpected happens. 3. Don't forget to put off the light \_\_\_\_\_ you leave the office. 4. You can interrupt me \_\_\_\_\_ you feel like. 5. We'll speak about it \_\_\_\_\_ the lecture is over. 6. Make sure you fix the scanner \_\_\_\_\_ the boss comes back. 7. \_\_\_\_\_ he gets money, he spends it all at once. 8. I had \_\_\_\_\_ started work \_\_\_\_\_ the boss demanded my report. 9. Don't look at

her \_\_\_\_\_ she speaks. It makes her very nervous. 10. I'll keep the papers for you \_\_\_\_\_ you come back. 11. \_\_\_\_\_ you've done the basic course, you can go on to the more advanced one. 12. \_\_\_\_\_ we came out of the office, it started raining. 13. We'll be able to go further \_\_\_\_\_ we clear up this misunderstanding. 14. I was \_\_\_\_\_ at my desk \_\_\_\_\_ the phone rang. 15. \_\_\_\_\_ the office opened, there were hundreds of people in the queue. 16. \_\_\_\_\_ you hear any news, let me know! 17. \_\_\_\_\_ I see a book shop I just have to go in. I can't help it! 18. \_\_\_\_\_ the exams are over I can enjoy myself. 19. \_\_\_\_\_ no problems arise we should get the job finished by Friday. 20. The phone rang \_\_\_\_\_ I was leaving the house.

## 2. Use the verbs in brackets in the correct tense form.

(A) 1. She (not/marry) him unless he (give up) his bad habits. 2. As soon as Henry (write) to me, I (let) you know. 3. If he (not/come), we (have) a problem. 4. I (tell) you as soon as I (know). 5. Harry (stay) in the office until he (finish) his report. 6. When he (come) next time, don't let him in. 7. Our boss (give) you the day off on condition that you (work) on next Saturday morning. 8. You can borrow this book so long as you (not/keep) it too long. 9. He says he (write) the memo after he (check) the figures. 10. Michael says he (look in) to see us before he (leave).

(B) 1. Ann will talk to the dean if she (see) him, but I doubt if she (see) him today. 2. I'd like to know when we (have) the new timetable. – I'll be happy as long as we (have) the old one. 3. I have no idea when meeting (start), but if I (find out), I'll tell you. 4. I'll phone her as soon as she (appear), but I don't know when she (return). 5. We'll start working when he (be) ready, we just wonder when he (be) ready. 6. Please, tell me if you (get) some news. – I'm not sure if we (get) any more news from them. 7. If our project (be) successful, we'll have a celebration; but we are not sure whether it (be) a success or failure.

## 3. Join the sentences into one using *till, until, while, before, after, if, unless*.

1. I'll stay in this room. I'll look through all the letters. 2. We'll understand. You'll explain it. 3. I'll show you my article. I'll publish it. 4. They'll wait. She'll come. 5. They will give us their new address. They will move their office. 6. I'll keep your notes. You'll need them. 7. He won't leave. He'll receive a positive answer. 8. She won't take her examination. She'll write a test. 9. I'll read the message carefully. I'll write a reply. 10. They won't disturb him. He'll finish his work.

## LANGUAGE REVIEW 2

### Complex sentences: place, purpose, reason

#### 1. Complete the sentences choosing the correct alternative.

1. I wrote it in my diary (so that/lest) I shouldn't forget. 2. I made a mistake (because/now that) I was tired. 3. (For/Seeing that) it's so late, why don't you stay for the night? 4. (Wherever/As) the weather was warm, they decided to have lunch outdoors. 5. (Since/Because of) the pay was so poor, I didn't apply for the job. 6. There is a big choice of colleges. You can study (wherever/whichever) you like. 7. The applicant's failure to get the job was solely (in order that/due to the fact that) he lacked the necessary qualifications. 8. The cause of the accident is unclear, (for/so that) there are many factors involved. 9. He left without saying goodbye (in order that/lest) anyone should stop him. 10. You will be given full details shortly (in order that/in order to) you may make your arrangements. 11. You are free to go (wherever/whoever) you please. 12. Students learn to analyze situations (so as to/so that) any problems can be solved. 13. I can get to work much more easily (now that/so that) I've got a car. 14. He worried (seeing that/lest) they should tell everybody what had happened. 15. (As/Where) other people might be satisfied, he has higher ambitions.

## LANGUAGE REVIEW 3

### Complex sentences: concession, result, manner

1. Make up correct concessive sentences by matching their halves and using one of the following conjunctions: *although*, *(even) though*, *even if*, *whereas*, *while/whilst*, *not that*, *except that*.

1. _____ she reads a lot in Spanish,	a) you don't realize it.
2. I wouldn't want to give away any secrets at this stage – _____	b) I do not approve of his methods.
3. From the minute you leave school you begin to be a different person, _____	c) he can't speak English.
4. _____ he has lived seven years in Great Britain,	d) it makes them unpopular.
5. It was a good hotel _____	e) others are hesitating.
6. _____ we are completely different	f) we've got any answers yet.
7. _____ I can't help admiring his results.	g) we are still great friends.

8. Government have to make these decisions _____	h) others are extremely poor.
9. Some people have agreed to take part in the survey _____	i) she can't speak it.
10. Some countries are very rich _____	j) it was rather noisy.

**2. Study the following sentences paying attention to the words in italics. Translate the sentences into your native language.**

1. *Whoever /no matter who* runs the country, we're always in a mess. 2. I won't change my mind, *whatever/no matter what* you say. 3. The journey takes ages, *whichever/no matter which* route you take. 4. *Wherever/No matter where* we go on holiday, you never enjoy it. 5. *However/no matter how* it began, the small quarrel was bound to develop into a large-scale conflict. 6. *Whether* they choose Brian *or* Peter, neither of them will make a good manager.

**3. Complete the result (A) and manner (B) clauses using one of the following words and phrases: a) *so, so \_\_\_\_\_ that, such \_\_\_\_\_ that, such that, to such an extent that/to the extent that, insofar as, inasmuch as*; b) *(just/exactly/precisely) as, the way, as if, as though*. In some sentences more than one answer is possible.**

(A) 1. The problem was \_\_\_\_\_ the local authorities were unable to cope. 2. They made \_\_\_\_\_ an interesting offer \_\_\_\_\_ we couldn't refuse it. 3. The rate of progress was \_\_\_\_\_ rapid \_\_\_\_\_ advance was following advance on almost a monthly basis. 4. There was \_\_\_\_\_ much noise \_\_\_\_\_ we couldn't hear anything. 5. I was in \_\_\_\_\_ a panic \_\_\_\_\_ I couldn't say a word. 6. They worked \_\_\_\_\_ quickly \_\_\_\_\_ there was no time for talking. 7. Sometimes they say \_\_\_\_\_ stupid things \_\_\_\_\_ I don't even bother to listen. 8. He speaks very little English, \_\_\_\_\_ I talked to him through an interpreter. 9. He looked \_\_\_\_\_ young \_\_\_\_\_ everyone took him for a student. 10. The study was in \_\_\_\_\_ a mess \_\_\_\_\_ it took three hours to tidy. 11. It proved to be \_\_\_\_\_ a difficult problem \_\_\_\_\_ nobody could solve it. 12. The atmosphere in the company got tense \_\_\_\_\_ the management was forced to hold a general meeting. 13. Peter Croftson is also guilty, \_\_\_\_\_ he knew about their plans to sell that information. 14. Violence increased \_\_\_\_\_ residents were afraid to leave their homes. 15. The research results will be successful, \_\_\_\_\_ one can draw conclusions from so little evidence.

(B) 1. I feel \_\_\_\_\_ everyone is laughing behind my back. 2. I entered the data into the computer, \_\_\_\_\_ I'd been told to do. 3. People are behaving \_\_\_\_\_ nothing had changed. 4. He did it \_\_\_\_\_ he usually does – badly. 5. She behaves \_\_\_\_\_ she does because you were unfair to her. 6. Our supervisor acts \_\_\_\_\_ he owned the company. 7. He complained about everything \_\_\_\_\_ I knew he would. 8. They work a five day week \_\_\_\_\_ we do. 9. They look very happy \_\_\_\_\_ they've got some good news. 10. I like freedom to plan my day \_\_\_\_\_ as I want.

**4. Study the following sentences and state the meaning of *while*, *since* and *as*.**

1. They arrived *while* we were having a round-table discussion. 2. *While* teaching standards could be raised, more funding would also help. 3. Schools in the north of the country tend to be more equipped, *while* those in the south are relatively poor. 4. *Since* there was little evidence to support these observations, they were not influential. 5. We've been friends ever *since* we were at school together. 6. Many women have a career *since* financial realities now demand that the majority of mothers work. 7. We'd better leave things *as* they are. 8. *As* the time passed, the situation seemed to get worse. 9. I saw Peter *as* I was getting off the bus. 10. There is no simple answer, *as* is often the case in science. 11. *As* it was getting late, I closed the office and went home. 12. *As* I explained on the phone, your request will be considered at the next meeting. 13. Popular *as* he might be, the President hasn't always managed to have his own way. 14. I asked Philip to make a report, *as* he knew the subject very well. 15. They want peace *as* much *as* we do.

## LESSON 2

### VOCABULARY 1

**1. Look through the following international words and try to guess their meaning:** aristocrat *n*, advocate *n*, monopoly *n*, dominant *a*, ignore *v*, tariff *n*. **Translate the sample sentences.**

1. The world-famous advocate of human rights went on to win the Nobel Peace Prize. 2. At the same time, The United States alleges that China's virtual monopoly on the minerals is used to benefit local companies and drive up prices for others. 3. Unemployment will be a dominant issue at the next election. 4. Safety regulations are being ignored by company managers in the drive to

increase profits. 5. In February the European Union lifted import tariffs on Moroccan olive oil, putting it in direct competition with Spain. 6. The new tariffs of around 30 percent, much bigger than had been expected, were set on Thursday by the U.S. 7. The company received a substantial government subsidy.

## **2. Complete the following sentences with the words from Exercise**

### **1.**

1. Four national TV channels share the same owner and have a virtual \_\_\_\_\_ in TV broadcasting. 2. How can the government \_\_\_\_\_ the wishes of the majority? 3. The U.S. may announce “anti-dumping” \_\_\_\_\_ on Chinese solar panels. 4. An \_\_\_\_\_ is someone from the ruling class, usually those with nobility, money, or both. 5. The Senator was a tireless \_\_\_\_\_ of campaign finance reform. 6. A \_\_\_\_\_ is money that is paid by a government or other authority in order to help an industry or business, or to pay for a public service.

## **READING AND SPEAKING**

**1. The key word of the text given below is “efficiency”. Make suggestions why it plays a vital role in up-to-date economy.**

**2. Read the text, then complete Paragraphs 1–6 with their initial sentences a–f.**

a. This class of owners adopted a new economic philosophy – a belief in free competition and *laissez faire*.

b. In the United States, *laissez faire* became less a hands-off policy than one of government giving special help to business.

c. Because all human societies have needed food and shelter, economic systems have always existed.

d. In some ways, the free enterprise system worked well, industry flourished.

e. The industrial revolution caused drastic changes in the systems of production and distribution of goods and paved the way for modern economies.

f. Adam Smith ignored the possibility that the strongest competitors would tend to wipe out competition and monopolize certain industries.

## MODERN ECONOMIC SYSTEMS

1. \_\_\_\_\_ But in modern, industrial societies, economies are very different from the simple food sharing of primitive societies or village markets and bartering of predominantly agricultural societies.

2. \_\_\_\_\_ The industrial revolution began in the late eighteenth century when labour started to shift from home to factory and from handicraft to the use of power-driven machinery. Along with the changes in production came a new class of owners – of mines, factories, and transportation facilities, a class that replaced the old landowning aristocrats as the dominant economic class.

3. \_\_\_\_\_ Meaning literally “leave alone”, *laissez faire* was a policy of keeping government out of business. The most famous early advocate of a *laissez faire* or free enterprise system was Adam Smith. Smith argued that if everyone were allowed to compete freely in the market economy, those who produced the best goods at the lowest prices would prevail and society as a whole would gain. Inefficient industries would be wiped out: efficiency would prevail. He supposed that all the right goods and services would be produced as though the system were guided by an “unseen hand”. Before his time, government had often granted monopolies to preferred trading companies. Smith opposed such special favours as well as regulations on business. He also opposed labour unions, despite the fact that labour at this time received cruel treatment. Labourers, he said, should sell their services for the best price they could get, just as manufacturers should sell their goods for the best price they could get.

4. \_\_\_\_\_ His picture of the world was of small business, small shopkeepers, and small farmers. Smith failed to foresee that the new industrialists might grow just as powerful as the old landowning class had been and look to government for special favours.

5. \_\_\_\_\_ Tariffs (taxes on imports) protected American manufacturers from foreign competition. Large subsidies were given to shippers and railroad owners. In Western states, railroads sometimes got land grants of fifteen miles on both sides of the tracks. Until the late nineteenth century, government sided with industry against labour.



6. \_\_\_\_\_ The gross national product constantly increased. A continent was spanned by railroads and small settlements in less time than the Founding Fathers had ever imagined possible. The system also bred inventiveness, with new industrial processes and labour-saving devices rapidly replacing individual owners and partnerships. There were problems, though: frequent depressions and unemployment, carelessness toward resources and environment, indifference to workers' health and safety, and monopolistic tendencies in many fields. As a result, society has moved away from *laissez faire* and toward an economic system that mix free enterprise with government regulation and spending.

**4. Answer the following questions:**

- a. What challenges did the late 18<sup>th</sup> century bring?
- b. Did Adam Smith support the idea that monopolies played an essential part in a society?
- c. How did American producers manage to remain competitive?
- d. How easy was it to replace partnerships and individual owners with new inventions?

**5. Why do you think the philosophy of “leaving alone” seemed to be more favourable for the new class of owners?**

**6. Focus on A. Smith's vision of future. Have his predictions come true?**

**7. Find the facts in the text proving that “free enterprise system worked well”.**

**VOCABULARY 2**

**1. Using the appropriate suffixes (-ity, -tion, -ist, -ness, -ment) give the nouns related for the following:** careless, inventive, revolve, produce, distribute, compete, govern, regulate, possible, industrial, environ.

**2. Using the suffixes -ent, -ic, -ous, -less give the adjectives related for the following:** fame, monopoly, tire, differ.

**3. Using the prefixes in-, un- give negatives related for the following:** employment, difference, efficient, seen.

**4. Using the information in the text say what verbs and adjectives can be used with the following nouns:** society, revolution, economy, machinery, philosophy, industry, device.

**5. From the following words make seven noun-noun partnerships which occur in the text:** transportation, labour, market, owners, facilities, regulation, economy, unions, government, railroad.

**6. Match the key words of the unit to their definitions:**

1) drastic	a) give rise to; cause to happen or occur;
2) handicraft	b) to support one person or group in an argument;
3) <i>laissez faire</i>	c) violent, forceful, and extreme;
4) prevail	d) be larger in number, quantity, power, status or importance, prove superior;
5) wipe out	e) a policy of complete non-intervention by governments in the economy, leaving all decisions to the market;
6) labourer	f) to grow or develop successfully, make steady progress;
7) side with	g) eliminate completely and without a trace;
8) flourish	h) a person who does unskilled physical work, someone engaged in manual labor;
9) breed	i) powered by a motor;
10) power-driven	j) a work produced by hand labor.

**7. Complete the sentences with the key words of the Unit.**

1. In spite of injuries, our team \_\_\_\_\_ and went on to win. 2. This is the perfect environment for our company to \_\_\_\_\_ and expand in. 3. Nearby, stalls selling \_\_\_\_\_ – leather bags, chess sets, painted tea glasses – mixed with juice vendors and kebab grills. 4. \_\_\_\_\_ means non-intervention, non-interference. 5. We hope that common sense will \_\_\_\_\_ prevail and arrangement will soon be reached. 6. In the desert there's a \_\_\_\_\_ change in temperature from day to night. 7. We want to \_\_\_\_\_ world hunger by the year 2020. 8. The company will be taking \_\_\_\_\_ measures to reduce its debt. 9. Rising costs over the past four years \_\_\_\_\_ their profits and sent them deeply into debt. 10. Why is it that you always \_\_\_\_\_ him when he and I argue? 11. I never \_\_\_\_\_ anybody. I form my own opinions.

## LANGUAGE REVIEW

### Sentence structure: relative adjective clauses

#### 1. Read the sentences and put in *who* or *which*.

1. Look at the man \_\_\_\_\_ is standing near the entrance door. Do you recognize him? 2. I don't know \_\_\_\_\_ is the most sensible project to follow. 3. Here are the papers \_\_\_\_\_ you haven't looked through yet. 4. She is the person \_\_\_\_\_ will help you whenever you require help. 5. There is a man here \_\_\_\_\_ wants to sell us something. 6. This is the gift \_\_\_\_\_ I bought for my son when I was on a business trip. 7. She has already read the book \_\_\_\_\_ we gave her last Friday. 8. Do you know the people \_\_\_\_\_ have just arrived? 9. Harry Smith, \_\_\_\_\_ is 55, is unemployed.

#### 2. Complete each sentence using *who*, *whom*, *which* or *whose*.

1. What's the name of the woman \_\_\_\_\_ photo you took? 2. A pacifist is a person \_\_\_\_\_ believes that all wars are wrong. 3. There are a lot organizations \_\_\_\_\_ don't have a strict dress code. 4. A few days ago I met someone \_\_\_\_\_ brother I went to school with. 5. Was that the place to \_\_\_\_\_ you normally go? 6. This school is only for children \_\_\_\_\_ first language is not English. 7. The company \_\_\_\_\_ has laid off thousands of workers owns Greenway Supermarkets. 8. There are a lot of children here \_\_\_\_\_ parents have divorced. 9. The man to \_\_\_\_\_ they wrote didn't answer them. 10. The scientist \_\_\_\_\_ has won the Nobel Prize discovered a new planet.

#### 3. Use your own ideas to complete the sentences.

1. I clearly remember the date \_\_\_\_\_. 2. The reason \_\_\_\_\_ was that I didn't know their address. 3. Unfortunately, we weren't at home the evening \_\_\_\_\_. 4. Do you know the country \_\_\_\_\_? 5. Is there a shop near here \_\_\_\_\_? 6. The reason \_\_\_\_\_ is that they don't need one. 7. You'll never forget the time \_\_\_\_\_. 8. 2008 was the year \_\_\_\_\_. 9. A university is a place \_\_\_\_\_. 10. The reason \_\_\_\_\_ was that he wanted to see the manager.

#### 4. Put in *who*, *which* or *that* only if you have to.

1. The man \_\_\_\_\_ repaired our computer is a real expert. 2. Somewhere I've got photos of the places \_\_\_\_\_ I visited on my holidays. 3. The man \_\_\_\_\_ answered the phone told me you were away. 4. The meeting \_\_\_\_\_ Mark had to attend went on for three hours. 5. The office \_\_\_\_\_ was destroyed by the fire has now been rebuilt. 6. Is there anything \_\_\_\_\_ I can do? 7. The dictionary is the

book \_\_\_\_\_ gives you the meaning of words. 8. I don't like people \_\_\_\_\_ are never on time. 9. The bus \_\_\_\_\_ goes to the airport runs every half hour. 10. Margaret works for a company \_\_\_\_\_ makes electronic equipment.

### LESSON 3

#### VOCABULARY 1

**1. State the meaning of the following international words from the text, then translate the example sentences:**

a) analyze *v*, credit *n*, service *n*, total *adj*, balance *v*, segment *n*, farm *n*, latent *adj*, investment *n*, theorize *v*, series *n*, pension *n*, radical *adj*,

b) perspective *adj*, cooperative *adj*.

1. Water samples taken from streams were analyzed for contamination by chemicals. 2. Recent immigrants make up less than 3 % of the total population. 3. These creatures have upset the delicate ecological balance in the lake. 4. We returned the clothes and got a store credit. 5. Total grain exports have increased. 6. We stopped at the services to get petrol. 7. The decision was very popular among certain segments of the population. 8. Latent ethnic tensions exploded into the open yesterday. 9. Stocks are regarded as good long-term investments. 10. It is easy to "theorize" about implementing new "products." 11. A series of scandals over the past year has not helped public confidence in the administration. 12. Comparative religion is a three-credit course.

**2. Complete the following sentences with the words from Exercise 1.**

1. The bank offers small businesses \_\_\_\_\_. 2. People over the age of 85 make up the fastest-growing population \_\_\_\_\_. 3. Researchers \_\_\_\_\_ the purchases of 6300 households. 4. My brother runs a car \_\_\_\_\_ (business that rents cars with drivers). 5. The \_\_\_\_\_ cost of the project came to about \$ 700,000. 6. The index is compiled from data collected from 600 companies in the \_\_\_\_\_ sector. 7. During bad economic times, \_\_\_\_\_ steps may be necessary to restore the confidence of the consumer. 8. New tax measures are designed to redress the \_\_\_\_\_ (make the situation more equal) between rich and poor. 9. \_\_\_\_\_ in new technology is critical to our success. 10. Recent developments in the area have brought \_\_\_\_\_ ethnic tension out into the open. 11. She gave a \_\_\_\_\_ of lectures at Warwick University last year on contemporary British writers.

## READING AND SPEAKING

**1. Before reading the text, outline the economist's and the sociologist's objects of research. How do you think their spheres of interests are interconnected?**

**2. Read the text. The following statements are the answers. Make up the possible questions.**

- a. Goods and services produced by a society.
- b. It has changed the work structure.
- c. Such rich families as the Fords, Morgans, Du-Ponts, etc. belong to it.
- e. The knowledge of market conditions.
- f. Because this type is the most efficient.

## SOCIOLOGY AND ECONOMICS

Economists and sociologists study the economic system in different ways. Economists mathematically analyze supplies of money and credit, goods used in production, goods and services people buy, and the amounts that governments take in taxes. Economists are interested in the total value of goods and services (called the gross national product) that a society produces, trends in production, the stock market, productivity of labour, rates of savings and investment, and the international balance of trade. Their knowledge of market conditions and probable future makes them valuable as advisers to business and government.

Sociologists, on the other hand, want to know how economics is intertwined with all other segments of the society. They are interested in how the economic system affects people. For example, a modern industrial society affects the family, changing it from the cooperative work unit that it had been in the days of small farms and shops. We have seen how the economic requirements of the job market call for generally higher levels of education and leave behind the uneducated and unskilled.

Besides functioning primarily to produce and distribute goods and services, an economic system has a number of latent functions of particular interest to sociologists. The economic system is the major determinant of the social-class system. The highest social class in American society, for instance, contains families like the Fords, Mellons, Morgans, and du-Ponts, each with assets in the hundreds of million of dollars – so much money that just the

interest on their investments brings them from \$1000,000 to \$200,000 per day for eternity. In the lowest social class are people with marketable skills and no jobs, or jobs that bring too little to support a family.

One latent function of the economy is to create desire for its goods, many of which people could live without quite comfortably. Advertising creates this desire, it helps people to rate themselves and others in terms of economic system. It has been theorized that this rating leads people to find new and dishonest means to success. Maintaining social classes and creating demand for products are two of the little-noticed functions of modern economic systems.

Modern industrial economies of the non-communist world, including that of the United States, are often called mixed economies. Such economies combine giant corporations, small businesses, and considerable government regulation, as well as social security and welfare measures. Mixed economies differ widely in their type of “mix”. Britain socialized certain industries – coal and railroads among them – whereas the United States has not. The Scandinavian countries provide more social security and welfare than the United States.

In functional terms, the economy becomes a mixed system because this is the only arrangement that works. If people are out of work and penniless, they can't buy goods, and a chain reaction begins. Poor people cannot buy clothes and so clothing stores and producers lay off workers who cannot buy cars, causing unemployment for autoworkers, which, in turn, leads to other job losses. To prevent or contain this series of events the government insists that employers should contribute to unemployment insurance and pension funds, and it provides welfare and social security to ensure a minimum of purchasing power.

In conflict perspective some people argue that such government policies reflect a fear of the poor. If working people grow too destitute, they might become politically radical and want to change the mixed economic system to some form of socialism.

**3. Read the text in detail and find the paragraph which**

- a) confirms the necessity to practise various types of economic systems;
- b) shows the importance of having higher education;
- c) gives at least one reason for a mixed economic system to exist and to be changed;
- d) points out the challenge of economy under the particular conditions.

**4. Choose the best answers from the text.**

- a. Why is the economic system thought to be the major dominant of the social-class society?
- b. What latent functions of economy are mentioned in the text?
- c. In what ways do mixed economies differ?

**5. In groups/pairs, speak about “a chain reaction” of job absence.**

**Give examples that support your opinion.**

**VOCABULARY 2**

**1. Using the appropriate suffixes (-er, -ity, -tion, -ist, -ness, -ment) give the nouns related for the following:** produce (3 words), advise, require, eternal, regulate, secure.

**2. Using the suffixes -al, -able, -less, -ant give the adjectives related for the following:** determine, market, function, penny.

**3. Using the prefixes dis-, non-, un- give negatives related for the following:** educated, skilled, communist, honest, employment.

**4. Match the key words of the unit to their definitions; then complete the sentences with the key words:**

1) goods <i>n</i>	1) an agreement in which you pay a company money and they pay your costs if you have an accident, injury, etc.
2) savings <i>n</i>	2) money paid to the government, which is based on your income or the cost of goods or services you have bought;
3) taxes <i>n</i>	3) help given, especially by the state or an organization, to people who need it, especially because they do not have enough money;
4) assets <i>n</i>	4) something valuable belonging to a person or organization which can be used for the payment of debts;
5) welfare <i>n</i>	5) the money you keep, esp. in a bank or other financial organization;
6) insurance <i>n</i>	6) things for sale, or the things that you own.

1. This national fund pays for \_\_\_\_\_ benefits such as unemployment and sickness pay. 2. The business has \_\_\_\_\_ totalling £ 5.1 million. 3. There is a 25 % discount on all electrical \_\_\_\_\_ until the end of the week. 4. He spent all his \_\_\_\_\_ on an expensive car. 5. A company's \_\_\_\_\_ can consist of cash,

investments, buildings, machinery, specialist knowledge or copyright material such as music or computer software. 6. They provide free \_\_\_\_\_ against loss or damage up to \$ 5,000. 7. The government has promised to lower \_\_\_\_\_ after the election.

**5. Complete the sentences with the active vocabulary, using the verbs from the box (you may have to change the form of some words):**

intertwine <i>v</i>	affect <i>v</i>	call for <i>v</i>	rate <i>v</i>	destitute <i>a</i>	ensure <i>v</i>
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1. She is \_\_\_\_\_ very highly by her colleagues. 2. Personal and business relationships are closely \_\_\_\_\_ in Japan. 3. It is a disease which \_\_\_\_\_ mainly older people. 4. The role of the police is to \_\_\_\_\_ that the law is obeyed. 5. These groups gathered clothing, schoolbooks, and medical supplies for the \_\_\_\_\_ flood victims. 6. The present crisis \_\_\_\_\_ mature judgment on the part of our leaders. 7. The floods left thousands of people \_\_\_\_\_.

#### LANGUAGE REVIEW

##### Sentence structure: relative noun clauses

**1. Complete the sentences with an appropriate conjunction. Choose from the following: *that, whether, if, how, how many (much/far/long/often), who(ever), what(ever), which(ever), when(ever); where(ever), why.* In some sentences more than one answer is possible.**

(A) 1. \_\_\_\_\_ he could be mistaken wasn't possible. 2. \_\_\_\_\_ I'll be able to come depends on a number of things. 3. \_\_\_\_\_ they're going to enforce the law isn't clear. 4. \_\_\_\_\_ did it doesn't matter. 5. \_\_\_\_\_ he comes makes no difference. 6. \_\_\_\_\_ you have to do is to choose five companies to invest in. 7. \_\_\_\_\_ she does will determine the future of her administration. 8. It was easy to see \_\_\_\_\_ it could have happened. 9. It's hard to say \_\_\_\_\_ they are coming or not. 10. Is it known \_\_\_\_\_ people they are going to invite?

(B) 1. The result is \_\_\_\_\_ no one knows what to do. 2. He is \_\_\_\_\_ is generally called a traitor. 3. The problem is \_\_\_\_\_ we'll be able to convince him. 4. He thinks that hard work and determination is \_\_\_\_\_ you get success in life. 5. A nice cup of tea and a good rest is \_\_\_\_\_ you really need. 6. Poor working conditions and bad pay is \_\_\_\_\_ they refuse to do this job. 7. ANT is \_\_\_\_\_ I want to work. 8. The question was \_\_\_\_\_ it would be better to start.



9. The problem is \_\_\_\_\_ we are going to charge with this task. 10. The advantage of this approach is \_\_\_\_\_ it gives you more accurate results.

(C) 1. The figures show \_\_\_\_\_ the population has increased. 2. I wonder \_\_\_\_\_ that's a good idea. 3. They didn't like \_\_\_\_\_ he told them. 4. They didn't tell us \_\_\_\_\_ they are going to stay. 5. Can they inform us \_\_\_\_\_ the interview will start? 6. Choose \_\_\_\_\_ one of these methods you want. 7. We regret \_\_\_\_\_ you didn't find our service satisfactory. 8. Did he tell \_\_\_\_\_ from the office he lives? 9. We don't know \_\_\_\_\_ he doesn't want to participate. 10. Could you find out \_\_\_\_\_ she needs to use the library?

**2. Read the sentences and put in either *that* or *what*.**

1. Everything \_\_\_\_\_ happened was your fault. 2. She thinks \_\_\_\_\_ happened was your fault. 3. We gave her all the information \_\_\_\_\_ we had. 4. Did you hear \_\_\_\_\_ they said? 5. Tell me \_\_\_\_\_ you want and I'll try to get it for you. 6. Why do you blame me for everything \_\_\_\_\_ goes wrong? 7. I won't be able to do much but I'll do the best \_\_\_\_\_ I can. 8. Everything \_\_\_\_\_ they said was true. 9. We don't trust him. We don't believe anything \_\_\_\_\_ he says. 10. I don't agree with \_\_\_\_\_ you've just said.

**3. Complete the sentences with *what*, *that* or *which*.**

1. Try to decide \_\_\_\_\_ you want most. 2. Nobody will believe \_\_\_\_\_ it's true. 3. Where are the letters \_\_\_\_\_ were in the tray? 4. Did you hear \_\_\_\_\_ I said? – No, \_\_\_\_\_ was it? 5. We believe \_\_\_\_\_ she speaks the truth. 6. The book says one thing and you say another. I don't know \_\_\_\_\_ to believe. 7. Why do you blame me for all things \_\_\_\_\_ go wrong? 8. People are \_\_\_\_\_ they think they are. 9. We don't have the journal \_\_\_\_\_ you are looking for. 10. Don't worry! I'll do \_\_\_\_\_ I can.

## UNIT 2 SOCIAL STRATIFICATION

### LESSON 1

#### VOCABULARY 1

**1. Look up the pronunciation of the following words in the dictionary:** utopian *adj*, prestige *n*, hierarchy *n*, Hinduism *n*, caste *n*, barrier *n*. **Give words of the same root in Ukrainian.**

**2. Complete the following sentences with the words from Exercise 1.**

1. Intolerance is a \_\_\_\_\_ to understanding. 2. \_\_\_\_\_ is an ancient religion with Indian origins whose characteristics include the belief that when a person dies his spirit returns to life in another body. 3. Honesty is put first in her \_\_\_\_\_ of values. 4. Some 40 \_\_\_\_\_ communities based their organization on the ideas of the French theorist Charles Fourier, who hoped to eliminate poverty through the establishment of scientifically organized cooperative communities called “phalanxes.” 5. The Indian government banned \_\_\_\_\_ discrimination at independence from Britain in 1947. 6. He wanted to achieve power and \_\_\_\_\_. 7. He quickly rose through the management \_\_\_\_\_: at 36 he was the youngest member of the board of directors.

#### READING AND SPEAKING

**1. Before reading the text think of the answers to the following questions.**

- a. Some members of a contemporary society receive greater rewards than others, don't they? Is that a fair society?
- b. Do people want to stand higher in social rankings?
- c. Why do some people feel like social inferiors?
- d. Can social life be organized without structured inequality?

**2. Read the text and find the answers for the following questions.**

1. Is social inequality a new problem or has it existed long before?
2. What does the term “social inequality” mean?
3. Does social inequality exist in every society? In your country?
4. What does the term “slavery” mean?
5. Slavery has been practiced differently in various countries, hasn't it?

6. What are the reasons for cast membership?
7. What is peculiar about “untouchables”?
8. How does cast system develop in modern India?
9. According to what characteristics are people divided into classes?
10. What are the features of a class system in the USA?
11. Does the USA class system differ from that of the Ukraine?

## **SYSTEMS OF STRATIFICATION**

The questions concerning social inequality have been debated for centuries, especially among political activists. Utopian socialists, religious minorities, and members of recent countercultures have all attempted to establish communities that, to some extent or other, would abolish inequality in social relationships.

Ever since people first began to speculate about the nature of human society, their attention has been drawn to the differences between individuals and groups within any society. The term social inequality describes a condition in which members of a society have different amounts of wealth, prestige, or power. Some degree of social inequality characterizes every society.

When a system of social inequality is based on a hierarchy of groups, sociologists refer to it as stratification: a structured ranking of entire groups of people that perpetuates unequal economic rewards and power in a society.

Stratification inevitably results in social inequality because certain groups of people stand higher in social rankings, control scarce resources, wield power, and receive special treatment.

Slavery. The most extreme form of legalized social inequality for individuals or groups is slavery. What distinguishes this oppressive system of stratification is that enslaved individuals are owned by other people. They treat these human beings as property, just as if they were household pets or appliances.

Slavery, an ascribed status, has varied in the way it has been practiced. In ancient Greece, the main source of slaves consisted of captives of war and piracy. But the slave status was not permanent and all citizens had the potential of being granted freedom under certain circumstances. By contrast, in the United States and Latin America, racial and legal barriers were established to prevent the freeing of slaves.

Castes. Castes are hereditary systems of rank, usually religiously dictated, that tend to be fixed and immobile. The caste system is generally associated with Hinduism in India and other countries. In India there are four major castes, called varnas. A fifth category of out-castes, referred to as untouchables, is considered to be so lowly and unclean as to have no place within this system of stratification. There are also many minor castes. Caste membership is an ascribed status (at birth, children automatically assume the same position as their parents). Each caste is quite sharply defined, and members are expected to marry within that caste.

In recent decades, industrialization and urbanization have taken their toll on India's rigid caste system. Many villagers have moved to urban areas where their low-caste status is unknown. Schools, hospitals, factories, and public transportation facilitate contacts between different castes that were previously avoided at all costs.

Social Classes. A class system is a social ranking based primarily on economic position in which achieved characteristics can influence mobility. In contrast to slavery and caste systems, the boundaries between classes are imprecisely defined, and one can move from one stratum, or level, of society to another. Income inequality is a basic characteristic of a class system.

Sociologist Daniel Rossides (1997) has conceptualized the class system of the United States using a five-class model. Rossides categorized about 1 to 2 percent of the people of the United States as upper-class, a group limited to the very wealthy. By contrast, the lower class, consisting of approximately 20 to 25 percent of the population, disproportionately consists of Blacks, Hispanics, single mothers with dependent children, and people who cannot find regular work. This class lacks both wealth and income and is too weak politically to exercise significant power.

Both of these classes, at opposite ends of the nation's social hierarchy, reflect the importance of ascribed status and achieved status. Those born into extreme wealth or poverty will often remain in the same class position they inherited from their parents. Age and gender are also ascribed statuses that influence a person's wealth and social position.

The upper-middle class, the lower-middle class and the working class are sandwiched between the upper and lower classes in Rossides's model. The upper-middle class, numbering about 10 to 15 percent of the population, is composed of

professionals such as doctors, lawyers, and architects. They participate extensively in politics and exercise leadership roles in voluntary associations. The lower-middle class, which accounts for approximately 30 to 35 percent of the population, includes less affluent professionals (such as elementary school teachers and nurses), owners of small businesses, and a sizable number of clerical workers. While not all members of this varied class hold degrees from a college, they share the goal of sending their children there.

**3. Using the information in the text mark the following statements true (T) or false (F). Correct the false sentences.**

1. Utopian socialists tried to create communities where people were equal in social relationships.

2. Stratification leads to unequal distribution of socially valued rewards within human societies.

3. In the United States and Latin America there were legal opportunities for the easy freeing of slaves.

4. People can easily shift from one caste to another since caste membership is an achieved status.

5. The caste system today is not so strict as it used to be before.

6. The boundaries between classes are strict and it's impossible for a person to shift from one level of society to another.

7. People belonging to different classes have equal power to influence the development of the state.

**4. Identify the characteristics of the following systems of stratification: slavery, castes, and social class.**

**5. Occupying a place of a higher status in a society certainly has its benefits. List some of the benefits that you may have because of your age, gender, race, income, or education.**

**6. Differentiate between *class*, *status group*, and *power*.**

## VOCABULARY 2

**1. From the words given below pick up those having the synonymic meaning:** to abolish, to speculate, to help, to modify, to think, might, to destroy, scarce, regular, to facilitate, systematic, power, insufficient, to vary, stratum, model, level, pattern.

**2. From the words in the lists a) and b) pick up those having the antonymic meaning:**

a) wealth, special, to prevent, fixed, difference;

b) similarity, to permit, movable, poverty, normal.

**3. Using the prefixes *dis-*, *im-*, *un-*, *in-* give negatives related for the following:** equality, equal, mobile, touchable, clean, proportionately.

**4. Using the suffix *-ize* give verbs related for the following:** character, legal, industrial, urban, conceptual, category.

**5. Using the information in the text say what adjectives can be used with the following nouns (more than one combination is possible):** inequality, minority, system, barrier, status, ranking, power, class, membership, work, reward.

**6. Look through the text and find the nouns that go with the following verbs:** establish, abolish, control, wield, facilitate, lack, share.

**7. Find the sentences where the following conversed words are used:** result, ranking, exercise; sandwich; account; influence. **What part of speech do they belong to?**

**8. Complete the sentences with the words from the box:**

reward <i>n</i>	stratification <i>n</i>	exercise <i>v</i>
ranking <i>n</i>	inequality <i>n</i>	facilitate <i>v</i>
sandwich <i>v</i>	wealth <i>n</i>	power <i>n</i>

1. The schedule was so tight that I had to \_\_\_\_\_ an appointment between two board meetings. 2. I \_\_\_\_\_ my democratic right by not voting in the election. 3. We will actively \_\_\_\_\_ business contacts and develop them whenever they benefit the people of Northern Ireland. 4. Last year Wiseman rose from 266 to 35 in the tennis world \_\_\_\_\_. 5. The Prime Minister wants to reduce social \_\_\_\_\_ and make the country a classless society. 6. The growing \_\_\_\_\_ between rich and poor is characteristic of a global society. 7. His \_\_\_\_\_ is so great that money doesn't mean much to him. 8. We also have world-class artisans who deserve fair \_\_\_\_\_ for their creativity. 9. Does the President have more \_\_\_\_\_ than the Prime Minister?

## LANGUAGE REVIEW

### Sentence structure: reported statements

**1. Study the following sentences and say what the actual words of the speaker were.**

1. The editor admitted that the journalist liked to ask personal questions.  
2. She remarked that during that period young people were becoming more and more politically aware.  
3. They denied that they had ever seen that man.  
4. He answered that he had been living there for just a few weeks.  
5. He told us that he had done that test before.  
6. She said that when Professor Jones retired in a month, he would have been teaching for 45 years.  
7. She thought she would probably see me on Monday.  
8. You promised you would be waiting for us at the entrance.  
9. He informed us that in two weeks' time he would have finished his training.  
10. They announced that they were going to take some important steps to improve the situation.

**2. Report the statements using the sequence of tenses. Choose an appropriate reported verb for each sentence.**

1. The engineer: "The equipment is checked before each experiment."  
2. The office manager: "The office is being redecorated now."  
3. My colleague: "We have been invited to their seminar."  
4. The supervisor: "They were not given permission to enter that part of the factory."  
5. The secretary: "The printer was being repaired the whole day yesterday."  
6. Her friend: "She had been told the news by then."  
7. The clerk: "The answer will be given tomorrow."  
8. The operator: "The texts will have been typed by three o'clock."  
9. The government official: "A new social programme is being introduced to help these families."  
10. The commission member: "Everybody's opinion will be taken into account."

**3. Put the verbs in brackets into the correct form.**

1. He answered that he (leave) the next morning.  
2. The delegates were told that the guide just (go) out and (be) back in ten minutes.  
3. She explained that they (look for) the papers for two days.  
4. She replied that the following week she (work) for that firm for fifteen years.  
5. He ended by saying that he (think) he (make) a mistake.  
6. We knew they (discuss) the problem at the next meeting.  
7. He couldn't understand why people (not/want) to change.  
8. Some visitors complained to the manager that the staff (be) rude to them.  
9. I was sure that he (not/agree) to our plan.  
10. He swore that he (study) in the library from 8 till 10 p.m.  
11. She told us she

already (find) the book. 12. She said she (can) not tell us the right time, her watch (be) wrong. 13. He replied that he (get back) as soon as he (get through) with his business. 14. I was surprised you (know) my name. 15. David said that he (ask) permission from the director for me to watch the ceremony.

## LESSON 2

### VOCABULARY 1

**1. Check if you understand the following sociological terms (a-e) occurring in the text, then match them to the correct definitions (1-5):**

- a) sociological perspective    c) conflict theorist    e) dominant ideology  
b) functionalist    d) the status quo

- 1) the existing state of affairs;
- 2) a social theorist that assumes that social behavior is best understood in terms of conflict or tension between competing groups;
- 3) a social theorist that focuses on the way various parts of the social system contribute to the continuity of society as well as the affect the various parts have on one another;
- 4) the way of defining and looking at society used by social scientists, a point of view that focuses not on individuals but their group;
- 5) a set of cultural beliefs and practices that helps to maintain powerful social, economic, and political interests.

**2. Be sure you are familiar with the following economic terms (a-f). Match them to the correct definitions (1-6).**

- a) mode of production    c) capitalism    e) bourgeoisie  
b) feudalism    d) means of production    f) proletariat

- 1) the class of wage-earners, especially industrial workers, in a capitalist society, whose only possession is their labour;
- 2) an economic and social system in which most trade, industry and the means of production are privately controlled and operated for a profit;
- 3) a social and political system existing in Europe during the Middle Ages, based on the relationship between lord and vassal, when the people provided labour and military service to a lord in return for the use of his land;



4) things used by human labourers to create products, including machines, tools, materials, plant and equipment, land, raw materials, money, power generation, and so on;

5) the ruling class of the two basic classes of capitalist society, consisting of capitalists, manufacturers, bankers, and other employers;

6) a specific combination of productive forces and relations of production.

### **READING AND SPEAKING**

#### **1. Read the text and find the answers to the following questions:**

- a. In Marx's opinion, why was it necessary to make changes in the class structure?
- b. What is the basic reason for conflict between classes?
- c. In what way do classes differ within capitalism?
- d. What is the core idea of the functionalist view on the class system?
- e. How do conflict theorists view the reasons for social inequality?
- f. According to conflict theorists, who does the dominant ideology serve to?

### **KARL MARX'S VIEW OF CLASS DIFFERENTIATION**

Marx was concerned with stratification in all types of human societies, beginning with primitive agricultural tribes and continuing into feudalism. But his main focus was on the effects of class on all aspects of nineteenth-century Europe. The plight of the working class made him feel that it was imperative to strive for changes in the class structure of society.

In Marx's view, social relations during any period of history depend on who controls the primary mode of economic production. Differential access to scarce resources shapes the relationship between groups. Thus, under the feudal estate system, most production was agricultural, and the land was owned by the nobility. Peasants had little choice but to work according to terms dictated by those who owned the land.

Using this type of analysis, Marx examined social relations within capitalism – an economic system in which the means of production are largely in private hands and the main incentive for economic activity is the accumulation of profits. Marx focused on the two classes that began to emerge

as the estate system declined – the bourgeoisie and the proletariat. The bourgeoisie, or capitalist class, owns the means of production, such as factories and machinery, while the proletariat is the working class. In the process of maximizing profit the bourgeoisie exploits workers, who must exchange their labour for subsistence wages. According to Marx, exploitation of the proletariat will inevitably lead to the destruction of the capitalist system. The proletariat will overthrow the rule of the bourgeoisie and the government representing the interests of capitalists and will eliminate private ownership of the means of production. In his rather utopian view, classes and oppression will cease to exist in the post-revolutionary workers' state.

Functionalist and conflict sociologists offer contrasting explanations for the existence and necessity of social stratification.

Functionalists maintain that a differential system of rewards and punishments is necessary for the efficient operation of society.

Society must distribute its members among a variety of social positions. It must not only make sure that these positions are filled but also see that they are staffed by people with the appropriate talents and abilities. Rewards, including money and prestige, are based on the importance of a position and the relative scarcity of qualified personnel. Yet this assessment often devalues work performed by certain segments of society, such as women's work as homemakers or occupations traditionally filled by women.

Social inequality is necessary so that people will be motivated to fill functionally important positions. Society must use some type of reward to motivate people to enter unpleasant or dangerous jobs. But this approach doesn't explain the high salaries our society offers to professional athletes or entertainers on the basis of the importance of these jobs to the survival of society. It also does not explain the wide disparity between the rich and the poor.

Conflict theorists argue soundly that competition for such scarce resources as wealth, status, and power results in significant political, economic, and social inequality.

The powerful of today want society to run smoothly so that they can enjoy their privileged positions. Because the status quo suits those with wealth, status, and power, they have a clear interest in preventing, minimizing, or controlling societal conflict.

One way for the powerful to maintain the status quo is to define and disseminate the society's dominant ideology. From a conflict perspective, the social significance of the dominant ideology is that a society's most powerful groups and institutions not only control wealth and property, but, even more important, they control the means of producing beliefs about reality through religion, education, and the media.

The powerful, such as leaders of government, also use limited social reforms to buy off the oppressed and reduce the danger of challenges to their dominance. For example, minimum wage laws and unemployment compensation unquestionably give some valuable assistance to needy men and women. In the view of conflict theorists, such maneuvers can never entirely eliminate conflict, since workers will continue to demand equality, and the powerful will not give up their control of society.

**2. Using the information in the text say what is true (T) and what is false (F). Correct the false statements.**

1. Class is a group of persons sharing the same relationship to the means of production.

2. Society is based on an unequal distribution of advantage.

3. The more profit the capitalists accumulate, the less reasons the proletariat has to overthrow the rule of the bourgeoisie.

4. Rewards including money and prestige should be obtained by every member of a society no matter how important his social position is.

5. The more functionally important position a person occupies the higher salary he gets as is the case with professional athletes or entertainers.

6. Conflict theorists don't agree that competition for wealth, status, and power leads to significant political, economic, and social inequality.

7. The capitalists are not interested in developing societal conflict.

8. The powerful shape people's ideas about world and society through different social institutions and mass media.

9. The easy way to eliminate conflict for a government is to raise minimum wage and pay unemployment compensation.

10. In the view of conflict theorists social reforms won't remove the antagonisms between classes.

3. What scarce resources are mentioned in the text? Think of some more.

4. Examine stratification from the functionalist and conflict perspectives.

5. Why has social inequality developed in human societies?

6. How much is differentiation among people actually essential?

## VOCABULARY 2

1. Using the appropriate suffixes give the nouns related for the following:

a) *-tion, -ment, -al, -ance*

to stratify, to produce, to accumulate, to exploit, to govern, to explain, to punish, to operate, to assess, to survive, to compete, to signify, to dominate, to assist;

b) *-ity*

noble, active, various, able;

c) *-ship, -ism*

relation, capital, owner.

2. Using the suffixes *-al, -ic, -ent, -ous, -ant, -ful* give the adjectives related for the following: agriculture, to differentiate, economy, efficiency, danger, significance, politics, society, dominance, power.

3. Find the following words in the text and determine parts of speech they belong to: primitive, imperative, incentive.

4. Using the prefixes *dis-, de-, un-* give negatives related for the following: to value, pleasant, parity, employment, questionably.

5. Match the right and the left hand columns to make noun-noun partnerships which occur in the text:

class	system
estate	perspective
subsistence	compensation
conflict	structure
wage	wages
unemployment	laws

6. Combine as many words listed below into meaningful two or three word expressions as possible: agricultural, high, dominant, disparity, primitive,

ideology, dangerous, resources, qualified, jobs, scarce, tribes, wide, salaries, personnel, unpleasant.

**7. Look through the text and find the nouns that go with the following verbs:** to strive for, to shape, to own, to maximize, to exploit, to overthrow, to staff, to fill, to buy off, to reduce, to eliminate, to demand.

**8. Complete the sentences with the active vocabulary. Use the word combinations from the box:**

scarce resources	subsistence wage	unemployment compensation
bourgeoisie	means of production	sociological perspectives
wide disparity	mode of production	

1. There are three \_\_\_\_\_ on social problems: functionalism, conflict theory, and interactionism. 2. A survey of the 251 largest law firms found \_\_\_\_\_ in women's presence at firms. 3. Water and air can be related to \_\_\_\_\_ in the sense that they will eventually run out. 4. Artisans get more than \_\_\_\_\_, they are paid enough to cover food, shelter; their children can go to school and have access to medical care. 5. We have distributed over \$4 million of \_\_\_\_\_ recently – money that directly helps unemployed families pay for housing, food and other necessities. 6. \_\_\_\_\_ is the way in which a society goes about producing goods and services, consisting of the forces and relations of production. 7. \_\_\_\_\_ form the economic basis of a society. 8. The need of a constantly expanding market for its products chases the \_\_\_\_\_ over the entire surface of the globe.

## LANGUAGE REVIEW

### Sentence structure: reported questions

**1. Study the following sentences and say what the actual words of the speaker were.**

1. She asked which books were read more often. 2. I was interested to know whose report was being discussed then. 3. The visitors would like to know when they would be given the definite answer. 4. We asked how that had happened. 5. You inquired how often our company's cars were serviced. 6. The supervisor demanded to know if anything was being done to solve the problem. 7. They wondered whether the project would have been approved by January. 8. She wanted to know whether or not she would be allowed to participate in the

discussion. 9. He asked if I had been given the questionnaire. 10. The interviewer wanted to know whether I was married.

**2. Write these sentences as reported questions using the prompts in brackets. Make any changes you may find necessary.**

- “What’s your name?” he asked (wanted to know). – *He wanted to know what my name was.*

1. “Who do you want to talk to?” she said (asked). 2. “When does the lecture begin?” I asked. (asked) 3. “Why won’t you let me in?” he shouted. (demanded to know) 4. “Who did you see at the conference?” my colleague said. (wondered) 5. “Where are you going?” his friend asked. (was interested to know) 6. “Why didn’t the police report the crime?” the judge asked. (inquired) 7. “How long have you been studying German?” the teacher asked. (wondered) 8. “What were they working at last month?” the boss asked. (wanted to know) 9. “How many pages had she typed by the end of the day?” the manager asked. (asked) 10. “How often have you checked your assistant’s reports?” the inspector asked. (inquired) 11. “Why are you so late?” the manager asked (demanded to know). 12. “When are you seeing the director?” he asked (wanted to know). 13. “Which topic did you choose?” I asked (wondered). 14. “How long have you worked here?” she asked (was interested to know). 15. “Which problem were you discussing when I came in?” he said (asked). 16. “By what time will they have finished?” we asked (wanted to know). 17. “What will you be doing from 9 till 11 tomorrow morning?” they asked (wondered). 18. “Since when have you been living here?” the reporter asked. (was interested to know)

**3. Put the verbs in brackets into the correct form.**

1. I asked the man if he ever (take) part in such surveys. 2. She wondered whether we (remember) that incident. 3. He’d like to know whether our children (go) to the university after leaving school. 4. The interviewer asked how long I (practice) that sport. 5. The TV viewers wondered why the yesterday’s show (cancel). 6. They wanted to know when the exam results (announced). 7. The police inquired why the door of their office (not/lock) the previous evening. 8. We were interested to know since when he (write) that book. 9. She asked whether that woman still (wait) to see the boss. 10. The reception girl asked whether we (be going) to wait or (like) to come later. 11. I asked my neighbour if he ever (travel) by air before. 12. He asked me whether I (intend) to go to the university.

## LESSON 3

### VOCABULARY 1

**1. Look through the following international words and try to guess their meaning:** resource *n*, chance *n*, prestigious *adj*, mobility *n*, horizontal *adj*, vertical *adj*, dramatic *adj*.

**2. Complete the following sentences with the words from Exercise 1.**

1. Society has to give prisoners a second \_\_\_\_\_ when they come out of jail. 2. Upward \_\_\_\_\_ is the sign of a successful society. 3. The government doesn't have the \_\_\_\_\_ to hire the number of teachers needed. 4. The famous writer has been given a \_\_\_\_\_ literary award.

**3. Translate the following sentences paying attention to the word “dramatic” which is a “false friend”.** (Remember that a “false friend” is a word in a second language that closely resembles a word in somebody's first language but means something different.)

1. In another dramatic storm on June 12, lightning struck a home at Willow Springs Road, zapping electronics and starting a fire. 2. A three-year-old boy survived a dramatic three-story fall from an open hotel window Thursday afternoon, landing on a hedge below. 3. Millions of Americans are making dramatic career turnabouts in this withering recession. 4. TP Materiels says its recently launched new website has attracted a dramatic increase in sales, defying (ignoring) the current economic downturn. 5. Many people experience dramatic weight loss of anything up to 30 pounds in 1 month when take acai berry pills. 6. The demographic composition and preferred lifestyle of religious communities in the US are undergoing dramatic changes.

### READING AND SPEAKING

**1. Before reading the text think of the following.**

a. Do you think that people belonging to different classes have the same life chances?

b. Is the social mobility in the class society possible?

**2. Read the text and answer the following questions.**

1. What is understood by life chances?

2. Do the poor and the rich have the same life chances?

3. Are different spheres of life affected by the person's class position? Give the examples from the text to prove your idea.

4. What examples of social mobility in a class society are given in the text?

5. In what way do open class system and closed class system influence the amount of social mobility in a society?

6. What types of social mobility are described in the text?

7. What examples of intergenerational and intragenerational mobility are given in the text?

### **CLASS POSITION**

According to Max Weber people's life chances are their opportunities to provide themselves with material goods, positive living conditions, and favourable life experiences. Life chances are reflected in such measures as housing, education, and health. Occupying a higher position in a society improves your life chances and brings greater access to social rewards. By contrast, people in the lower social classes are forced to devote a larger proportion of their limited resources to the necessities of life.

The affluent and powerful not only have more material possessions than others; they also benefit in many nonmaterial ways. For example, children from higher-income families in the United States are much more likely to attend prestigious college than are children from less affluent families.

Class position also affects health in important ways. Indeed, class is increasingly being viewed as an important predictor of health, as the affluent avail themselves of improved health services while such advances bypass poor people. The chances of a child's dying during the first year of life are much higher in poor families than among the middle class. There are also differences in the death rates of the poor and the affluent. Studies on health data in the United States document the impact of class on mortality.

Like disease, crime can be particularly devastating when it attacks the poor. People in low-income families are more likely to be assaulted, raped, or robbed than were the most affluent people. Furthermore, if accused of a crime, a person with low income and status is likely to be represented by an overworked



public defender. Whether innocent or guilty, such a person may sit in jail for months, unable to raise bail.

Wealth, status, and power may not ensure happiness, but they certainly provide additional ways of coping with one's problems and disappointments. For this reason, the opportunity for advancement is of special significance to those who are on the bottom of society looking up. These people want the rewards and privileges that are granted to high-ranking members of a culture.

### **SOCIAL MOBILITY**

But how significant – how frequent, how dramatic – is mobility in a class society such as the United States? Ronald Reagan's father was a barber, and Jimmy Carter began as a peanut farmer, yet each man eventually achieved the most powerful and prestigious position in our country. The rise of a child from a poor background to the presidency – or to some other position of great prestige, power, or financial reward – is an example of social mobility. The term social mobility refers to movement of individuals or groups from one position of a society's stratification system to another.

Sociologists use the terms open class system and closed class system to indicate the amount of social mobility in a society. An open system implies that the position of each individual is influenced by the person's achieved status. An open class system encourages competition between members of society, reduces barriers to mobility faced by women, racial and ethnic minorities, and people born in lower social classes. At the other extreme of social mobility is the closed system, in which there is little or no possibility of moving up. The slavery and caste systems of stratification are examples of closed systems. In such societies, social placement is based on ascribed statuses, such as race or family background, which cannot be changed.

There several types of social mobility. An airline pilot who becomes a police officer moves from one social position to another of the same rank. Each occupation has the same prestige ranking: 60 on a scale ranging from a low of 0 to a high of 100 (see table below). Sociologists call this kind of movement horizontal mobility. However, if the pilot were to become a lawyer (prestige ranking of 75), he or she would experience vertical mobility, the movement from one social position to another of a different rank. Vertical mobility can also

involve moving downward in a society's stratification system, as would be the case if the airline pilot becomes a bank teller (ranking of 43).

<b>Occupation</b>	<b>Score</b>	<b>Occupation</b>	<b>Score</b>
Physician	86	Secretary	46
Lawyer	75	Insurance agent	45
Dentist	74	Bank teller	43
College professor	74	Nurse's aide	42
Architect	73	Farmer	40
Clergy	69	Correctional officer	40
Pharmacist	68	Receptionist	39
Registered nurse	66	Barber	36
High school teacher	66	Child care worker	35
Accountant	65	Hotel clerk	32
Airline pilot	60	Bus driver	32
Police officer and detective	60	Truck driver	30
Prekindergarten teacher	55	Salesworker (shoes)	28
Librarian	54	Garbage collector	28
Firefighter	53	Waiter and waitress	28
Social worker	52	Bartender	25
Electrician	51	Farm worker	23
Funeral director	49	Janitor	22
Mail carrier	47	Newspaper vendor	19

One way of examining vertical social mobility is to contrast intergenerational and intragenerational mobility. Intergenerational mobility involves changes in the social position of children relative to their parents. Thus, a plumber whose father was a physician provides an example of downward intergenerational mobility. A film star whose parents were both factory workers illustrates upward intergenerational mobility.

Intragenerational mobility involves changes in social position within a person's adult life. A woman who enters the paid labour force as a teacher's aide and eventually becomes superintendent of the school district experiences upward intragenerational mobility. A man who becomes a taxicab driver after

his accounting firm goes bankrupt undergoes downward intragenerational mobility.

**3. Using the information in the text say what is true (T) and what is false (F). Correct the false statements.**

1. All the people have equal life chances regardless of their belonging to a definite class.

2. A person should occupy a higher position in a society to provide for the best education of his children.

3. People belonging to different classes have the same opportunities in the health sphere.

4. The mortality rate is higher among poor people.

5. A person with low income and status is likely to commit crimes more often.

6. Wealth, status, and power guarantee happiness.

7. An open class system complicates social mobility.

8. If the son of an unskilled worker becomes an accountant, he is socially mobile in terms of intergenerational mobility.

9. If a person begins her or his working life as an unskilled manual worker and ten years later is employed as an accountant, she or she is socially mobile in terms of intergenerational mobility.

**4. The occupations in the table are listed according to the prestige assigned by persons taking part in the surveys. Think and answer.**

a. In what ways are your rankings similar to the rankings in the table?

b. Why are particular occupations consistently ranked higher than others?

c. What factors do you think might affect prestige rankings within the next decade?

d. Do you think that some of the “lower ranked” occupations might increase in prestige? Why or why not?

**5. Go through the following list, writing down for each one:**

- upward mobility;
- downward mobility;
- no change;
- intergenerational;
- intragenerational.

- 1) a nurse who decides to become a labourer on a building site;
- 2) a daughter of a miner who becomes a bank manager;
- 3) a teacher who decides to retrain as a social worker;
- 4) a doctor's son who becomes a taxi driver;
- 5) an immigrant from a poor farming background in Africa who gets a job in Britain as a farm labourer;
- 6) the daughter of a skilled manual worker who becomes a routine clerical worker;
- 7) a postal worker who becomes a traffic warden;
- 8) a pilot whose son becomes a police constable;
- 9) the owner of a small shops whose daughter becomes an assistant manager in a large supermarket;
- 10) a sales assistant in a shop who becomes a priest.

## VOCABULARY 2

**1. From the words given below in a) and b) pick up those having the synonymic meaning:**

a) opportunity *n*, take advantage, influence *n*, mean *v*, thief *v*, make use of, frustration *n*, experience *v*;

b) benefit *v*, avail of *v*, imply *v*, impact *n*, chance *n*, undergo *v*, rob *v*, disappointment *n*.

**2. From the following words make seven noun-noun partnerships which occur in the text:** chance, rate, stratification, life, system, family, experience, health, background, death, data, race.

**3. Using the information in the text say what verbs and adjectives can be used with the following nouns:** conditions, competition, problems, rewards, barriers, position, example, life.

**4. Find all the phrases with the word *mobility*. Explain their meaning.**

**5. Comment on the meaning of the prefixes *over-*, *non-*, *un-*. Using them give the words related for the following:** material, to work, able.

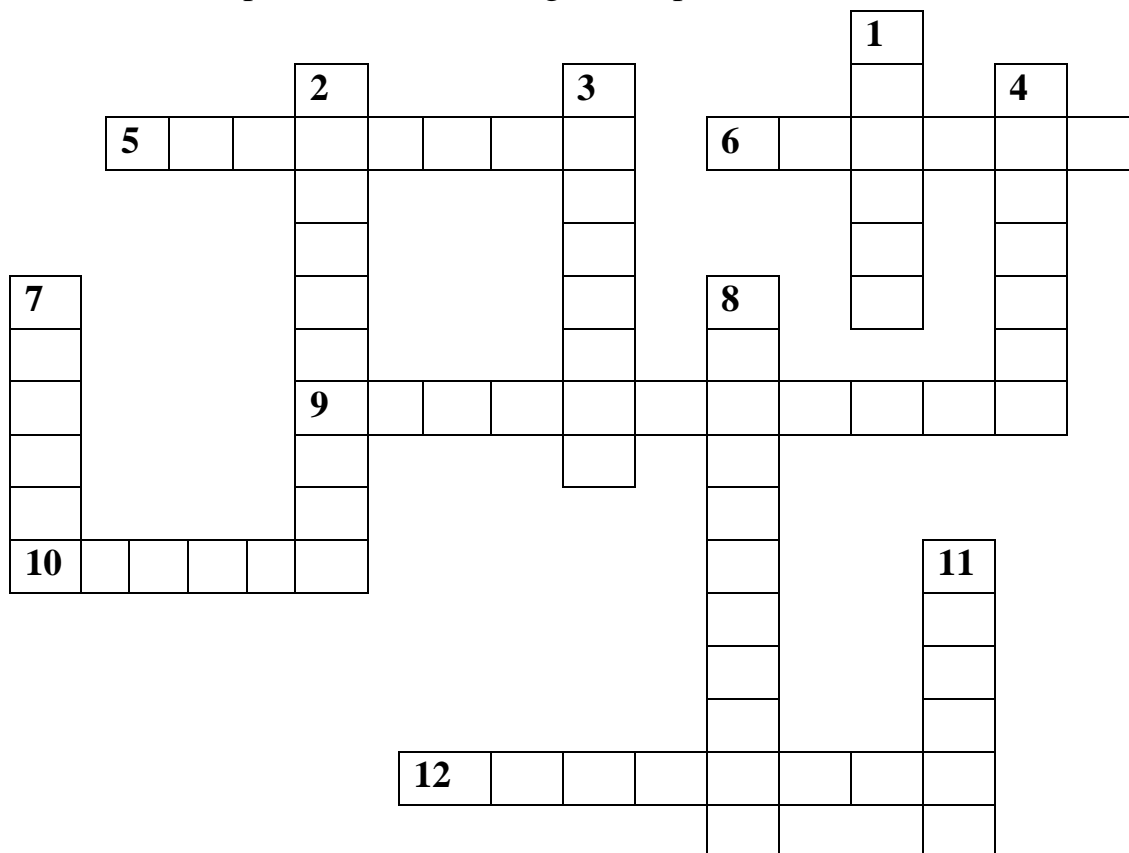
**6. Using the suffixes *-or*, *-er* give the nouns related for the following:** to predict, to barb, to farm, to defend. **Comment on the meaning of these suffixes.**

**7. Explain the use of the articles with the following words, then translate the words:** the affluent, the poor, the powerful.

**8. See how many words you have learned from the text. Use the clues to complete the puzzle.**

- Across:** 5) to avoid (something) by going around it (para 3)  
 6) the right to enter (para 1)  
 9) promotion, as to a higher rank; progress (para 5)  
 10) to give all of your time and energy to something (para 1)  
 12) having a lot of money or owning a lot of things; rich (para 2)

- Down:** 1) to say that someone has done something morally wrong, illegal or unkind (para 4)  
 2) advantageous (para 1)  
 3) not guilty of a particular crime (para 4)  
 4) to make a sudden, violent attack on (para 4)  
 7) something given in exchange for a useful idea, good behavior, excellent work, etc. (para 1)  
 8) having good reputation; respected (para 2)  
 11) responsible for breaking a law (para 4)



**9. Use the words from the puzzle to complete the sentences.**

1. Visitors to the 192.com site can now \_\_\_\_\_ a company's credit report from most business search results or directly through a dedicated portal. 2. Posting news on the Internet \_\_\_\_\_ traditional news sources such as radio and TV. 3. All she was interested in was the \_\_\_\_\_ of her own career. 4. She has \_\_\_\_\_ all her energies to the care of homeless people. 5. The 23-year-old victim was seriously \_\_\_\_\_ by three men: he was punched and kicked on the head and body and had to be taken to Edinburgh Royal Infirmary by ambulance. 6. "Midland" targets the excellent potential and the \_\_\_\_\_ investment climate of Quebec to make the discovery of new world-class deposits of gold. 7. The British actress was named best actress on Saturday, at the \_\_\_\_\_ ceremony in Barcelona. 8. The \_\_\_\_\_ of motherhood outweigh the difficulties. 9. The jury has to decide whether a person is \_\_\_\_\_ or \_\_\_\_\_ of a crime. 10. "It wasn't my fault." "Don't worry, I'm not \_\_\_\_\_ you." 11. These are highly \_\_\_\_\_ neighborhoods – 3 times more people than average earn over £ 40,000 per annum.

**LANGUAGE REVIEW 1**

**Sentence structure: reported orders, requests and instructions**

**1. Study the following sentences and say what the actual words of the speaker were.**

1. She advised them to phone the police. 2. They invited me to have dinner with them. 3. He ordered me to fetch the documents. 4. They persuaded us to stay for the night. 5. We were forbidden to enter his study. 6. They were instructed not to touch those things. 7. His parents taught him not to speak with strangers. 8. She warned them to keep away from her house. 9. They encouraged the graduates to take up research. 10. The doctor urged her to go to hospital.

**2. Write these sentences in reported speech. Make all necessary changes.**

1. Have your passports ready, please. (The customs officer told us) 2. Finish the job tonight, please. (My boss asked me) 3. Leave your keys on the desk, please. (The receptionist reminded us) 4. Come to work in time, will you? (My colleague asked) 5. Will you open the door for me? (The old lady asked) 6. Would you proofread my report, please? (I asked my fellow student) 7. Do sit down! (The hostess asked us) 8. Don't use the telephone for personal calls. (The manager warned the staff) 9. Don't shoot! (The police officer ordered) 10. Don't ever press this button. (He instructed us).

## LANGUAGE REVIEW 2

### Sentence structure: reported suggestions and offers

#### 1. Report the following sentences.

1. Let me explain to you how to use the photocopier. 2. Shall I give you a lift into town? 3. I'll get all your papers ready for the meeting, shall I? 4. Let me call you when I'm a bit less busy. 5. Shall I have them make all the arrangements for the seminar? 6. Let's turn on the radio to listen to the news. 7. Let's take up that issue a bit later, shall we? 8. Shall we listen to one more report? 9. Let's consider it but don't let's make any promises. 10. Don't let's start arguing until we get all information. 11. Don't let's underestimate the opponents' arguments. 12. Why not take part in the "round table" discussion? 13. How about speaking to the manager after the meeting? 14. How about going to this lecture? 15. Why not sort out the problem right now?

## FINAL TESTS

### 1. Read each question carefully and then select the best answer.

1. The most extreme form of legalized inequality for individuals or groups is what?  
a) castes  
b) social class  
c) slavery  
d) indentured servitude
2. Which stratification system is a social ranking based primarily on economic position in which achieved characteristics can influence social mobility?  
a) castes  
b) social class  
c) slavery  
d) indentured servitude
3. Which stratification system generally determines one's occupation or role as a religious functionary?  
a) castes  
b) social class  
c) slavery  
d) indentured servitude
4. Sociologist Daniel Rossides places elementary school teachers and nurses – in which social class?  
a) upper-middle  
b) lower-middle  
c) lower  
d) working
5. No theorist stressed the significance of class for society – and for social change – more strongly than whom?  
a) Max Weber  
c) Karl Marx





2. Compare the social mobility in the United States with the one in Ukraine.

3. Make up a list of 20 occupations representing the kinds of jobs that you and your classmates are likely to be doing after graduation. Give this list to several friends and ask them to rank all 20 occupations from 1 (most prestigious) to 20 (least prestigious). How much agreement is there regarding the prestige rankings of these jobs? What do your results indicate about the *structured* aspect of stratification?

4. Write a short essay in which you compare the everyday lives of two fictitious characters: a 25-year-old man who possesses extraordinary wealth *versus* a 25-year-old man who experiences extreme poverty. Specifically, compare them on such things as (a) what they are likely to do at leisure, (b) where they are likely to live, (c) their family lives, (d) health care, and (e) their jobs. Explain how each man – the wealthy and the poor – got that way and what the poverty-stricken man might do to improve his social position.

### **Internet Connection**

1. Visit the Economic Policy Institute’s website (<http://www.epi.org/>). Click on “About” to find out the aim of creating this organization. Then return to the homepage and click on “Jobs, Wages and Living Standards” and “Labor Policy”. Using information of the site, comment on waging inequality in the USA. Click on EPI In The News, Latest Research Analysis, Economic Snapshot (pay attention to More Snapshots in the right sidebar). Find out data closely connected with the topic of the Module. Summarize information and be ready to present it in the group.

2. CEOs of U.S. corporations are handsomely compensated relative to CEOs in other industrialized nations. The AFL-CIO maintains an extensive database of the compensation companies offer their executives (<http://www.aflcio.org/Corporate-Watch/CEO-Pay-and-You>). Visit the site to find out what CEOs are making at companies familiar to you.

a. Click on “Trends in CEO Pay”. Find out what’s behind growing CEO pay. Summarize the arguments presented.

b. Click on “Case Studies” to find out more about CEO pay in the world-known companies.

c. Return to the main page and select “CEO Pay Database” in the left sidebar. Select a company. Find out how the pay package of the CEO of this company compares with yours or someone in your family.

**SELF-STUDY**  
**GRAMMAR REFERENCE**  
**I**  
**SENTENCE STRUCTURE**

**Complex sentences**

Sentences containing a main clause and one or more subordinate clauses are called complex sentences. There are three main kinds of subordinate clause: adverbial clauses, relative clauses and reported clauses.

**1. Adverbial clauses**

There are eight types of adverbial clause.

<b>Kind of clause</b>	<b>Main conjunctions</b>
Time clauses	when, whenever, before, after, since, while, as, once, till, until
Conditional clauses	if, unless, as long as, provided/providing that, on condition that
Purpose clauses	in order to, so that
Reason clauses	because, since, as, in case
Result clauses	so (that), so ___ that, such ___ that
Concessive clauses (contrast and exceptions)	although, (even) though, while, even if, whereas, except that
Place clauses	where, wherever
Clauses of manner (manner and comparisons)	as, (in) the way, as if/though

**Use of tenses in adverbial clauses**

**(A) Time clauses:**

When we are talking about the past or the present, the verb in a time clause has the same tense that it would have in a main clause or in a simple sentence.

*Once the environmental damage is done, it takes many years for the system to recover.*

*Her father left the family when she was young.*

However, if the time clause refers to something that will happen or exist in future, we use the *Present Simple*.

*When he comes, I will show him round.*

If we mention an event in a time clause which will happen before an event referred to in the main clause, we use the *Present Perfect*.

*We won't start the project until we have raised enough money.*

### **(B) Conditional clauses**

When we are talking about a possible future occurrence, we use the *Present Simple* in the subordinate clause, and the *Future Simple* in the main clause.

*Some men will be a failure in life unless they are pushed.*

### **(C) Purpose clauses**

If the verb in the main clause is in a present tense, we usually use one of the modals (*can, may, will*) in the sub-clause.

*It's best to be as short and clear as possible in order that there may be no misunderstanding.*

If the verb in the main clause is in a past tense, we usually use *could, might, should* or *would* in the sub-clause.

*He said he wanted the report ready by twelve so that he could take it to the briefing.*

Note: In formal English, *lest* is sometimes used to say what action someone intends to prevent.

*He left without saying good-bye lest anybody should stop him. (= He left without saying good-bye so that nobody would stop him).*

### **(D) Reason clauses**

When talking about a possible future situation which is someone's reason for doing something, we use (*just*) *in case* and the *Present Simple* in the reason clause.

*I am here just in case anything out of the ordinary happens.*

When we are talking about someone's reason for doing something in the past, we use the *Past Simple*.

*He took an overcoat in case the wind rose.*

### **(E) Result clauses**

Result clauses always come after the main clause. Verb tenses are used according to general rules.

*The young do not have the money to save and the old are consuming their savings, so it is mainly the middle-aged who are saving.*

*Explain it so that a 10-year-old could understand.*

*We found so much to talk about that it was late at night when we remembered the time.*

*It was such an interesting report that everyone listened carefully.*

### **(F) Concessive clauses**

Concessive clauses can be used to show contrast or exceptions. Verb tenses are used according to general rules.

*I used to read a lot although I don't have much time for books now.*

*To every child adult approval means love, whereas disapproval means hate.*

*Nobody said a thing except that one or two asked me if I was better.*

### **(G) Place clauses**

Verb tenses are used according to general rules.

*Wherever we went, people were very friendly.*

### **(H) Manner clauses**

Manner clauses are used when we want to talk about someone's behaviour, the way something is done, or to compare the way something is done with the way someone else does it.

*I don't understand why he behaves as he does.*

*We have to make it work in the way that we want to.*

We use a past tense in the manner clause even when we are talking about the present, to emphasize that the information is not true. In formal English, *were* is used instead of *was*.

*She treats us as though we were her servants or slaves.*

*You feel as if you were the centre of the universe.*

## **2. Relative adjective clauses**

### **(A) Relative clauses with *who*, *which*, *that* and *whose***

Relative clauses identify which person or thing we are talking about. The relative pronouns *who*, *which* and *that* go after the noun and at the beginning of the relative clause.

*Who* refers to people. You can also use *that*, but it is less usual:

*The person whom the police were questioning has now been released. The people that live next door are not very friendly.*

*That* and *which* refer to things. *That* is more usual than *which*, especially in conversation. *Which* can be a little formal:

*The postcard that came this morning was from Professor Eastwood.*

*Is Phoenix the product which was the market leader last year?*

*Electronics is a subject about which I know very little.*

A relative pronoun can be either the subject or the object of the relative clause.

*Whom* is used in formal English when the object of the relative clause is a person:

*The man who spoke to us is Sarah's boss.*

*The man who(m) we saw at the reception is Sarah's boss.*

*The manager is the person from whom I obtained the figures*

You can leave out the relative pronoun when it is the object of the clause:

*The man we saw at the reception is Sarah's boss.*

*Is this the article you were interested in?*

Note: The relative pronoun *what*, which means “*the thing(s) that*”, is used to introduce a relative noun clause:

*What we saw gave us quite a shock.*

*The shop didn't have what we wanted.*

*Whose* is used in relative clauses instead of *his*, *her*, *their* and sometimes *its*:

*The other day I met a man whose wife works in television.*

*Which is the European country whose economy is growing the fastest?*

### **(B) Relative clauses with, *where*, *when* and *why***

You can use the relative adverb *where* in a relative clause to talk about a place:

*I recently went back to the town where I was born (= the town (that) I was born in).*

*This is the place where the accident happened.*

*When* is used to talk about time and *why* to give reason. You can leave out the relative adverb *when* or *why*, or you can use the relative pronoun *that*:

*Do you remember the day (when/that) we first met?*

*The reason (why/that) I'm phoning is to inquire about the date of the meeting.*

### **3. Relative noun clauses**

A relative noun clause begins with *that*, a *wh-word*, or *if/whether*. Noun clauses can be the subject, the object, or the complement (part of the verb phrase).

#### **(A) Subject clauses**

We sometimes use a noun clause as the subject of a sentence. But it is more usual to put the subject clause at the end of the sentence. We cannot leave out *that* when the clause is the subject.

*That you want to be independent is only natural. – It's only natural that you want to be independent.*

Note: We can use *whether* (but not *if*) when the clause is the subject.

*Whether they are going to agree is not yet clear.*

### **(B) Object clauses**

In informal English we can often leave out *that*.

*I can't believe (that) anyone would be so stupid.*

### **(C) Complement (predicative) clauses**

A noun clause can be part of a verb phrase (predicative), i.e. a complement after *be*.

*The truth is that I don't get on well with my fellow students.*

## **4. Reported Clauses**

One way of reporting what someone has said is to repeat their actual words.

*"It's out of the question," she said.*

Sentences like this are called *direct speech*. But such structures are used more in stories than in conversation. In conversation, you normally give an idea of what someone said using your own words.

*She said that it was out of the question.*

Sentences like this are called *reported (or indirect) speech*. You usually use a past tense of the reporting verb when you are reporting something said in the past.

*Mrs Brighton asked what happened.*

However, you can use a present tense of the reporting verb, especially if you are reporting something that is still true.

*He says he wants to see you this afternoon.*

If you are using a present tense of the reporting verb, you use the same tense in the reported clause as for an ordinary direct statement.

*The secretary says the manager hasn't arrived yet. ("The manager hasn't arrived yet," the secretary said.)*

If you are using a past tense of the reporting verb, you usually put the verb in the reported clause into the appropriate past tense.

*The secretary said the manager hadn't arrived yet.*

A present tense is sometimes used to emphasize that the situation still exists or to report general truths.

*I told him that I prefer speaking face-to-face.*

*At our physics lessons we learned that water freezes at 100 degrees Centigrade.*

Below is the table showing the shift of tenses in reported clauses:

<b>Tense of verb in direct speech</b>	<b>Tense of verb in reported speech</b>
Present Simple	Past Simple
Present Continuous	Past Continuous
Present Perfect	Past Perfect
Present Perfect Continuous	Past Perfect Continuous
Past Simple	Past Perfect
Past Continuous	Past Perfect Continuous
Past Perfect	Past Perfect
Past Perfect Continuous	Past Perfect Continuous
Future Simple	Future Simple-in-the Past
Future Continuous	Future Continuous-in-the Past
Future Perfect	Future Perfect-in-the Past
Future Perfect Continuous	Future Perfect Continuous-in-the Past

### **(A) Reported Statements**

There are several types of reported clause. A reported clause beginning with *that* is used to report a statement or someone's thoughts. Some common reporting verbs used in front of a *that*-clause are: *admit; agree; announce; answer; argue; assume; believe; claim; complain; confess; decide; deny; discover; expect; explain; feel; hint; hope; imagine; imply; insist; know; mention; notice; predict; promise; realize; remark; remember; reply; report; say; suggest; swear; think; warn.*

*They announced that the government would hold an enquiry.*

*He thought there was something wrong.*

After some reporting verbs, the hearer must be mentioned: *assure, convince, inform, notify, persuade, reassure, remind, tell.* The following verbs need the preposition *to* if you mention the hearer: *admit, announce, complain, confess, explain, hint, mention, report, suggest, swear.*

*She told me that she was a social worker.*

*I informed her that I couldn't come to the reception.*

*I mentioned to you that I was thinking of working in that sector.*

### **(B) Reported Questions**

The word order in a reported question is the same as that of a statement. To report a question the following reporting verbs and phrases can be used: *ask, enquire/inquire, wonder, want to know, demand to know, be interested to know, would like to know.*

#### **Wh-questions**

A reported clause beginning with a *wh-word* is used to report a *wh-question*.

*He asked what we lived on.*

*She enquired why I was so late.*

#### **Yes/no questions and alternative questions**

An *if-clause* or a *whether-clause* is used when reporting *yes/no questions*. *Whether* is used especially if there is a choice of possibilities.

*I wondered if he was going to retire soon.*

*They wanted to know whether I wanted to stay at a hotel or at their home.*

### **(C) Reported Orders, Requests and Instructions**

A *to-infinitive clause* is used to report an order, a request, an instruction, a piece of advice or a warning. The most commonly used reporting verbs are: *advise, ask, beg, command, encourage, forbid, instruct, invite, order, persuade, remind, teach, tell, urge, warn*. The reporting verb can also be in the passive.

*"Would you give me some money?" he asked. – He begged us to give him some money.*

*"Don't leave your car here." – You were advised not to leave your car there.*

### **(D) Reported Suggestions and Offers**

When someone makes a suggestion about what someone else should do, you report it by using a *that-clause* containing a modal *should*, which can be omitted in formal speech. These reporting verbs can be followed by a *that-clause* containing a modal: *advise, demand, insist, propose, recommend, suggest, urge*.

*Someone suggested that they should break in small groups.*



*He proposes that the government hold an inquiry.*

When someone makes a suggestion about what they themselves and someone else should do, you can report it using an *ing-clause* and the reporting verbs *advise, suggest, propose* or *recommend*.

*Barbara said: "Let's hold the conference in May." – Barbara suggested holding the conference in May.*

*The committee: "We'd better give up the original plan." – The committee recommended giving up the original plan.*

To report an offer you can use a *to-infinitive clause* and the reporting verb *offer*.

*"Let me carry your bag," he said. – He offered me to carry my bag.*

## READING

### I

#### THE EVOLUTIONARY MODEL

The thinking of early sociologists was dominated by a conception of man and society seen progressing up definite steps of evolution leading through ever greater complexity to some final stage of perfection. The general evolutionary model of society is represented by a large number of specific theories. Comte, for example, delineated three great stages through which all societies must go – those of conquest, defense, and industry. For each he enunciated a parallel step in the development of man's thought, which he conceived as progressing from the theological through the metaphysical to arrive ultimately at the perfection of Comte's own Positive Philosophy. While Spencer's scheme of evolution was much less grandiose, he too took the position that sociology is "the study of evolution in its most complex form."

The evolutionary model treated society as if there were an imminence inherent in man's social development which requires that each stage appear in turn to play its role according to "natural law." This conception understandably tempted the promulgators of social philosophies to capture the evolutionary theory and to use it in support of their political positions. The American sociologist William Graham Sumner, for example, justified the privileges of the advantaged classes over the disadvantaged on the grounds that such differentiation was a law of nature in keeping with the principle of the survival of the fittest. Sumner, who has been labeled a "Social Darwinist," used the idea of evolution, as had Spencer, to block efforts at reform and social change, arguing that social evolution must follow its own course, dictated by nature. "That is why," he said, "it is the greatest folly of which a man can be capable, to sit down with a slate and pencil to plan out a new social world."

The evolutionary approach to societal development was also used to support the arguments of the extreme left in politics. Marx and Engels were greatly influenced by the work of the anthropologist L. H. Morgan, who sought to prove that all societies went through fixed stages of development, ground for the next. It contained within itself "the seeds of its own destruction," and would inevitably be succeeded by that stage next "higher" on the scale of evolution. On this basis they argued that the "stage" of capitalism had so far advanced the

rationalization of production and its concentration in large units as to make socialism and planning historically necessary and inevitable. They also added the idea that each era resisted the birth of the new, and concluded that the next step in social evolution could be attained only by violent revolution.

The *universal theory* of evolution grants that *every* society does not necessarily go through the same fixed stages of development. It argues, rather, that the culture of *mankind*, taken as a whole, has followed a definite line of evolution. Principles of this type are found clearly enunciated in the work of Spencer, as when he said that mankind had progressed from small groups to large and from simple to compound and doubly compound, or, in more general terms, from the homogeneous to the heterogeneous. The anthropologist Leslie White has been a leading exponent of this conception.

Still another type of evolutionary theory, which we may call the *multilinear*, has more recently emerged. Those who share this perspective attempt to explain neither the straight-line evolution of each society, nor the progress of mankind as a whole, but rather concentrate on much more limited sequences of development.

Contemporary sociologists generally look on this as rather an empty game – a kind of playing with boxes. One consequence of their neglect of history has been that sociologists played only a minor role in shaping the study of new forms of society, such as the totalitarian systems of Europe and the “new nations” emerging from tribal and colonial conditions in Asia and Africa. The growing interest of younger sociologists in the consequences of industrialism and in the resultant forms of industrial society may, however, be the path by which some types of work earlier fostered by the evolutionary perspective may be restored to a place of importance in contemporary sociology.

### **Reading Comprehension**

1. Compare the evolutionary theories presented in the text and show their differences. Do they have anything in common?
2. Find the paragraph proving the fact that in any community development every previous phase is followed by a more progressive one.
3. Who of the philosophers believed it was impossible for the man to direct laws of nature?
4. Summarize the text in your own words.

## II

### THE ORGANISMIC MODEL: STRUCTURAL-FUNCTIONALISM

Analogies between society and living organisms are as old as social thought. Plato spoke of the three different elements of society as the thinking, or rational; the feeling, or spirited; and the appetitive parts, each represented by a particular social class. The organic analogy was widely prevalent in pre-Comteian thought, and it is not surprising that it appeared very early in sociology's history. The most important manifestation of this pattern has been in the linked concepts of "structure" and "function," which already appear in Spencer, were used by Durkheim, and figured prominently in the work of the great sociologically oriented British anthropologists, Malinowski and Radcliffe-Brown. Through these and other channels this perspective came to have substantial influence in American sociology, particularly among students and followers of Talcott Parsons, and it is now generally known as the structural-functional school of sociology.

There are, of course, variations among structural-functionalists in emphasis, and in the completeness of their devotion to an organismic analog of society. The basic perspective of the structural-functional point of view emerges in its prime emphasis on society, and on the interrelations of its institutions, rather than on the individual or groups such as the family.

The evolutionary and functional views are not opposed to each other, but their interests and emphases are different. The evolutionary perspective is similar to Comte's idea of "social dynamics," whereas the structural-functional approach is a contemporary relative of his "social statics." The evolutionist is concerned with the classification of societies according to an established evolutionary scale. Time, stages of development, and change are, therefore, central to his interest. The structural-functional approach involves a more limited time perspective. It stops the motions of the system at a fixed point in time, in order to understand how, at that moment, it works as a system. When considering a particular institution, those guided by the evolutionary perspective try to understand how the evolutionary stage of the society as a whole shapes the form of the institution. The structural functionalists will emphasize more how the institution contributed to keeping the society in operation. It is readily apparent that this approach could easily lead the functionalist to neglect the process of change – a point to which we will return shortly.

The structural-functional point of view has undoubtedly contributed significantly to the development of sociological thought and research. Many features of society which otherwise are puzzling and seem to have no reason for existence become comprehensible when seen in relation to their “function” (i.e., their contribution to the flow of social life). Thus, from a functionalist point of view, rather violent, and even individually harmful *rites de passage* may be treated as useful training in the sort of publicly sanctioned bravery and endurance which is required in a society which relies on hunting scarce or dangerous game as its chief source of food. Or the romantic love complex in our own society may be seen as serving the function of providing the “push” required to free young people from the dependence encouraged by our family system, thus getting them to accept the responsibilities of marriage.

Considering its potential universal appeal, it is interesting that the structural-functional approach is the object of regular and intense criticism. In part this criticism rests on the difficulties cited above – such as the tendency to invent functions for everything in sight. In part it rests on the tendency of those who emphasize structural-functional analysis to act as if they have the master key to sociology. Perhaps the greatest challenge to this point of view, however, comes from those who prefer what they call a “conflict model” of society. They place “conflict” in opposition to “equilibrium,” which, in their opinion, is the most important concept for those sharing the structural-functional approach.

### **Reading Comprehension**

1. What trend in sociology shows the connection between structure and function?
2. Find the essential characteristics of social structural-functional school.
3. What concepts is the criticism of the approach mentioned above based on?
4. Summarize the text in your own words.

### III EQUILIBRIUM VS CONFLICT MODELS

The equilibrium model of society is a special version of the functionalist approach. Its critics claim that it deflects attention from the facts of social tension and conflict, and therefore serves as a politically conservative influence in sociological thinking. Conservatism is not a condition inherent in the structural-functional perspective, which is quite well able to handle most problems of change. Indeed, the theory explicitly states that prolonged failure to meet certain functions will bring a dissolution of society, that a change in structure will influence ability to perform function, and that a change in one sub-structure will generally affect other sub-structures in the same system. In the special case of the equilibrium model, however, the problem of change does tend to drop out of sight in favour of concentration on the “steady state” of the system. This defect is not an inescapable characteristic of the equilibrium model, but in practice it tends to develop rather consistently.

As a special case of structural-functional analysis, the equilibrium model has some of the virtues of the former. The analogy suggested by D. Cannon’s studies does not bring anything important to what structural-functional analysis already contained, and the newly added defects are fairly obvious. First, there is no end of historical evidence that societies regularly fail to control what happens to them; they change radically and very often simply die out. Second, to apply the analogy of physiological homeostasis, we must know just what the optimal state of the system to which it should return when disturbed is. This may be clear with regard to human temperature, but it is not nearly so obvious with regard to social climate. Third, we need to know what brings the process about. In Cannon’s model the necessary adjustments are clearly built into the cell structure, the organs, and the body chemistry of the human organism, but we cannot, with equal preciseness, point out the specific “guardians of equilibrium” in society.

The sharpest criticism of the equilibrium model is launched by those who oppose to it what they call a conflict model of society. It is an illusion, they say, to believe that society, especially modern society, is in some sort of harmonious balance to the preservation of which everyone and everything is devoted. The critics of the equilibrium theory argue that far from being in a state of harmonious balance, most societies are usually experiencing conflict, particularly a conflict of

interests. In other words, they maintain that rather than consensus, the basic condition of social life is dissension, arising through the competition for power and advantage between the different groups. The dominant social process, therefore, is not the steady effort to restore harmony or equilibrium, but the endless struggle between those without advantages, who wish to secure them, and those with privileges who wish either to get more or to prevent others from taking what is available. The equilibrium model, say the proponents of the conflict theory, consciously or unwittingly, becomes a support for the status quo. Instead of being a lens which sharpens our perspective and puts social reality in focus, it becomes a pair of rose-coloured glasses which distort reality, screening out the harsh facts about conflict of purpose and interest in human affairs.

Other analysis of the problem by S. Stouffer showed how we could predict the observed population movements much better by introducing the idea of “intervening opportunities.” Stouffer reasoned that the chance that people moving from a given city would settle in some other distant city should be influenced by the opportunities along the way which might initially attract the migrant and then keep him from going on.

The precise details of this study are not important to us at this point. What is relevant is the failure of a simple physical formula to account satisfactorily for a social phenomenon to which it seemed maximally applicable. The principle of least effort involves no sociological concepts – it deals with social phenomena entirely in terms of physical units – number of persons, distance, and the like.

### **Reading Comprehension**

1. What challenges does the equilibrium model of society involve?
2. Focus on the model suggested by D. Cannon. Could it be obviously accepted by us?
3. Give pros and cons of “a conflict theory”.
4. Summarize the text in your own words.

#### IV

### MODELS, PROPOSITIONS, AND TRUTH

Even within sociology the models of society are numerous and diverse. Naturally, the question arises: which are correct, which true, which false? The question cannot be answered. Indeed, the question itself must be rejected. All are correct, in part. Each holds a piece of the truth. No one is more nearly the absolute truth, because there is no absolute truth. To ask which is truer is to fail to understand the proper function of such models. They are devices for focusing our attention. They point to problems; they suggest relevant data; they imply appropriate techniques by which the data may be collected and methods by which they may be analyzed. A particular proposition or hypothesis may be true or false. Sometimes, of course, a model is specific enough to constitute a precise hypothesis. The unilinear theory of evolution was of that type. Most models, however, provide more general perspectives. Such models can only be useful or useless, stimulating or uninteresting, fruitful or sterile, but not true or false. To say this may seem to be admitting that sociology is not, and never can be, a science. That depends, of course, on one's conception of science. Many people have an image of science as much more orderly, precise, and unified than it actually is. What any science knows is ordinarily summed up in a set of theories which are only partially integrated and are sometimes quite divorced one from the other. Alfred North Whitehead notes in *Science and the Modern World* that Huyghen's wave theory of light, although it opened great vistas, failed to account for the shadows cast by obstructing objects. This the corpuscular theory of light, favored by Newton, did quite well. Whitehead says of these competing theories that since they were formulated both have had their "periods of triumph."

Sociologists' models are such clues. They should, therefore, not be confused with the knowledge itself to which they hopefully will lead. But since the world is endlessly diverse, there is room for many models, each a different potential clue to knowledge.

To urge that we hold to a system of open competition between different models of man and society is not to suggest that it makes no difference which one is chosen. Each model has its special time, its "period of triumph." What makes one model suddenly productive, capable of generating studies which, one



after another, excite us and spur on our research, is a complex question we cannot go into. Models seem like mines. The rich veins are quickly exhausted. Those who prefer to work in the old diggings still get some ore out, but the yield is meager. Then someone makes a strike elsewhere. A new gold rush is on as everyone dashes to the fresh field. Yet there are always the lone prospectors, following odd maps, poking around in seemingly unpromising country, one of whom may nevertheless make the next great strike.

To have too many models may, of course, be as bad as being restricted to only one. We then exchange a narrow prison cell for the soaring Tower of Babel. It is not the uses of models, however, but their abuses which should most concern us. Sociologists tend toward dogged intellectual loyalties, favouring one or another approach to the exclusion of all others. The models they prefer often become Procrustean beds from which the blithely hack away all observations which do not fit, or racks on which the facts are tortuously stretched until they take the form the model says they should have.

We must be careful to distinguish between the selective focusing of attention induced by following a particular model, and the distortion of facts perceived under its influence. Selective perception is inevitable, and probably desirable. Without it not only art, but science, could not exist. Distorted perception, however, is a more serious matter. Darwin long ago warned that false observations are a greater danger to scientific advance than false theories.

### **Reading Comprehension**

1. What do you see as a major problem arising from the existing society models?
2. How does the author support his belief that theories and models have their “periods of triumph”?
3. Is there any danger in observing the models of society? Find the suitable words and phrases in the text to define it.
4. Summarize the text in your own words.

**MODULE 6**  
**DIFFERENTIATION AND INEQUALITY IN THE SOCIETY**  
**UNIT 1**  
**STRATIFICATION BY GENDER**

**LESSON 1**

**VOCABULARY 1**

**1. Study the following international words and complete the sentences below:** gender *n*, urbanize *v*, identity *n*, structure *v*, biological *adj*, genetic *adj*, physiological *adj*.

1. Deaths were down dramatically due to advances in \_\_\_\_\_ medicine.
2. If you work at home, you need to be able to \_\_\_\_\_ your days.
3. She decided to search for her \_\_\_\_\_ mother after her adoptive parents died.
4. The informant was given a new \_\_\_\_\_ (a different name and new official documents) for protection.
5. The drug produced no obvious \_\_\_\_\_ response.
6. I think both \_\_\_\_\_ are capable of looking after children.
7. Energy use will continue growing in China and India as cities \_\_\_\_\_.
8. The newspaper photo apparently showed him in Rome but it was a case of mistaken \_\_\_\_\_ (it was the wrong person).
9. Discrimination on the basis of race, \_\_\_\_\_, age or disability is not allowed.
10. Women also received better schooling, and as Mexico continued to \_\_\_\_\_ and industrialize they entered the workforce in much higher numbers.
11. The job is open to all applicants regardless of age, race, or \_\_\_\_\_ .

**READING AND SPEAKING**

**1. Before reading the text, work in small groups and discuss the following points concerning gender:**

- a) sex discrimination;
- b) women's social interests;
- c) sexist views on a women's role;
- d) feminists' movements.

**2. Read the text and choose the statement from the text which best expresses its main idea:**

- a) modern life enables people to have many identities;

b) gender is not simply a characteristic of individuals, but occurs at all levels of the social structure;

c) there are some important biological or genetic differences between women and men;

d) males and females encountered social life and culture through socialization.

### **WHAT IS GENDER?**

Why study gender? Gender matters all social life – it is one of the organizing principles of the social world: it urbanizes our identities and self-concepts, structures our interactions, and is one basis upon which power and resources are allocated. Moreover, gender is a tenacious and pervasive force, its existence extending across space and time. Gender matters because it shapes the identities and behavioral dispositions of individuals. Researchers disagree over the means by which these characteristics are acquired and precisely how they become a part of the person, but they agree that gender enters into how people see themselves, the ways they behave, and how they view others. While modern life enables people to have many identities, gender identity may be among the most influential in shaping the standards people hold for themselves.

What is gender? Gender used to be seen as the psychological, social, and cultural aspects of maleness and femaleness – in other words, it represented the characteristics taken on by males and females as they encountered social life and culture through socialization. While a start, this conception of gender is much too narrow. Even those who believe that there are some important biological or genetic differences between women and men agree that the natural (i.e. biological, physiological, or genetic) and the social cannot be cleanly separated. Scientists of all kinds are discovering that these are not discrete realms. A second problem with this gender conception is the tendency to assume that gender is an exclusively individual characteristic. In this view, gender is seen as sets of traits or behavioral dispositions that people come to possess based on their assignment to a particular sex category. More often, gender is viewed as a system of social practices; this system creates and maintains gender distinctions and it organizes relations of inequality on the basis of these distinctions. In this view, gender involves the creation of both differences and inequalities. But

which social practices are most important in creating gender distinctions and inequalities, and how do these practices operate?

The features of gender definition are important to keep in mind. First, gender is as much a process as a fixed state. This implies that gender is being continually produced and reproduced. Stated differently, we could say that gender is enacted or “done”, not merely expressed. Understanding the mechanisms through which this occurs is an important objective. Second, gender is not simply a characteristic of individuals, but occurs at all levels of the social structure. This is contained in the idea of gender as a system of practices that are far-reaching, interlocked, and that exist independently of individuals. Gender thus is a multilevel phenomenon. This insight enables us to explore how social processes, such as interaction, and social institutions, such as work, embody and reproduce gender. Third, this definition of gender refers to its importance organizing relations of inequality. Whether gender differentiation must necessarily lead to gender inequality is still a subject of debate. For now, however, the important point is that, as a principle of social organization, gender is one critical dimension upon which social resources are distributed.

**3. Answer the following questions based on the text.**

1. How do scientists define gender?
2. Why is gender one of the influential forces in people’s lives?
3. What are the most important characteristics of gender?
4. What social processes are closely connected with it?
5. Why is it important to understand the mechanisms through which gender is enacted?

**4. Using the information in the text mark the following statements true (T) or false (F). Correct the false statements.**

1. The way a person behaves is directly connected with gender.
2. It was assumed that social and natural differences between men and women can be viewed separately.
3. Gender is often described as a process not as a fix state.
4. Sets of traits taken on by females or males are characteristics of individuals.
5. Power and resources are allocated on the basis of reproductive principles.

6. As for social organization, inequality is a particular sex category.

**5. In pairs, speak of the gender issues that are still being discussed by researchers.**

**6. Focus on the features of gender definition. What three reasons are given for looking at gender as a multilevel phenomenon?**

## VOCABULARY 2

**1. Using the appropriate suffixes (-ity, -ness) give the nouns related for the following:** identical, male, female.

**2. Using the prefixes *inter-*, *em-*, *multy-*, *re-*, *dis-*, *in-* give the words related for the following:** produce, level, action, body, locked, agree, equality. **Comment on the meaning of the prefixes.**

**3. Using the suffixes -ous, -al, -ive give the adjectives related for the following:** behavior, influence, tenacity, pervade.

**4. Study the key words of the lesson and complete the sentences that follow:** matter *v*, allocate *v*, tenacious *adj*, pervasive *adj*, disposition *n*, male *n*, female *n*, distinction *n*, insight *n*, dimension *n*.

1. Please specify the \_\_\_\_\_ (the height, length and width) of the room.  
2. Until recently, the sport has been a predominantly male preserve. But the number of \_\_\_\_\_ competing in college sports has increased.  
3. This company makes no \_\_\_\_\_ between the sexes.  
4. \_\_\_\_\_ and female soldiers serve in the same units.  
5. Reforms are being undermined by the \_\_\_\_\_ corruption in the country.  
6. The \_\_\_\_\_ of the matter came at an ideal time for the company.  
7. IT is very much a \_\_\_\_\_ -dominated industry.  
8. People need to realize that education \_\_\_\_\_.  
9. The social \_\_\_\_\_ of the problem must also be taken into account.  
10. What percentage of the adult \_\_\_\_\_ population is unemployed?  
11. The committee \_\_\_\_\_ a portion of the funds to a social event.  
12. The company has a \_\_\_\_\_ hold on the market.  
13. It was an interesting book, full of fascinating \_\_\_\_\_ into human relationships.  
14. "What did you say?" "Oh, it doesn't \_\_\_\_\_." 15. She was voted the best \_\_\_\_\_ vocalist.

## LANGUAGE REVIEW 1

### Real conditional sentences: factual conditionals

**1. Choose appropriate examples to illustrate the rules.**

**Factual conditionals (Type 0): *What happens if \_\_\_\_\_?/ What happened if \_\_\_\_\_?***

We use factual conditionals to describe typical patterns in the present or the past.

1. What happens if there's no demand? If demand falls, prices go down too.
2. What happened if there were no funds? If there were no funds, research stopped.

Type 0 conditionals are used to express rules (\_\_\_\_\_), habits (\_\_\_\_\_) and correlations, such as scientific observations (\_\_\_\_\_). We can also use them with imperative forms in the main clause when we are giving instructions or explaining how to do something (\_\_\_\_\_).

3. If she gets an extra sum of money, she spends it in no time.

If I had a day off, I always went to that Internet café.

4. If you want to change your tariff scheme, press 1.

If you need customer service, press 2.

If you want to talk to the operator, press 3.

5. If you come to work late, you lose your day pay.

If you guess the answer, you get one point.

6. If people earn more, they spend more.

If a group has no leader, it soon breaks up.

**2. Match the sentences in Column A with those in Column B to make correct Type 0 conditionals as in the model.**

- *0-f. If you add two and three, you get five.*

0. Add two and three.	a) Your salary goes up.
1. Motivate people.	b) They begin to hate you.
2. Be kind and sincere.	c) They study and work better.
3. Criticize your subordinates.	d) You have to ring the bank.
4. Press this button.	e) The alarm goes off.
5. Prepare carefully.	f) You get five.
6. You get promoted.	g) You get a warning letter.
7. You lose your credit card.	h) You get better results.
8. You don't pay the bill.	i) You don't get a bonus.
9. Someone enters the building.	j) Children feel it.
10. You're late with your report.	k) The printer starts working.

**3. Match the beginnings (1-6) with the endings (a-f). Choose the correct verb.**

1. If the task <i>is/was</i> difficult, _____	a) she won't do well.
2. If the students <i>come/came</i> to us, _____	b) we can't make you do it.
3. If the test <i>is/will be</i> difficult, _____	c) she goes to work by bus.
4. If there <i>is/was</i> a lot to do, _____	d) we can usually help them.
5. If you <i>don't/didn't want</i> to study, _____	e) he refused to do it.
6. If it <i>is/was</i> cold and wet, _____	f) we didn't worry.
7. Even if there <i>is/was</i> no news, _____	g) we asked somebody to help us.

## LANGUAGE REVIEW 2

### Real conditional sentences: predictive conditionals

#### 1. Choose appropriate examples to illustrate the rules.

##### Predictive conditionals (Type 1): *What will happen if \_\_\_\_\_?*

We use predictive conditionals to describe possibilities.

1. What will happen if the situation gets worse? If things get worse, we'll have to sell the business.

Type 1 conditionals are used for making plans (\_\_\_\_\_), predictions (\_\_\_\_\_), suggestions (\_\_\_\_\_) or offers (\_\_\_\_\_). We can use them with questions in the main clause to ask for advice (\_\_\_\_\_) or about future events (\_\_\_\_\_) and to make requests (\_\_\_\_\_).

2. I'm sure that if Andrew collects himself, he'll answer the interviewer's questions easily.

3. If I should come across this book, I'll buy it for you.

4. If you have a moment, will you check this for me?

5. If you have time later, shall we go to the concert together?

6. If the factory closes down, where will the workers go?

7. What shall we do if this happens again?

8. If I come from work earlier today, I'll take the children to the park.

#### 2. Put the verbs in brackets into the correct tense.

1. If Sarah (call), can you say I (ring) back? 2. If we (be) late tonight, we can get a taxi. 3. If it (rain), (you/lend) me your umbrella? 4. If I (ask) my boss,

he (give) me some time off work. 5. If there (be) enough people to go for the excursion, we can hire a minibus. 6. If we all (share) the transport costs, it (not/cost) much. 7. If Pamela (arrive) a bit early, she can help Tom to get things ready. 8. If the party (go) on all night, no one (want) to do any work tomorrow. 9. If Emma (miss) the train, she can get the next one. 10. If I should see the others later on tonight, I (ask) them to join us.

**3. Choose the appropriate conjunction to make up correct Type 1 conditional sentences.**

1. *Unless/Providing* you help me,
  - a) I won't finish on time.
  - b) I'll be able to finish on time.
2. *As long as/unless* you promise to be careful with my notebook,
  - a) you can't borrow it.
  - b) you can use it.
3. \_\_\_\_\_ *even if/on condition that* he is paid overtime.
  - a) He won't agree to work Sundays
  - b) He'll agree to work Sundays
4. *Supposing/even if* you are fired,
  - a) what will you do?
  - b) you can always find a job.
5. *Provided that/unless* they are given enough time
  - a) they will cope with the task.
  - b) they won't be able to cope with the task.

## LESSON 2

### VOCABULARY 1

**1. Study the following international words and translate the sentences below:** contextual *adj*, focus *v*, limit *v*, selective *adj*, combine *v*, vision *n*, navigate *v*, individualist *n*, institutional *adj*, extensively *adv*, empirically *adv*.

1. Institutions can bring together disciplines such as business and liberal arts to provide more contextual learning. 2. The school is very selective and accepts only those students who are extremely motivated. 3. We see in his novels his apocalyptic vision of the future. 4. Their website is fairly plain, but



very easy to navigate. 5. “Our reality is very complex. We are one country with two alphabets, three religions, four languages, five nationalities, six republics and 23 million incorrigible individualists.” (Ante Markovic, last Premier of Yugoslavia) 6. Institutional investor is a large organization, such as a bank, pension fund, labor union, or insurance company, that makes substantial investments on the stock exchange 7. The studies show empirically that some forms of alternative medicine are extremely effective. 8. This theory needs to be backed up empirically with solid data and evidence.

**2. Complete the sentences with the words from Exercise 1.**

1. *When blue and yellow \_\_\_\_\_, they make green.* 2. An \_\_\_\_\_ is a person who steadfastly refuses to do what everyone else is doing. 3. We will \_\_\_\_\_ upon the dangers of nuclear reactors 4. Cyberspace is an environment in which computers \_\_\_\_\_. 5. I’ve been asked to \_\_\_\_\_ my speech to ten minutes maximum. 6. The side effects of the new drug are being \_\_\_\_\_ researched. 7. This is, as yet, a mere hypothesis, to be tested \_\_\_\_\_ without any preconceptions. 8. Your \_\_\_\_\_ of a future situation or society is what you imagine or hope it would be like, if things were very different from the way they are now.

**READING AND SPEAKING**

**1. Before reading the text, tell your fellow-students what gender socialization involves.**

**2. Think of areas where the notion “framework” is common. Explain its meaning and give examples.**

**3. Read the text and answer the following questions.**

1. How many approaches are there to look at gender from a social point of view?

2. When did frameworks appear?

3. Why is social interaction worth being paid close attention to?

4. How do frameworks function?

5. Which of the frameworks has emerged lately?

6. What differences and perspectives of gender does each framework contain?

### **THREE FRAMEWORKS FOR UNDERSTANDING GENDER**

Corresponding to the definition of gender supplied above, three broad frameworks will be studied in this text. They refer generally to where the “sociological action” is with respect to the social practices that produce gender. For some, this action resides in individuals – their personalities, traits, emotions, etc. The social practice most closely associated with this framework is socialization. For others, gender is created through social interaction and is inherently contextual in its impact. This implies that gender cannot be reduced to an identity or set of personality traits. Still others argue that gender is embedded in the structures and practices of organizations and social institutions, which appear on the surface to be gender-neutral. We look at these latter two approaches as “contextual,” as they locate the forces producing gender outside the person.

Each framework focuses attention on different aspects of the social world. As a result, each asks different kinds of questions and draws different kinds of conclusions being somewhat like lenses; some of them bring certain issues into sharp focus, while others remain outside the field of vision and are ignored or overlooked. A particular framework thus may enable its users to perceive something they may not have noticed using another framework. At the same time as frameworks enable perception, however, they also limit what is seen by excluding other issues from view.

The fact that all frameworks are necessarily partial and selective is the basis for gender scholars’ growing awareness that one alone is insufficient for understanding a topic as complex as gender. Fundamentally, gender is a multilevel system whose effects can be seen at all levels of social life. This does not mean that the frameworks fit together like pieces of a single puzzle, with the truth revealed in the whole. Pieces of one framework may be compatible with pieces of another, though this is not necessarily the case. Moving between frameworks or combining them in creative ways requires intellectual effort. What we can do here is examine the different angles of vision sociologists have used to address gender, explore the knowledge each has produced and the questions each leaves unanswered, and develop ways to navigate between perspectives.

The three frameworks for understanding gender include individualist, interactional, and institutional approaches. While each framework contains within it a range of viewpoints, it’s clear that the differences between

frameworks are more salient than differences among perspectives within each framework. For example; although each framework contains some recent and some more classic perspectives on gender, the frameworks generally tended to emerge at different historical moments. As such, some have been used more extensively than others. Individualist approaches to gender have been used extensively by gender scholars throughout the social sciences and have most in common with lay underfundings of gender. Included among individualist perspectives are theories drawn from psychology as well as from sociology. More recently, many theorists and researchers have moved toward a more relational understanding of gender, turning their attention to social interaction and social relations. Interactionists tend to draw on perspectives like ethnomethodology that focus on social situations. “Gendered institutions” is the most recent framework to emerge and thus is somewhat less theoretically developed than the others. Those with an institutional orientation often draw from more “macrostructural” sociological traditions.

Is one perspective more “true” than another? While specific claims made by proponents of each perspective may be empirically tested and more (or less) supported by the evidence, the perspectives themselves cannot be judged as “true” or “false”. Rather, as perspectives on a multilevel phenomenon, they should be viewed as providing guidelines for analysis and investigation. Perspectives tell us what we should most carefully attend to and what we can downplay or ignore. They emphasize different domains of social life and each alerts students of gender to the ways that gender operates in that domain.

**4. State which of the frameworks is likely to be the key indicator for sociologists to have more data about gender. Compare the results and discuss them in small groups.**

**5. According to the text, gender can’t be thought of as an identity or a set of personality features. Agree or disagree. Express your opinion on the issue.**

**6. Outline the text in 5-6 sentences.**

## **VOCABULARY 2**

**1. Using the appropriate suffixes (-ity, -ness, -ence, -tion, -ist) give the nouns related for the following:** personal, salient, percept, aware, interaction, theory, individual.

**2. Using the prefixes *macro-*, *un-*, *multi-*, *in-* give the words related for the following:** answered, structural, level, sufficient. **Comment on the meaning of the prefixes.**

**3. Using the suffixes *-ic*, *-al* give the adjectives related for the following:** context, part, institution, specify.

**4. Study the key words of the lesson and see how they are used in the sentences below:** framework *n*, reside *v*, inherently *adv*, embed *v*, compatible *adj*, angle *n*, emerge *v*, downplay *v*, domain *n*, alert *v*.

1. They're operating within the framework of a military bureaucracy. 2. The power to change policy resides with Congress. 3. Laissez-faire is an inherently unattractive idea to politicians, including Conservatives. 4. New technologies help cellular phone manufacturers speed up new embedded services. 5. The press was looking for a fresh angle on the situation. 6. The country is slowly emerging from a recession. 7. This report downplays the seriousness of global warming; it makes it less important than it really is. 8. This is a subject that has now moved into the political domain. 9. The couple broke up when they realized that their lifestyles were not compatible with one another.

**5. Complete the sentences with the words from Exercise 4:**

1. The company's new computer operating system is not \_\_\_\_ with any of the old software, so we'll have to upgrade to all new software. 2. These documents are available to everybody; they are in the public \_\_\_\_ now. 3. Cities like Atlanta are \_\_\_\_ as important new financial centers. 4. He is a very modest person: he \_\_\_\_ his own contributions to the festival's success. 5. Organic foods are no longer the sole \_\_\_\_ of health fanatics. More and more people become concerned with these problems. 6. Someone warned the police: an anonymous letter \_\_\_\_ them to the possibility of a terrorist attack at the airport. 7. Nuclear power is \_\_\_\_ risky, and failures, accidents and close calls happen all the time. 8. The agreement outlines a \_\_\_\_ and schedule for resolving the issues.

**LANGUAGE REVIEW 1**

**Unreal conditional sentences: hypothetical conditionals**

**1. Choose appropriate examples to illustrate the rules.**

**Hypothetical conditionals (Type 2): *What would happen if \_\_\_\_?***

We use hypothetical conditionals to describe imaginary or fictional situations.

1. What would happen if there was a crisis? If there was a crisis, a lot of people would lose their jobs.

Type 2 conditionals are used to describe the potential outcomes of a course of action (\_\_\_\_\_) or to talk about completely imaginary situations (\_\_\_\_\_). We can also use them when we want to express willingness to do something, despite lack of ability (\_\_\_\_\_).

2. If I was/were the Minister of Education, I would exclude some subjects from the curriculum.

3. If they agreed to make groups smaller, we could give each student more attention.

4. If he didn't have to replace his colleague, he would have time to help you.

**2. Put the verbs in brackets into the correct tense to make up Type 2 conditional sentences.**

1. If your working place (be) tidy, you (can) find things easily. 2. If the phone (work), I (can) call you. 3. If Steve (be) here, he (know) what to do. 4. If the manager (receive) a delegation now, we (can/not) discuss the problem with him. 5. If I (know) anything, I (tell) you. 6. What (you/do) if you (find) a lot of money? 7. (Be) I you, I first (ask) permission. 8. How (she/react) if the boss (shout) at her? 9. (Be) he more careful, he (make) fewer mistakes. 10. If I (not/have) to work such long hours, I (not/be) so tired.

**3. Look at these Type 1 and Type 2 conditional sentences. Write a sentence to explain what the *If*-clause means.**

- If we are late for the seminar this afternoon, we can ask Ron to give us a lift. – *We might be late this afternoon.*

If the printer was working, I could make you a copy. – *The printer isn't working now.*

1. If Martha asks about this, can you say you don't know? 2. If she had a million pounds, she'd probably help poor people. 3. If David wasn't so clumsy, he wouldn't have so many accidents. 4. If I hear from them, I'll let you know. 5. If Rachel weren't speaking so loudly, it would be very quiet here. 6. If you should come across this book, you'd better buy it.

## LANGUAGE REVIEW 2

### Unreal conditional sentences: counterfactual conditionals

#### 1. Choose appropriate examples to illustrate the rules.

**Counterfactual conditionals (Type 3):** *What would have happened if \_\_\_\_\_?*

We use counterfactual conditionals to imagine past events happening in a different way and having different outcomes.

1. What would have happened if the truth had been revealed? If the truth had been revealed, we all would have had to leave the company.

Type 3 conditionals can be used to explain why something hadn't been done (\_\_\_\_\_) and to express regret (\_\_\_\_\_) or criticism (\_\_\_\_\_).

2. If you had listened to their advice, we wouldn't have lost all our money.

3. If we had warned him about the consequences, he might not have got into trouble.

4. If I'd had any idea where she might have been, I would have told you.

#### 2. Put the verbs in brackets into the correct tense to make up Type 3 conditional sentences.

1. The view was wonderful. If I (have) a camera, I (take) some photographs. 2. I wasn't tired last night. If I (be) tired, I (go) home earlier. 3. I took a taxi to the hotel but the traffic was very bad. It (be) quicker if I (walk). 4. We (can give) you a lift if we (know) you were coming that way. 5. The holiday was OK, but I (enjoy) it more if I (not/take) my parents with me. 6. Robert got to the station in time to catch his train. If he (miss) it, he (be) late for his interview. 7. Ken hurt himself when he fell down yesterday. If he (look) where he was going, he (not fall) down. 8. It's good that you reminded us about Ann's graduation. We (forget) if you (not/remind) us. 9. Luckily, nothing awful happened. But if he (drop) the scanner, it (be) a disaster. 10. Why didn't you ask the librarian? (she/be asked), she (give) her permission.

#### 3. Complete each unreal conditional sentence (Type 2 or Type 3) using the prompt sentences.

• I don't have extra pens. I won't give you one. – *If I had extra pens, I would give you one.*

1. I don't know Jack's phone number. I can't tell him what happened. – *If I knew Jack's number, \_\_\_\_\_* 2. She didn't prepare for the test. She didn't pass. – *If*

she had prepared for the test, \_\_\_\_\_ 3. You didn't warn me about the meeting. I didn't bring my report. – If \_\_\_\_\_, I would have brought my report. 4. I'm not in your situation. I'll start looking for another job. – If \_\_\_\_\_, I would start looking for another job. 5. We don't visit you very often because you live so far away. – If you \_\_\_\_\_, we \_\_\_\_\_ 6. He doesn't speak very clearly – that's why people don't understand him. – If he \_\_\_\_\_, people \_\_\_\_\_ 7. I was able to interview all those applicants because Jim and Mary helped me. – I \_\_\_\_\_ if Jim and Mary \_\_\_\_\_ 8. We don't go out very often because we can't afford it. – We \_\_\_\_\_ if we \_\_\_\_\_ 9. He didn't get a taxi because he didn't have any money on him. – He \_\_\_\_\_ if he \_\_\_\_\_ 10. I have to work tomorrow, so I can't meet them. – I \_\_\_\_\_ if I \_\_\_\_\_,

### LESSON 3

#### VOCABULARY 1

**1. Study the following international words and translate the sentences below:** critique *v*, segregation *n*, composition *n*, intuitively *adv* (intuitive *adj*), quintessentially *adv* (quintessential *adj*), graphically *adv*, idiom *n*.

1. The class convened to **critique** the student's latest painting. 2. **Segregation** is the policy of keeping people from different groups, especially different races, separate. 3. The **composition** of the city's population has changed dramatically in the past 20 years. 4. The inventors seem to have chosen **intuitively** a combination of explosive and aggressive sounds as warning signals to be used on automobiles. 5. This software is so **intuitive** and easy to use, even my technologically inept mother was able to use it. 6. Sitting at a sidewalk café with a view of the Eiffel Tower is a **quintessential** Parisian experience. 7. I felt that I knew Spanish pretty well until I went to Guatemala and was faced with interpreting at least one new **idiom** a day for several weeks. 8. The incident **graphically** illustrates just how dangerous the situation in the war zone has become.

#### 2. Complete the sentences with the words from Exercise 1.

1. "It's like shooting fish in a barrel" is an \_\_\_\_\_ that means it will be really easy to do. 2. It is necessary to include a diagram that represents this data \_\_\_\_\_. 3. A mother's understanding of her child's needs is often \_\_\_\_\_. 4. It was a \_\_\_\_\_ Italian meal: his Italian mom served us five courses and insisted we eat every bite. 5. The verb \_\_\_\_\_ means to express your opinion about

something after examining and judging it carefully and in detail. 6. The chemical \_\_\_\_\_ of stars is of great interest for physics. 7. Racial \_\_\_\_\_ in schools is no longer legal in the U.S.

### **READING AND SPEAKING**

**1. Before reading the text, find out what sex segregation implies.**

**2. Think of jobs which only women/men can do well.**

**3. Read the text and answer the following questions.**

1. Why did classical sociologists treat work as gender-neutral?
2. How does gender shape the “worth” of jobs?
3. What does segregation refer to?
4. What two jobs can be performed by one particular sex?
5. When did women successfully fill the jobs previously performed by men?

### **GENDERED JOBS AND GENDERED WORKERS**

Classical sociologists Karl Marx and Max Weber had much to say about the industrial capitalist workplace. For Marx, capitalist means of production unleashed tremendous productivity, but the social relations of work were exploitative and alienating for workers. Weber called attention to the forces of bureaucratization that were transforming all institutions, including the institution of work. Marx and Weber’s observations have long served as the foundation for sociological analyses of the workplace.

Neither theorist, however, had much to say about gender. Rather, both seemed to suggest that the processes they described were gender-neutral, meaning that they were somehow generic and general, unaffected by and separate from gender meanings and distinctions. Many have critiqued these understandings of work for their assumption of gender neutrality and suggested that gender is embedded in, not separate from, organizational processes.

There are three ways in which gender may be incorporated into the workings of employment. First, gender shapes the social organization of work, expressed primarily in the sex segregation of occupations, jobs, and firms. Second, gender shapes the meanings people assign to particular occupations, jobs, and work activities, leading us to see some as more appropriate for women



and some as more appropriate for men. Third, gender shapes the “worth” of jobs, leading some jobs to be more valued and paid more than other jobs.

Recall that sex segregation refers to the concentration of women and men into different jobs, occupations, and firms. The levels of sex segregation are usually looked at over time and place. Let’s shift the focus to understanding the factors that best explain why women and men work in different jobs, occupations, and firms. Individualist, interactionist, and institutional perspectives offer somewhat different views on this issue. Examining these views allows us to revisit each perspective and look closely at the different ways they approach the study of gender. Because sex segregation does not have a single cause or explanation, each perspective has something to contribute. There are several ways we might expect male and female workers’ characteristics to contribute to sex segregation. First, it may be that the sex composition of an occupation or job is a function of sex-specific preferences, skills, and abilities. If women and men possess different “bundles” of these characteristics, they may end up in – and be best suited for – different kinds of work. In this view, then, women and men are not really “substitutable” for one another.

While intuitively appealing, however, this argument receives limited empirical support. With the exception of two jobs that can *only* be performed by one particular sex (i.e., wet nurse and sperm donor!), there is scant evidence that women and men are incapable of doing jobs typically performed by the other sex. Historical research on the Second World War, for example, shows that when men were unavailable, women filled many jobs that were performed almost exclusively by men prior to the war. Jobs that had previously been viewed as quintessentially masculine were suddenly endowed with femininity and glamour for the duration. The war mobilization era not only illustrates the resilience of job segregation by sex, but also graphically demonstrates how idioms of sex-typing can be flexibly applied to whatever jobs women and men happen to be doing. Hence, “masculine” jobs that had been filled by men prior to the war were relabeled as appropriate for women during wartime when female workers were in demand.

**4. Choose the best variant from the three to complete the sentences.**

1. Karl Marx and Max Weber believed that
  - a) gender is embedded in organizational processes;
  - b) each perspective has something to contribute into this issue;

- c) the working processes were gender-neutral.
- 2. The sex composition of an occupation or a job
  - a) functions as idioms of sex-typing;
  - b) depends on specific skills and abilities of women and men;
  - c) transforms all institutions of work.
- 3. During the Second World War
  - a) women and men were not substitutable for one another;
  - b) the level of sex segregation was looked at over time;
  - c) female workers were in demand.

**5. Prove that having both men and women of one profession gives good results.**

**6. What jobs do you think are dangerous for women's health?**

**VOCABULARY 2**

**1. Using the appropriate suffixes (-ity, -ence, -tion) give the nouns related for the following:** bureaucrat, prefer, feminine, neutral.

**2. Using the prefixes un-, in- give negatives related for the following:** leash, affected, capable, available.

**3. Using the suffixes -able, -ive give the adjectives related for the following:** exploit, substitute.

**4. Using the prefix re- give the words related for the following:** visit, label. **Comment on the meaning of the prefix.**

**5. Study the key terms of the lesson and the example sentences below.**

**Match the terms to their definitions:**

1) sex typing	a) acting, or having qualities which are traditionally considered to be suitable for a woman;
2) masculine	b) the stereotypical categorization of people, or their appearance or behaviour, according to conventional perceptions of what is typical of each sex;
3) femininity	c) having characteristics that are traditionally thought to be typical of or suitable for men.

1. Long hair was traditionally regarded as a sign of *femininity*. 2. She managed to become a CEO without sacrificing her *femininity*. 3. It was a movie likely to appeal to a *masculine* audience. 4. The living room is decorated in a

more *masculine* style than the bedroom. 5. Distinctly *masculine*, this fragrance is for sensible and confident men. 6. What may be considered *masculine* in one culture, in another may be the opposite.

**4. Study the key words of the lesson and complete the sentences that follow:**

unleash <i>v</i>	incorporate <i>v</i>	contribute <i>v</i>	endow <i>v</i>
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1. Although we are currently a small business, I think that we should \_\_\_\_\_ to allow for the growth of our company. 2. Davis didn't really \_\_\_\_\_ much to the game in the second half. 3. I would like to \_\_\_\_\_ this institution with the money it needs to make the necessary improvements. 4. The company wants to \_\_\_\_\_ its various advertising strategies into one, cohesive marketing campaign. 5. Her family have \_\_\_\_\_ £50,000 to the fund. 6. She was \_\_\_\_\_ with superior intelligence and was accepted at all the universities to which she applied. 7. The U.K. will \_\_\_\_\_ 8,000 troops to the NATO operation. 8. The new tax laws have \_\_\_\_\_ a storm of criticism. 9. The scandal certainly \_\_\_\_\_ to their defeat in the last election. 10. Many local businesses offered to \_\_\_\_\_ to the school rebuilding fund. 11. At worst, nuclear war could be \_\_\_\_\_.

## LANGUAGE REVIEW 1

### Mixed conditionals

#### 1. Choose appropriate examples to illustrate the rules.

In **mixed conditionals**, we can use a mixture of types depending on the meaning we want to express. Below are some examples of **mixed real conditionals**.

In **factual conditionals** we sometimes use a mixture of past and present tenses in the clauses (\_\_\_\_\_). Some factual conditionals are used to describe habits in the past with *would* (= *used to*) (\_\_\_\_\_).

1. When I worked for their company, if there was a lot of work, all the staff would stay in the office till eight o'clock.

2. If you listened to the lecture carefully, you can answer these questions.

In **predictive conditionals**, we can use the Past Simple in the *if*-clause (\_\_\_\_\_). We can include *would* with verbs of "liking" or "not liking" and *would rather* in the main clause to express a preference (\_\_\_\_\_).

3. If Mr Porter is in, we'd like to have a talk with him. If it's OK with you, I'd rather wait for him here.

4. If you studied for the test you won't have any problems.

The following are the examples of **mixed unreal conditionals**.

In **hypothetical conditionals**, we can connect an imaginary event to a possible past event (\_\_\_\_\_). In **counterfactual conditionals**, we can connect an imaginary past event to a present event or situation (\_\_\_\_\_).

5. If we were rich, we would have offered to help those jobless and homeless people.

6. If your parents hadn't met, you wouldn't be sitting here now.

**2. Combine the sentences to form one mixed conditional sentence.**

1. You woke me up in the middle of the night. I am tired now. 2. You aren't sensible. You shouldn't have spoken to your boss like that! 3. I didn't pay my electricity bill last month. I'm sitting in the dark now. 4. You don't respect your aunt. You forgot about her birthday. 5. She didn't study hard. She won't pass her exams. 6. She isn't well-qualified. She didn't get the job. 7. We didn't go to that restaurant. We don't like fast food. 8. I don't know them very well. I didn't go to the party. 9. You didn't wake me up. Now I'm late for my appointment. 10. They missed their flight. They won't arrive until tomorrow. 11. He didn't reserve a table. He has to wait for an hour. 12. I didn't buy tickets. We can't go to the theatre tonight. 13. He isn't at the lecture. He wasn't told about it. 14. They didn't take a map with them. They are lost now. 15. She forgot to go to the bank. Now she can't go shopping.

**3. Write a second sentence (Type 0, 1, 2, 3, or mixed conditional) so that it has a similar meaning to the first.**

• We haven't got permission, so we can't enter this part of the building.  
– *If we had permission, we could enter this part of the building.*

1. Tell somebody about something today and tomorrow everybody knows about it. 2. You may want a chat, so just give me a ring. 3. Nigel hasn't got satellite TV, so he can't watch this show. 4. They didn't tell me they were coming, so I couldn't see them. 5. She's not rich or she'd have given up working long ago.

## LANGUAGE REVIEW 2

### Conditionals: general revision

**1. Match the examples of conditional sentences (a-e) with definitions of their use (1-5).**

1) a general truth or fact (Type 0)	a. If you'd had the same determination, you'd be as rich and famous today.
2) an action in the present with a predictable result in the future (Type 1)	b. If you'd been more careful, you wouldn't have made so many mistakes.
3) an action in the present with an unlikely result in the future (Type 2)	c. If you press this switch, the computer comes on.
4) an unreal condition and result entirely in the past (Type 3)	d. If the office is closed, Mark won't be able to get in.
5) an unreal past event with an unreal present result (Mixed Type)	e. If I wasn't so busy, I would write to my relatives more often.

**2. Study the following conditional sentences and say what type each group of sentences belongs to.**

1. Tom will be upset if you don't come.

If you should need my help, just ask.

If you drink, don't drive.

Should you come across this journal, will you buy one copy for our office?

2. If you don't arrange events properly, they go wrong.

If you rang this number, no one answered.

If you mix red and yellow you get orange.

3. If I had seen you, of course I would have said hello.

If he had been studying for the last two months, he would have passed his exams.

Had there been an alternative, we wouldn't have abandoned the project.

4. If John had booked a table, we wouldn't be standing here in a queue.

Were Trevor practical, he would have been able to change the cartridge.

If she got back late last night, she won't come to work today.

5. People would speak with him if he wasn't such a boring person.

If we had a good map, we could find our way.

Were I you, I would act differently.

**3. Paraphrase the sentences using an appropriate conditional sentence.**

- In case of a fire, sound the alarm. – *If there is a fire, sound the alarm.*

1. I'd better write the address down, otherwise I'll forget it. 2. With a bit more time, we could do a proper job. 3. In the event of a major emergency, local hospitals would be alerted. 4. But for the climate, Edinburgh would be a perfect place to live. 5. Without my mobile, I would have been in big trouble. 6. "I'll come to work an hour later tomorrow." – What if the boss learns about it? 7. In case of failure, try another alternative. 8. Don't do that again or else I punish you. 9. Do that again and I'll report it to the manager. 10. But for your advice, I wouldn't have been able to solve my problems.

**4. Use the ideas to write conditional sentences as in the model. Say what type each sentence belongs to.**

- Staff should be given more responsibility. Then they are better motivated. – *If staff are given more responsibility, they are better motivated. (Type 0)*

1. Dan missed the bus this morning. He was late for work. 2. I must finish my essay first. Then I'll come to the cinema with you. 3. The manager is still busy. You can't speak to him. 4. I often asked him for help. He always refused to give any. 5. You may meet Darren. Give him my regards. 6. It's raining. We can't receive guests outdoors. 7. You can't enter the country. You have no visa. 8. Bertha passed her driving test. Her father let her borrow his car. 9. I left my wallet at home. I didn't buy the book. 10. Harry wasn't able to hire a car. He didn't have a driving licence. 11. You are not allowed into the building. You don't have a security pass. 12. I might come across this book. I will buy it for you. 13. We are making no steps to improve the situation. It's getting worse. 14. I didn't accept their offer. I am not the head of the department. 15. You didn't plan things at the start. We are in this mess now. 16. People left so much litter. The place doesn't look tidy. 17. Nick isn't sensible enough. He didn't wear a suit to the interview. 18. I didn't go out for the day. I have all this work to do myself. 19. She took the 7.30 bus. She is at home already. 20. You needed help. Why didn't you ask me?

**5. In the following sentences use one of the following modal verbs instead of will or would: can, could, may, might, should.**

- If he hears any news, he (phone) you. – *If he hears any news he can phone you.*

1. If you haven't learned how to use the computer and the internet, you (not/get) that job. 2. If Matthew is going to a job interview today, he (wear) a tie. 3. If Harry practised regularly, he (give) very good presentations. 4. If you needed a ticket, I (get) you one. 5. If you go on like this with your work, you (make) yourself ill. 6. If he hadn't apologized, we never (speak) to him again. 7. If we had a calculator, we (work) this out a lot quicker. 8. If we had stopped to buy a paper, we (miss) the train. 9. If you felt like seeing the sights, we (take) a bus tour. 10. If I'd had my mobile yesterday, I (contact) you. 11. If Rachel worked harder, she (do) even better at her studies. 12. If Ann hadn't fallen ill and missed the interview, she (get) the job. 13. Rita (go) to last Friday's presentation if she had known about it.

## LESSON 4

### VOCABULARY 1

**1. Be sure you know the meaning of the following international words, study the examples of their usage:** hypothesize *v*, hypothesis *n*, cohort *n*, major *n*, major *adj*.

1. If we **hypothesize** that current population trends continue for the next 50 years then some demographic forecasts can be made. 2. Several **hypotheses** for global warming have been suggested. 3. Our findings support the **hypothesis** that these patients are at increased risk of heart disease. 4. The study followed a **cohort** of students over their college career and was able to prove that a better vocabulary improves one's chance for success. 5. There are two problems with this situation, one **major**, one minor. 6. He chose history as his **major** and French as his minor. 7. What was your **major** in college? 8. The United States has a **major** influence in the United Nations. 9. The candidate's main support comes from a **cohort** of senior citizens who feel that he understands the needs of people in their age group.

**2. Guess the meaning of the following international words and complete the sentences that follow:** preference *n*, socioeconomic *adj*, stable *adj*, respondent *n*.

1. Public health researchers have long known that lower \_\_\_\_\_ status correlates with worse health, including higher levels of obesity. 2. We give \_\_\_\_\_ to those who have worked with us for a long time. 3. The country needs a \_\_\_\_\_ government that is free of corruption. 4. Sixty-four percent of \_\_\_\_\_ reported side effects from the drug. 5. Special \_\_\_\_\_ were offered initially to encourage investment.

## **READING AND SPEAKING**

**1. Before reading the text, say when socialization occurs and if it's helpful for members of a society.**

**2. Do you think socialization is the same as human contacts?**

**3. Read the text and answer the following questions.**

1. Why do men and women make different preferences in choosing jobs?
2. What happened to traditional gender roles over time?
3. What does sex segregation reflect?
4. Whose occupational aspirations showed relative stability?
5. How did women and men who participated in the survey rank work values?

## **GENDER SOCIALIZATION**

The process of gender socialization is another kind of individualist explanation for sex segregation. A socialization perspective emphasizes the ways in which men and women develop different traits, abilities, values, and skills. To the extent that this occurs, men and women would be expected to approach work differently, make different kinds of choices, and consequently end up in different kinds of occupations.

Research by Tomaskovic-Devey sheds light on socialization accounts of employment. He hypothesized that because traditional gender roles have loosened somewhat over time, younger workers would be less likely than older workers to choose more sex-typical occupations. In other words, as socialization practices change, so, too, should occupational choices. It was found that his hypothesis received support among women, but not among men. Younger women are more likely than older women to be employed in sex-integrated jobs, but this is not the case among men.

Empirically, socialization explanations for women's and men's different occupational locations receive very mixed support. For example, while children's occupational aspirations are highly gender-typed, these differences get smaller as children age and enter adulthood. A qualitative study of two kindergartens found that girls preferred traditional female careers. Research on older cohorts, however, finds little evidence for these preferences. Another study showed that young women's occupational aspirations have changed dramatically over time. Younger women were less likely than older women to aspire to predominantly female occupations and were more likely to aspire to occupations with higher earnings' potential. These changes



occurred among all social classes and racial groups, to some extent, though were particularly strong among women from higher socioeconomic backgrounds. Men's occupational aspirations remained relatively stable across the birth cohorts.

Finally, it is doubtful that the link between young people's aspirations and later employment is a strong one. Research on individual careers also challenges the notion that sex segregation reflects sex differences in capabilities and skills. It was stated, for example, that women's and men's aspirations, college majors, and occupations show considerable "sex-type mobility." Moreover, among both women and men who change aspirations, college majors, or occupations, there is only a weak relationship between the sex-type of the original position and the destination position. In other words, while women's and men's occupational aspirations, skills, and choices may be influenced by sex, sex-typed preferences are fluid and not strongly linked to the sex composition of a worker's job.

Research by sociologist Kathleen Gerson also supports this claim. Her interest in women's and men's work and family decisions led her to explore the role people's childhood experiences played in their lives. Not surprisingly, given our previous discussion, she found that childhood plans and experiences, while not insignificant, explained very little about people's adult lives. Describing a group of men whose lives she explored, Gerson explains: "Among the men whose life paths we will trace, some recreated the patterns of their childhood environment but most did not. Over time, these men had experiences that led them to reassess the meaning of their parents' lives and their own early outlooks. Childhood experiences neither prepared them for the obstacles and challenges of adulthood in a rapidly changing world nor determined how they would react. The childhood context simply provided them with a point of departure".

Do women and men have different work-related values? Empirical support for sex differences in this domain is weak. In a recent study of this issue, survey respondents were asked to rank five work values, ranging from most to least preferred in a job. Contrary to predictions from socialization theory, it was turned out that women and men ranked each value in exactly the same order of preference: feeling of accomplishment, high income, chance for advancement, job security, and short working hours (from most to least preferred). Moreover, the researchers found no real changes over time in the magnitude of sex

differences. Work values, as measured in this study, had more to do with factors such as age, education, and occupational prestige than sex.

**4. Using the information in the text mark the following statements true (T) or false (F). Correct the false statements.**

1. Sociologist Kathleen Gerson investigated the role of childhood experiences in respondents' lives.

2. The respondents were asked to emphasize the ways they developed different abilities and skills.

3. As a rule, children change their mind towards the job choice when they get older.

4. Traditional gender roles in employment have become stronger.

5. Work values helped adults overcome difficulties and solve problems successfully.

6. According to the survey results, most of the men's dreams didn't come true.

7. Sex segregation reflects sex differences in occupational locations.

8. Younger women showed the desire to earn more money for their job.

**5. In pairs, discuss why men and women are expected to approach work differently.**

**6. Speak of "challenges of adulthood in a rapidly changing world". Express your own point of view on the problem.**

## VOCABULARY 2

**1. Using the appropriate suffixes (-ment, -hood, -tion) give the nouns related for the following:** child, adult, predict, accomplish, advance.

**2. Make adverbs from the following adjectives:** different, consequent, predominant, surprising.

**3. Using the suffixes -ful, -ive give the adjectives related for the following:** quality, doubt.

**4. Using the prefixes (in-, re-, pre-) give words related for the following:** create, significant, assess, dominantly. **State the meaning of the prefixes.**

**5. From the following words make all possible noun-noun partnerships which occur in the text:** gender, sex, occupation, socialization, segregation, perspective, role, career, college, work, experiences, values, female, differences, major, childhood.

**6. Look through the text and find the nouns that go with the following verbs:** shed, receive, enter, aspire, reflect, explore, recreate, rank.

## 7. Match the key words of the unit to their definitions:

1) approach <i>v</i>	a) to make or become less tight, fixed, etc;
2) loosen <i>v</i>	b) not fixed and likely to change, often repeatedly and unexpectedly;
3) aspiration <i>n</i>	c) when you say what will happen in the future;
4) fluid <i>adj</i>	d) to deal with a situation or problem in a particular way;
5) explore <i>v</i>	e) a strong hope or wish for achievement or success;
6) obstacle <i>n</i>	f) to try to discover; learn about;
7) prediction <i>n</i>	g) a difficulty or problem that prevents you from achieving something;
8) magnitude <i>n</i>	h) large extent, size, or quantity; the significance, importance, or quality of something.

## 8. Complete the sentences with the words from Exercise 7.

1. Despite repeated warnings by others, they did not realize the \_\_\_\_\_ of the problem until it was too late. 2. No one believed her \_\_\_\_\_ that the world would end on November 3. Disabled people succeed in overcoming many \_\_\_\_\_ in everyday life. 4. We have to \_\_\_\_\_ new ways to market our products. 5. The situation remains \_\_\_\_\_. It's likely to change every moment. 6. He has political \_\_\_\_\_, and hopes to run for Congress some day. 7. When immigration laws were \_\_\_\_\_, the number of immigrants shot up. 8. In my opinion, no other composers even begin to \_\_\_\_\_ (come near in quality to) Mozart. 9. Governments tend to \_\_\_\_\_ the issue from different angles.

## LANGUAGE REVIEW

### Wish - clauses

**1. Study the *wish*-structures and sample sentences (a-d); then complete the rules (1-4) below.**

1. This structure is used when we want to say that we would like something to be different in the present. (*If only* is stronger and more emphatic than *wish*.) We can use *were* instead of *was*.

2. This structure is used to express regret that something happened or did not happen in the past.

3. This structure is used: a) for polite imperative; b) to express our desire for a change in a situation or someone's behaviour.

4. If the subjects in the main clause and the sub-clause are the same, we use *could* instead of *would*.

a) *I wish I + could + base form of the verb*

I wish I could travel abroad.

Don't you sometimes wish (that) you could fly?

b) *wish/if only + Past Simple/Past Continuous*

If only I didn't have to take the train to work every day.

She wishes she was/were having a holiday now.

c) *wish/if only + Past Perfect*

If only we hadn't taken up that project.

d) *wish/if only + would + base form of the verb*

I wish you would pay more attention! (=Will you pay more attention, please?)

If only he wouldn't give me so much work.

**2. Your colleague Daisy Smith is fed up with everything. Write what she is saying.**

- She is so tired. – *I wish I wasn't/weren't so tired.*

1. Life is so complicated. 2. Her work isn't going well. 3. She gets bad headaches. 4. She can't think straight. 5. She can't concentrate. 6. People are so boring. 7. The weather is hot. 8. She often works overtime. 9. She doesn't have any reliable friends. 10. She never has enough free time.

**3. Complete the sentences using the prompts in brackets.**

- David has broken the printer again. He wishes \_\_\_\_\_ (be careful). – *He wishes he had been more careful.*

1. I spent all my money. I wish now that \_\_\_\_\_ (save). 2. We missed the train. We really wish \_\_\_\_\_ (catch). 3. It was a good photo. I wish \_\_\_\_\_ (not/lose). 4. She didn't know about the lecture. She wishes \_\_\_\_\_ (tell). 5. Your friend left the party early. You wish \_\_\_\_\_ (stay). 6. Kate refused the offer. But her parents wish \_\_\_\_\_ (accept). 7. I looked everywhere for the key. I wish \_\_\_\_\_ (find). 8. Vicky is behind with everything today. She wishes \_\_\_\_\_ (get up early). 9. I have a headache. I wish \_\_\_\_\_ (not/work so much). 10. There was a job advertisement in the newspaper, which Alex ignored. Now he wishes \_\_\_\_\_ (apply for).

**4. Complete the wishes and make mix conditional sentences, as in the model.**

- I should have got up earlier. I wish \_\_\_\_\_ (not be late now). – *I wish I had got up earlier. If I had got up earlier, I wouldn't be late now.*

1. You should have warned us beforehand. We wish \_\_\_\_\_ (know what to do now). 2. He should have practised English more. He wishes \_\_\_\_\_ (speak more fluently now). 3. She shouldn't have quarrelled with everybody. She wishes \_\_\_\_\_ (be able to ask somebody for help now). 4. I shouldn't have followed his advice. (be in such a mess now). 5. They should have waited a bit longer. They wish \_\_\_\_\_ (know the results now).

**5. What might you say in these situations?**

- Someone never answers your emails. – *I wish you'd answer my emails.*

1. Someone makes critical remarks about you. 2. Someone won't hurry up. 3. Someone never closes the door. 4. Someone always leaves the window open when leaving the office. 5. Someone isn't telling you the whole story. 6. Someone won't tell you what he is thinking. 7. Someone is making much noise when you are working. 8. Someone is smoking in your presence. 9. Someone won't keep their working place tidy. 10. Someone never listens to what you say.

**6. Match the items in Column A with those in Column B to make complaints using *would*, *could* or *wouldn't*. Then, decide which person from the list below is making each complaint.**

*Winner, shop-assistant, manager, traffic warden, flight attendant, campsite owner, foreman, teacher, employee, applicant, criminal.*

- *0-k "I wish my staff would get to work on time", says the manager.*

A	B
0. I wish my staff _____	a) be more polite.
1. I wish my students _____	b) get this job.
2. I wish this moment _____	c) put their luggage in the lockers.
3. If only drivers _____	d) be found so easily.
4. I wish passengers _____	e) try harder with their homework.
5. If only I _____	f) always follow the safety regulations.
6. I wish campers _____	g) last forever.
7. I wish our workers _____	h) light fires in the forest.
8. If only the customers _____	i) park illegally.
9. I wish I _____	j) be so strict .
10. I wish the boss _____	k) get to work on time.

## **ADDITIONAL TEXTS**

### **I**

#### **DETERMINING THE WORTH OF JOBS**

Why do women earn less than men? Sociologists' and economists' interest in this question reflects a desire to know what determines the "worth" of jobs and why some jobs pay more than others. Understanding how wages are attached to jobs is a complicated topic and there are many different approaches to this issue.

Sociologists argue that the wages attached to jobs are a function of several kinds of characteristics. One important set of characteristics includes the skill level of the job. For neo-classical economists, skill reflects productivity, in that more skilled workers add more value to the firm than those with fewer skills. Workers acquire skills by investing in activities that make them more productive. While this investment may be costly initially, it is done for the sake of a future pay-off. The portfolio of skills that workers acquire through these means represents their human capital. Human capital theoretically consists of anything that increases a worker's productivity. The most common measures of human capital, however, include easily measured investments, such as years of schooling and various types of on-the-job-training. According to the theory of human capital, then, jobs requiring more investment by workers (e.g., college education, technical training, etc.) pay more than other jobs because otherwise workers would not invest in the required training. Higher pay for these jobs thus is a means to compensate workers for their investment. At the same time, employers can also benefit from workers' human capital because these workers are assumed to be more productive than workers with less human capital.

Compensating workers for their investments in human capital is undoubtedly important to employers' assessments, but this is not the only consideration. Employers may also consider other factors when setting wages. In particular, they must consider the relative supply of workers available at a given skill level. For any particular job at a given skill level, supply is affected by opportunities outside this job for people with the same skills (e.g., wages of alternative jobs), by how much investment in training a job requires, and by whether the worker finds doing the work in the job a "disamenity" – an unpleasantness – or an amenity. Regarding the latter point, employers may

decide that jobs workers perceive as particularly onerous or unpleasant require higher wages than otherwise comparable jobs involving more desirable working conditions. Otherwise, workers will prefer the jobs with more desirable working conditions.

All employers must decide the relative worth of the jobs they offer to workers. Human capital theory offers a general understanding of the relations between skill and wage-setting that can help us delve more deeply into this process. Human capital theory's emphasis on employers' roles in assessing the skill level of jobs and their relative value is our starting point. Sociologists argue that the processes through which employers make these assessments and the resulting wages offered reflect social as well as economic considerations. In this view, skill is socially constructed. This implies that which jobs are defined as skilled and hence higher-paying is more than a technical exercise. In addition, the ways in which employers understand and respond to forces of labor supply also reflect the influence of social processes. Hence, while human capital theory provides a starting point for understanding wage-setting, economic arguments overlook the many ways in which social factors enter into this process.

### **Reading Comprehension**

1. Find the paragraph explaining what human capital is. Point out the dependence of an employee's contribution to the job upon the principle he/she is paid for it.
2. Compare the ways in which economists and sociologists view the skill level of the job.
3. List the problems facing an employer in setting worker's wages. How can he benefit from higher pay?
4. Summarize the text in your own words.

## **II JOB EVALUATION AND THE SOCIAL CONSTRUCTION OF SKILL**

Human capital theorists define skill in terms of productivity-enhancing investments. Jobs that require more skill thus should receive more pay than those requiring less skill. How employers decide upon the skill requirements of jobs and assess the other kinds of factors necessary to set pay levels is a subject

which has received considerable attention from researchers. In particular, studies examine the ways in which employers use job evaluation techniques. Job evaluation is a method used to determine how pay is assigned to jobs and to justify (or critique) relative pay rates. Employers use job evaluation in order to decide how to compensate different jobs and feminists have used it to demonstrate gender bias in wage-setting. Hence, one way to illustrate how actual processes of wage-setting depart from the tenets of human capital theory is to examine the process of job evaluation.

Scientists provide a useful account of job evaluation: “In all methods of job evaluation, it is the requirements of the *job* that are evaluated, not the performance of a given *individual* within the job. It is taken for granted that within any one job, different individuals are paid different amounts because of differences in merit or seniority. However, each job generally has a pay range within which such individual variation is confined”. Jobs can be evaluated according to several different methods, ranging from a simple ranking of “payworthiness” to more sophisticated systems that assign wages based on a point system. All of these methods are based on the belief that it is possible to objectively rank jobs according to their worth to an employer. This ranking may be done by employers or their managers, by outside consulting firms, or by unions and worker representatives.

Although job evaluation is a technique long used by employers, it gradually began to be used by those interested in identifying and correcting gender bias in wage setting. State of Washington employees were among some of the first to use job evaluation in this manner. A job evaluation study conducted by an outside consulting firm for the state found that predominantly female jobs were systematically paid less than male jobs, even when they received the same number of evaluation points. When the state failed to rectify this situation, the union representing state employees filed a lawsuit against the state alleging sex discrimination. Though the union eventually lost their case in the courts, the state agreed to an out-of-court settlement that resulted in higher wages for predominantly female jobs.

Job evaluation techniques have been used in other state and local settings as well, including Oregon, New York State, and the city of San Jose, California. In all these cases, this technique was proposed as a way to correct perceived sex



biases in the ways wages were attached to jobs. Most notably, job evaluation showed that jobs evaluated as comparable in terms of their skill requirements, working conditions, and the like were often compensated at different levels depending upon their sex composition. Predominantly female jobs tended to be devalued relative to jobs of comparable skill filled by men. These results called into question the notion that wages were set according to sex-neutral processes and instead revealed an important source of sex bias. In fact, if a single job evaluation plan is used to set pay throughout a firm or government, it nearly always gives women's jobs higher wages relative to men's than most employers pay.

That jobs filled with women receive lower average wages than comparable jobs filled by men has become a well-established research finding. Note that the effect of the sex composition of jobs is net of other factors that could contribute to wage differences between women and men, such as differences in human capital, job characteristics and skill requirements, and firm resources.

### **Reading Comprehension**

1. Use the information from the text to say what job evaluation is aimed at. Find examples showing its role in eliminating gender bias in industry.
2. Enumerate the existing methods to evaluate the job. According to the author, is any executive able to rank the jobs in a company/enterprise?
3. Focus on the results of research work obtained by American scientists. Why do you think the difference in wages between men and women still exists?
4. Summarize the text in your own words.

### **III**

Public policies aiming to promote gender equality have evolved substantially in the last decades. Ever since 1975, when the United Nations established Women's International Year, and most of the western nations started to acknowledge gender inequality – then known as “women's discrimination” – as a public issue that deserved public intervention, the strategies and political instruments of those policies have been changing. Focus on sex discrimination (discrimination based on biological differences) and especially women's discrimination has evolved to focus on gender (based on the cultural and social

consequences of those biological differences). In addition to specific actions for women – positive actions – “gender mainstreaming” emerged as a new and necessary strategy for combating gender inequality in the long term. Gender mainstreaming means that, in addition to specific policies addressing gender discrimination – which are still necessary to deal with actual gender discrimination – there is a need to look for a gender perspective in all public policies. This strategy implies a much more complex and widespread political action, and a revolutionary change in the process of policy making.

In the early 90’s many authors spoke about “Western feminists” and “Eastern women” and described differences between them – or sometimes stressed the things they have in common. But in the publications the main category of comparison is the belonging to an either “Eastern” or “Western” country. Even researchers who called for a more differentiated approach (as C. Wallace or J. Šiklová) often ended up using “Easterners” and “Westerners” as their main categories of differentiating themselves. Within Gender Studies it is especially interesting to deal with the notions of “East” and “West”, as this is an international field of research that claims to be reflexive of differences and hierarchies. Within feminist theory and gender studies this issue is far from being a new one. Debates and critiques about hierarchical structures have a long history within this field. Women of color, feminists from the South, working class women or Lesbian feminists are only some of those who had criticized the hegemony of white Western middleclass concepts (and continue to do so). B. Hooks, P. H. Collins or A. Walker are only some of the most famous authors. After the fall of the “Iron curtain” contacts, discussions and co-operation between activists and researchers from countries that belonged to the “capitalist” sphere of Europe (or the USA, Canada, etc.) and the former “socialist” or “communist” countries became possible without state control and restrictions.

### **Reading comprehension**

1. Think of the headline to the text.
2. List the signs showing gender inequality.
3. When did international cooperation in gender study become possible?
4. Summarize the text in your own words.

#### IV

Ukraine is among the states that have emerged after the breakup of the USSR and that are moving along the path towards what are generally defined as the free market and democratic institutions. The breakdown of the Soviet system, along with the destruction of a unitary “Soviet identity”, as it first seemed, opened the floodgates for diverse social initiatives and movements organized around cultural, national, religious and other values, and thereby for the formation and representation of new forms of identity. The growth in the number of women’s organizations and their activities, as well as the emergence of the first, and thus far singular, figures of women thriving in business and in politics also bears evidence of the successes of democratization. At first glance, the dynamics of these processes in post-socialist countries comply entirely with the global context of the growth of diversity, flexibility and plurality of social forms in the modern world. However, in western societies the appearance of “identity politics” is first and foremost a continuation of the long-term tradition of resistance to capitalism, market globalization and consumer society (and also evidence of the current collapse, impasse or disorientation of this tradition embodied in labour movements and the socialist left). At the same time, in the former socialist countries emerging new identities are “domesticated” by the authorities and used by political elites for their own interests in order to manipulate new social movements. In the former Soviet republics (especially in those as urbanized and industrialized as Ukraine), national, ethnic or religious traditions were so melted down in the boiler of “Soviet identity” that their contemporary political actualization usually arises on the basis of artificial simulation. Practically any cultural initiative, social movement or protest immediately proves to be a part of the existing social order, and gains authorization on behalf of the dominating ideology. The women’s movement, revived in Ukraine with the onset of the reforms, regardless of all its accomplishments, shares this sad fate – partly because it inherits the old state socialist, conformist movement, but mostly because new mechanisms of political manipulation have emerged. It is far from simple to determine today to what degree the creation of new women’s identities is a result of the increased freedom of self-expression and possibilities of political participation, and to what degree it is the result of identification with models produced by mass

media and new ideologies of the free market and democratization. It is believed that the ideology of the free market plays a particular role in these processes. Although there are many reasons why, until now, a fully fledged market economy has not formed in Ukraine, the myth of a “free market” contributed to the delegitimization of the Soviet system and ideologically underpinned the beginning of the reform process. However, for women the new system of motivations turned out to be ambivalent. The universal right of private initiative, in effect, turned out to be gender specific for it reconstructed the traditional separation of the private and public spheres. The abandonment of state paternalism and the collapse of the system of social protection caused the end of the social contract between working women and the state and pushed them in search of new life strategies and identities. In response, mass culture offered an already existing set of western identification models, ranging from the thriving businesswoman to the ideal housewife. Significantly distinct at first glance by the degree of their “progressiveness”, these identities have in effect much in common, for they are ingrained in the consciousness by virtue of the mechanisms of the market and mass cultural consumption. The emergence of these new identities, professedly or implicitly based on the essentialist understanding of women’s destiny, contributes to the integration of the newly forming market society, thus creating opportunities for the social inclusion of women. However, this inclusion is simultaneously a form of exclusion and the basis for the creation of new forms of inequality.

### **Reading comprehension**

1. Give the title to the text.
2. Pattern the grounds for success and failure of women’s movement in the post-Soviet space.
3. Comment on the appearance of new women’s identity.
4. Summarize the text in your own words.

**UNIT 2**  
**RACIAL AND ETHNIC INEQUALITY**

**LESSON 1**

**VOCABULARY 1**

**1. Match the following sociological terms (1-4) to their definitions (a-d):**

1) ethnocentrism	a) the process of denying opportunities and equal rights to individuals and groups because of prejudice or other reasons;
2) racism	b) the tendency to assume that one's own culture and way of life represent the norm or are superior to all others;
3) discrimination	c) an unreasonable opinion or feeling, especially the feeling of not liking a particular group of people;
4) prejudice	d) the belief that one race is supreme and all others are innately inferior.

**2. Complete the sentences using words from Exercise 1.**

1. We've been working hard to overcome \_\_\_\_\_ against women in politics. 2. In fact, up until only about 160 years ago, the Japanese did business exclusively among themselves, a form of \_\_\_\_\_, and the presence of foreigners was the exception rather than the rule. 3. \_\_\_\_\_ continues to be a major issue in America despite the election of Barack Obama as President. 4. \_\_\_\_\_ on the grounds of sex or race is unlawful.

**READING AND SPEAKING**

**1. Before reading the text think of the answers for the following questions.**

1. Are there any countries in the world where racism has the signs of the official ideology?

2. Do any forms of prejudice exist in Ukraine?

**2. Read the text and find the answers for the following questions.**

1. How do sociologists distinguish between racial and ethnic groups?

2. What are the basic features of a minority group?

3. What are the reasons for prejudice?

4. In what way does racism affect a society?
5. Do hate groups present any danger for a society?
6. Can you give any examples of institutional discrimination?
7. Can prejudice and discrimination be functional to a society?
8. What dysfunctions to a society are associated with racism?
9. What consequences do racial prejudice and discrimination have for society according to conflict theorists?
10. What does the term “contact hypothesis” denote?

### **Racial and Ethnic Groups**

Sociologists frequently distinguish between racial and ethnic groups. The term racial group is used to describe a group that is set apart from others because of obvious physical differences. Whites, African Americans, and Asian Americans are all considered racial groups in the United States. While race turns on physical differences, it is the culture of a particular society that constructs and attaches social significance to these differences. Unlike racial groups, an ethnic group is set apart from others primarily because of its national origin or distinctive cultural patterns. In the United States, Puerto Ricans, Jews, and Polish Americans are all categorized as ethnic groups.

Sociologists have identified basic properties of a minority group. Members of a minority group experience unequal treatment as compared to members of a dominant group, share physical or cultural characteristics that distinguish them from the dominant group. Membership in a minority (or dominant) group is not voluntary; people are born into the group. Thus, race and ethnicity are considered ascribed statuses.

### **Prejudice and Discrimination**

Prejudice is a negative attitude toward an entire category of people, often an ethnic or racial minority. Prejudice can result from ethnocentrism. Ethnocentric people judge other cultures by the standards of their own group, which leads quite easily to prejudice against cultures viewed as inferior.

One important and widespread form of prejudice is racism. When it prevails in a society, members of subordinate groups generally experience prejudice, discrimination, and exploitation.

In the world prejudice as reflected in organized hate groups appears to be increasing both in reality and in virtual reality. Several years ago, the USA Southern Poverty Law Center identified 474 hate groups that were involved in some form of racist behavior, ranging from vandalism to murder. The same organization also identified at least 163 Internet sites espousing racial hatred, including sites of neo-Nazi groups. The technology of the Internet allows race-hate groups to expand far beyond their place and to recruit millions.

Discrimination is practiced not only by individuals in one-to-one encounters but also by institutions in their daily operations. There exist various forms of institutional discrimination, including rules requiring that only English be spoken at a place of work, even when it is not a business necessity to restrict the use of other languages. Another example is a certain preference shown by law schools and medical schools in the admission of children of wealthy and influential alumni.

### **Sociological perspectives**

Relations among racial and ethnic groups are analyzed from the three major perspectives of sociology. According to functionalist perspective racial prejudice and discrimination may be both functional and dysfunctional to a society. Functionalist theorists, while agreeing that racial hostility is hardly to be admired, point out that it indeed serves positive functions for those practicing discrimination. For example, they say that such views provide a moral justification for maintaining an unequal society that routinely deprives a minority of its rights and privileges. Racial myths introduce the argument that any major societal change (such as an end to discrimination) would only bring greater poverty to the minority and lower the majority's standard of living.

But there are several dysfunctions associated with racism. Society fails to use the resources of all individuals: discrimination limits the search for talent and leadership to the dominant group. Moreover, it aggravates social problems such as poverty, delinquency, and crime.

Conflict theorists agree that racial prejudice and discrimination have many harmful consequences for society. Marxist class theory is used to explain the basis of racial subordination. The exploitation of the lower class is a basic part of the capitalist economic system. From a Marxist point of view, racism keeps minorities in low-paying jobs, thereby supplying the capitalist ruling class with a

pool of cheap labor. Moreover, by forcing racial minorities to accept low wages, capitalists can restrict the wages of all members of the proletariat. Workers from the dominant group who demand higher wages can always be replaced by minorities who have no choice but to accept low-paying jobs.

Interactionists introduce the term “contact hypothesis” to denote interracial contact between people of equal status that makes them less prejudiced and help them to abandon previous stereotypes. People begin to see one another as individuals and discard the broad generalizations characteristic of stereotyping. This may be one hope of eliminating – or at least reducing – racial and ethnic stereotyping and prejudice.

**3. Using the information of the text say what is true (T) and what is false (F). Correct the false statements.**

1. There is no considerable difference between racial and ethnic groups.
2. Membership in a dominant group is due to an achieved status.
3. Ethnocentrism is one of the reasons for prejudice.
4. Ethnocentric people judge other cultures as superior.
5. Functionalist theorists admire racial hostility as it serves positive functions for the society.
6. Functionalist perspective approves of racial prejudice and other forms of discrimination in the society.
7. According to functionalist perspective those practicing discrimination benefit from racial hostility.
8. Conflict theorists do not justify racial prejudice and discrimination in the society.
9. The capitalist ruling class obviously benefits from the discrimination practices.
10. Interactionists are sure that when people belonging to different racial or ethnic groups work together there is no chance for them to stop experiencing prejudice.

## **VOCABULARY 2**

**1. From the words given below pick up those having the synonymic meaning:** meeting, frequently, entire, often, inferior, obvious, evident, construct, whole, superior, encounter, delinquency, crime, create, abandon, discard.



**2. Using the appropriate suffixes (-tion, -ity, -ship;- ism) give the nouns related for the following:**

- a) justify, discriminate, exploit, subordinate, generalize;
- b) minor, ethnic, real, hostile, major;
- c) ethnocentric, race, vandal, leader.

**3. Look at the following words and determine parts of speech that are formed with the help of the suffix -ist:** interactionist, theorist, capitalist, sociologist, Marxist, functionalist.

**4. Using the suffixes -ful, -ive, -al, give the adjectives related for the following:** race, negation, influence, society, harm.

**5. Using the suffixes -fy, -ize, -er give the verbs related for the following:** low, category, organization, identity, analysis.

**6. Paraphrase the parts of the sentences in bold type using the words from the following list (you may have to change the form of some words):** voluntary *adj*, prevail *v*, restrict *v*, prejudice *n*, hostility *n*, aggravate *v*, inferior *adj*.

1. They showed obvious **unfriendly and aggressive behaviour** towards their new neighbours. 2. Red colour **dominates** in the Canadian flag. 3. More recently, she has experienced a lot of **unreasonable and unfair dislike** in the workplace culminating in her resignation a year ago. 4. Their action was completely **by free choice** – nobody asked them to do that. 5. It was clear the group were regarded as intellectually, morally and socially **lower in position and status**. 6. Attempts to restrict parking in the city centre have further **made** the problem of traffic jam **worse**. 7. Having small children really **keeps** your social life **within limits**.

## **SPEAKING**

**1. Which situation (a or b) illustrates prejudice? In which situation can you be blamed in demonstrating prejudice? Ground your opinion.**

- a. You resent your roommate because he or she is sloppy.
- b. You immediately stereotype your roommate on the basis of such characteristics as race, ethnicity, or religion.

**2. Comment on the facts below. Answer the questions that follow.**

In recent years, college campuses across the United States have been scenes of bias-related incidents. Student-run newspapers and radio stations have ridiculed racial and ethnic minorities: threatening literature has been stuffed under the doors of minority students, and graffiti endorsing the views of White supremacist organizations such as the Ku Klux Klan have been scrawled on university walls.

Are you aware of any such incidents on your campus or other campuses nearby? If so, briefly describe the incident. How did the student body react to this kind of behaviour?

**3. Which sociological perspective is illustrated by the following?**

1. The movement to keep Chinese immigrants out of the United States became most fervent during the latter half of the nineteenth century, when Chinese and Whites fought over dwindling work opportunities.

2. Southern Whites justified slavery by believing that Africans were physically and spiritually subhuman and devoid of souls.

3. Japanese Americans were the object of little prejudice until they began to enter jobs that brought them into competition with Whites.

4. A Black woman is transferred from a job on an assembly line to a similar position working next to a White man. After a week, the growing tension between the two leads to a bitter quarrel. Yet, over time, each slowly comes to appreciate the other's strengths and talents. A year after they begin working together these two workers become respectful friends.

5. Judicial systems sometimes insist on petty criminals directly helping the people they have hurt. Done well, this helps both parties.

6. As African Americans and other minorities slowly gain access to better-paying and more responsible jobs in the United States, the contact hypothesis may take on greater significance.

**LANGUAGE REVIEW 1**

**Should**

**1. Which sentence using *should*:**

**a) indicates the future in the past?**

**b) expresses the best course of action in someone's opinion?**

**c) says that something is sensible or morally correct?**

**d) says that something is expected to happen in the normal course of events?**

**e) says that something is possible (though unlikely) to happen?**

**f) expresses a request or desire?**

**g) expresses surprise or disbelief ?**

1. We should leave now if we want to get there on time.

2. Your delivery is on its way. It should arrive just after lunch.

3. They insisted that she should have dinner with them.

4. It's strange that he should be late. He's usually on time.

5. I promised we should come a bit earlier to help with the preparations.

6. If Tom should phone while I'm out, tell him I'll phone him later.

7. Multinational companies should pay local producers a fair price for their products.

**2. Study the following sentences and state the functions of *should*. Consult the self-study section if you need. Translate the sentences into your native language.**

1. We should celebrate your promotion. Let's get a bottle of champagne.

2. I've bought three packages – that should be enough. 3. If you should decide to accept, please phone us. 4. The very first thing I should do would be to teach you

how to use the Internet. 5. "We'll be ready at 8.00." – I told her that we should be ready at 8.00. 6. It was natural that they should want him to go to a good school.

7. She's away but she should be back tomorrow. 8. If I had more time I should learn Japanese. 9. This device is worth a lot of money, I should say. 10. "Shall we come today?" – They asked me if they should come today. 11. Should I go and see the police, do you think? 12. She wrote down their phone number in case she should need expert advice. 13. Ten o'clock: she should have arrived in the office by now. 14. Tomorrow will be a difficult day. I should get to bed early if I were you. 15. It's important that somebody should talk to the police. 16. I'm still sleepy. I should have gone to bed earlier. 17. I explained twice so that there should be no misunderstanding. 18. Applications should be sent before December 30<sup>th</sup>. 19. It's very cold this morning. I should wear a coat when you go out. 20. I recommended that they should reduce their expenditure.

**3. Complete the sentences with one of the following structures:**

*should (n't) + V/be Ved*

*should (n't) + be Ving*

*should (n't) + have Ved/have been Ved*

*should (n't) + have been Ving*

1. I'm tired. I (not/go) to bed so late. 2. Marry (pass) her exam; she's been studying very hard. 3. They (interview) the candidates for three hours. 4. Why are you sitting here doing nothing? You (write) your report now. 5. I wonder why they're late. They (be) here an hour ago. 6. We don't see you enough. You (come) and see us more often. 7. The window (not/leave) open when there were nobody in the office. 8. I'm in a difficult position. What do you think I (do)? 9. It's a difficult situation. What do you think (do)? 10. I posted the letter five days ago, so it (arrive) by now. 11. You (not play) computer games now. You (study). 12. We are sorry that we didn't take your advice. Everything (do) the way you said. 13. She (not/listen) to our conversation. It was private. 14. The form (fill) in ink. 15. You missed a great party last night. You (come). Why didn't you?

**4. Write a sentence that means the same as the first one.**

• "I think it would be a good idea to invite a consultant," Jane said to us.  
– *Jane recommended that we should invite a consultant.*

1. "You really must change your attitude to people," the psychologist said to me. – The psychologist insisted that I \_\_\_\_\_. 2. "Why don't you visit the exhibition?" I said to them. – I recommended that they \_\_\_\_\_. 3. "You must apologise," the manager said to Ken. – The manager demanded that Ken \_\_\_\_\_. 4. "We'd better postpone the meeting," the secretary said. – The secretary proposed that the meeting \_\_\_\_\_. 5. "Why don't we alter the schedule?" Carol said. – Carol suggested that the schedule \_\_\_\_\_.

**5. Complete the sentences using *should* + one of these verbs: *work, listen, think, ask, say (2), be, worry, happen, leave, refuse, change*.**

1. It's shocking that something like this \_\_\_\_\_. 2. It's only natural that parents \_\_\_\_\_ about their children no matter how old they are. 3. It's very important that everybody \_\_\_\_\_ very carefully. 4. It's astonishing that the place \_\_\_\_\_ so much in so little time. 5. It's strange that she \_\_\_\_\_ late. She's always on time. 6. It's odd that she \_\_\_\_\_ that to you. 7. I was surprised that he \_\_\_\_\_ me for advice. What advice could I give him? 8. Isn't it typical of Tom that he

\_\_\_\_\_ without saying goodbye to anybody? 9. Do you think it's normal that the child \_\_\_\_\_ so hard? 10. It's funny that you \_\_\_\_\_ that. I was going to say the same thing. 11. It was surprising that they should \_\_\_\_\_ to join us. 12. I'm sorry you \_\_\_\_\_ I did it on purpose.

## LANGUAGE REVIEW 2

### Would

#### 1. Which sentence using *would*:

- a) indicates the future-in-the-past?
- b) describes a habitual activity in the past?
- c) is a polite request?
- d) expresses refusal?
- e) expresses prediction?
- f) indicates a preferred action?

1. Would you send this brochure to our colleagues?

2. I wish you wouldn't keep interrupting me.

3. He would look better without that awful beard.

4. In the past, they would work from dawn to dusk.

5. We asked Michael for help but he wouldn't cooperate.

6. We decided we would submit our revised proposals as soon as possible.

**2. Study the following sentences and state the functions of *would*. Consult the self-study section if you need. Translate the sentences into your native language.**

1. Wouldn't you like to come with me? 2. They said that they would help us. 3. Penelope, I would like you to get us the files. 4. I would have said no, but they talked me into staying at their place. 5. I'd say she's about forty. 6. Don't you wish they would invent a cheaper way to recycle things? 7. I'd sooner die than share a room with her. 8. She'd be stupid not to accept such an offer. 9. I'm fed up with this rain. I wish the sun would come out. 10. She didn't think that he would do a thing like that. 11. He would be delighted if you went to see him. 12. When he was young, he would often walk in these woods. 13. Denial would have been useless. 14. If only he would listen to me. 15. She just wouldn't do what I asked her. 16. I'm at a loss. I wouldn't mind getting a piece of advice. 17.

You WOULD say that. You always support him. 18. Most people would pay more for better health care. 19. I would have done more if I'd had the time. 20. Would you like some tea or coffee?

**3. Complete the sentences choosing between either *should* or *would*. In which sentences both verbs are possible?**

1. Many years ago people \_\_\_\_\_ use traditional cures and remedies. 2. I really think you \_\_\_\_\_ reconsider your decision. 3. \_\_\_\_\_ you help me carry these boxes upstairs? 4. As long as we keep up the hard work, we \_\_\_\_\_ be on schedule for the end of the month. 5. We \_\_\_\_\_ organize a meeting with our overseas partners, but it is difficult to find a suitable date. 6. Yes, please, I \_\_\_\_\_ like to have a copy. 7. I \_\_\_\_\_ try to get there early if you can. 8. \_\_\_\_\_ you like tea or \_\_\_\_\_ you prefer coffee? 9. I \_\_\_\_\_ have phoned you, but there wasn't time. 10. She said she \_\_\_\_\_ not take part in our surveys any more. 11. In 1995, I arrived in the town where I \_\_\_\_\_ spend ten years of my life. 12. What \_\_\_\_\_ have happened if I hadn't been here? 13. I \_\_\_\_\_ rather stay in this evening, if that's all right with you. 14. He \_\_\_\_\_ listen to his fellow students' answers, but he didn't like answering in front of the class himself. 15. I \_\_\_\_\_ be very surprised if he didn't agree with me. 16. It is essential that each participant \_\_\_\_\_ be given clear instructions. 17. The forecast said the next day \_\_\_\_\_ be fine. 18. On summer evenings they \_\_\_\_\_ sit out in the garden. 19. \_\_\_\_\_ you mind waiting outside? 20. It was 4.15. The working day \_\_\_\_\_ end soon. 21. Why \_\_\_\_\_ n't I do it if I want to? 22. What do you mean there are only ten tickets? There \_\_\_\_\_ be twelve. 23. I asked him very politely but he \_\_\_\_\_ n't tell me. 24. I wish she \_\_\_\_\_ n't take things so seriously. 25. Don't ask me. Why \_\_\_\_\_ I know? 26. "Artistic people can be very difficult sometimes." – "Well, you \_\_\_\_\_ know – you married one." 27. I \_\_\_\_\_ n't think they've managed to do more than we did. 28. I'm sorry I'm late. The car \_\_\_\_\_ n't start again this morning. 29. Sometimes he \_\_\_\_\_ bring us little presents without saying why. 30. "She doesn't like to hear us swearing in her presence." – "I \_\_\_\_\_ think not."

## LESSON 2

### VOCABULARY 1

**1. Match the following sociological terms (1-6) to their definitions (a-f) (pay attention to the pronunciation of these international words):**

1) genocide	a) the idea that people can and should live together without fighting, despite differences in race, religion, culture, politics etc.;
2) amalgamation	b) the mixing or blending of different elements, races, societies, etc.; also, the result of such combination or blending; a homogeneous union;
3) assimilation	c) the deliberate, systematic killing of an entire people or nation;
4) segregation	d) the conformity of members of ethnic groups to the culture of the dominant group, which results in a loss of initial ethnic identity;
5) pluralism	e) physical separation of two groups of people in terms of residence, workplace, and social events;
6) apartheid	f) the official policy of strict racial segregation and discrimination against nonwhites practiced in South Africa.

### **2. Complete the sentences using words from Exercise 1.**

1. The \_\_\_\_\_ of ethnic Germans in the US was accelerated by the two world wars. 2. The leaders of Turkey committed \_\_\_\_\_ against the Armenians. 3. Racial \_\_\_\_\_ in schools is no longer legal in the US. 4. The system of racial segregation that used to exist in South Africa was called \_\_\_\_\_. 5. After years of state control, the country is now moving towards political, religious and cultural \_\_\_\_\_.

### READING AND SPEAKING

**1. Before reading the text think of the answers to the following questions.**

1. Is Ukraine a multinational state?
2. Is it difficult to build relations between racial and ethnic groups in a multinational state?

**2. Read the text and find the answers to the following questions.**

1. What examples of genocide does the text give?
2. What is the end result of amalgamation process?
3. What does assimilation process involve?
4. Does assimilation necessarily bring acceptance for the minority group individual?
5. What are the negative consequences of the assimilation process?
6. What are the distinctive features of the segregation policy?
7. Where did apartheid exist?
8. Is South Africa the only country in which segregation has been common?
9. What principles is the pluralism based on?
10. What example of pluralistic state is given?
11. Which country failed to achieve cultural pluralism?

**PATTERNS OF INTERGROUP RELATIONS**

Racial and ethnic groups can relate to one another in a wide variety of ways, ranging from friendships and intermarriages to genocide which is the devastating pattern of intergroup relations. This term is used to refer to the killing of one million Armenians by Turkey beginning in 1915. The term genocide is also appropriate in describing the United States' policies toward Native Americans in the nineteenth century. Genocide is an extreme behaviour.

More typical intergroup relations as they occur in North America and throughout the world follow four identifiable patterns: (1) amalgamation, (2) assimilation, (3) segregation, and (4) pluralism. Each pattern defines the dominant group's actions and the minority group's responses. Intergroup relations are rarely restricted to only one of the four patterns, although invariably one does tend to dominate. Therefore, think of these patterns primarily as ideal types.

*Amalgamation.* Amalgamation describes the end result when a majority group and a minority group combine to form a new group. Through intermarriage over several generations, various groups in the society combine to form a new group. This can be expressed as  $A + B + C \rightarrow D$ , where A, B, and C represent different groups present in a society and D signifies the end result, a unique cultural-racial group unlike any of the initial groups.



*Assimilation.* Many Hindus in India complain about Indian citizens who copy the traditions and customs of the British. In the United States, some Italian Americans, Polish Americans, Hispanics, and Jews have changed their ethnic-sounding family names to names typically found among White, Protestant families.

Assimilation is the process by which a person forsakes his or her own cultural tradition to become part of a different culture. Generally, it is practiced by a minority group member who wants to conform to the standards of the dominant group. Assimilation can be described as an ideology in which  $A + B + C \rightarrow A$ . The majority A dominates in such a way that members of minorities B and C imitate A and attempt to become indistinguishable from the dominant group.

Assimilation can strike at the very roots of a person's identity as he or she seeks to blend in with the dominant group. Name changes, switches in religious affiliation, and dropping of native languages can obscure one's roots and heritage.

*Segregation.* Separate schools, separate seating sections on buses and in restaurants, separate washrooms, even separate drinking fountains – these were all part of the lives of African Americans in the South when segregation ruled earlier in the twentieth century. Generally, a dominant group imposes segregation on a minority group.

From 1948 (when it received its independence) to 1990, the Republic of South Africa severely restricted the movement of Blacks and other non-Whites by means of a wide-ranging system of segregation known as apartheid. Apartheid even included the creation of homelands where Blacks were expected to live. However, decades of local resistance to apartheid, combined with international pressure, led to marked political changes in the 1990s. Electing a prominent Black activist Nelson Mandela as South Africa's president was widely viewed as the final blow to the oppressive policy of apartheid.

Until civil rights laws came into play in the latter half of the last century, segregation was the rule in many parts of the United States. There existed residential segregation and discriminatory practices in the housing and lending markets. The housing segregation is evident around the world: studies in Sweden, for example, document that migrants from Chile, Greece, and Turkey are confined to segregated areas of Swedish cities.

*Pluralism.* In a pluralistic society, a subordinate group does not have to forsake its lifestyle and traditions. Pluralism is based on mutual respect among

various groups in a society for one another's cultures. It allows a minority group to express its own culture and still to participate without prejudice in the larger society. We can describe pluralism as  $A + B + C \rightarrow A + B + C$ . All the groups are able to coexist in the same society.

Switzerland exemplifies a modern pluralistic state. The absence both of a national language and of a dominant religious faith leads to a tolerance for cultural diversity. In addition, various political devices safeguard the interests of ethnic groups. By contrast, Great Britain has found it difficult to achieve cultural pluralism in a multiracial society. East Indians, Pakistanis, and Blacks from the Caribbean and Africa are experiencing prejudice and discrimination within the dominant White British society. There is increasing pressure to cut off all Asian and Black immigration and to expel those non-Whites currently living in Britain.

**3. Using the information in the text say what is true (T) and what is false (F). Correct the false statements.**

1. Genocide is one of the most typical intergroup relations occurring in North America and throughout the world.

2. The cultural-racial group which appears as the end result of the amalgamation process strongly resembles one of the initial groups.

3. Many Italian and Polish Americans change their surnames because they think that will help them to find a better job.

4. In the process of assimilation members of minorities try to mix up with the dominant group.

5. Minority group members assimilate into the dominant society which means they seek to be different from the dominant group.

6. Segregation is the practice of restricting people to certain limited areas of residence.

7. Migrants from Chile, Greece, and Turkey can live wherever they want in Sweden.

8. In a pluralistic society, a subordinate group forsakes its own cultural tradition to become part of a different culture.

9. Nowadays Great Britain displays a tolerance for cultural diversity of its population.

10. In Switzerland, any minority group can express its own culture and still to participate without prejudice in the larger society.

## VOCABULARY 2

1. From the words given in the lists a) and b) below pick up those having the antonymic meaning:

a) mutual, respect, diversity, devastating, tolerance, identifiable;

b) contempt, individual, indefinite, discrimination, similarity, constructive.

2. Using the appropriate suffixes give the nouns related for the following:

a) *-tion, -ment, -al, -ance*

assimilate, segregate, amalgamate, affiliate, resist, tolerate;

b) *-ity*

identical, diverse;

a) *-ship, -ism*

friend, plural.

3. Using the suffixes *-al, -ive, -ous, -able* give the adjectives related for the following: identify, religion, oppress, resident.

4. Find the following words in the text and determine parts of speech they belong to: document, safeguard.

5. Using the prefixes *non-, in-, un-* give negatives related for the following: variable, distinguishable, white, like.

6. Comment on the meaning of the prefixes in the following words: intermarriage, intergroup, coexist, multiracial.

7. Paraphrase the parts of the sentences in bold type using the words and phrases from the following list (introduce any necessary changes into the form of the words, sentence 8 should be paraphrased completely):

to obscure ... from	intolerance	devastating	to impose ... on
indistinguishable	resistance	to coexist	to blend in with

1. Some models of interaction between different ethnic and racial groups are **painful and shocking**. 2. They have adopted local customs and tried to **look or seem the same** as the community. 3. Managers deliberately **made** the real situation **unclear for** federal investigators. 4. I don't want them **to force** my son **to accept** their religious beliefs. 5. Some political groups reveal **opposition** to the idea of a united Europe. 6. There's little hope that Bosnia's ethnic groups can again **live together peacefully in the same place**. 7. Do not post comments

which provoke religious or racial **prejudice** of any sort. 8. You wouldn't **tell** photographs taken here from the originals.

### **SPEAKING**

**1. Which pattern of intergroup relations is illustrated by the following? Ground your opinion.**

1. Nazi Germany is blamed for extermination of six million European Jews, as well as members of other ethnic minorities, during World War II.

2. In 1800, the Native American population of the United States was about 600,000; by 1850, it had been reduced to 250,000 through warfare with the cavalry, disease, and forced relocation to inhospitable environments.

3. The United States is thought as a "melting pot", the image suggesting that the nation has a mission to amalgamate various groups into one people. However, in actuality, many residents are not willing to have Native Americans, Jews, African Americans, Asian Americans, and Irish Roman Catholics as a part of the melting pot.

4. Alphonso D'Abuzzo changed his name to Alan Alda.

5. In Australia, Aborigines who have become part of the dominant society refuse to acknowledge their darker-skinned grandparents on the street.

6. Housing practices still often force subordinate racial and ethnic groups into certain neighborhoods, usually undesirable ones.

**2. What patterns of intergroup relations are represented in Ukraine?**

### **LANGUAGE REVIEW 1**

#### **Revision: conditionals**

**1. Put the verbs in brackets into an appropriate form. In some sentences more than one answer is possible.**

1. What (you/do), Martin, if you (be) in my shoes? 2. If you (not/agree) to their ridiculous conditions, we (not/be) in this awful situation now. 3. If I (be) you, I (ask) a lawyer for some advice. 4. If we (take) a car, we (have to) pay for parking. 5. If Carol (set) her alarm clock yesterday, she (not/oversleep). 6. If we (expect) visitors today, the flat (need) a good clean. 7. You know, David (not/have) so many accidents if he (not/be) so clumsy. 8. You (not/get) into a mess if you (plan) things properly. 9. If Daniel (have) any money, he (spend) it

in no time. 10. I'm sorry, I (look) the word up if I (have) a dictionary. 11. If you (already/finish) with the computer, I (put) it away. 12. Ann (buy) the coursebook you recommended if anybody (lend) her the money. 13. It is generally accepted that if you (want) to succeed in life, you (have to) work hard. 14. Oh, George, nice to see you. If you (ring) me, I (come) to meet you at the station. 15. How annoying. I (take) a photo of this view if I (have) my camera.

## **2. Use your own ideas to complete these sentences.**

1. If you don't do your work properly and in time, \_\_\_\_\_. 2. If we met him in the street, \_\_\_\_\_. 3. Unless the situation changes for the better, \_\_\_\_\_. 4. If you should see Mark this evening, \_\_\_\_\_. 5. If you aren't enjoying the party, \_\_\_\_\_. 6. If I had to make a report on this topic, \_\_\_\_\_. 7. If you hadn't practised much, \_\_\_\_\_. 8. She won't cope with the task \_\_\_\_\_. 9. We'll have to cancel the meeting \_\_\_\_\_. 10. I would speak to them at the party \_\_\_\_\_. 11. I wouldn't be talking to you now \_\_\_\_\_. 12. Alex couldn't go abroad \_\_\_\_\_. 13. They couldn't have continued their research \_\_\_\_\_. 14. We wouldn't have got into trouble \_\_\_\_\_. 15. The supervisor would have been very angry \_\_\_\_\_. 16. Even if you'd apologized, \_\_\_\_\_. 17. Unless something unexpected happens, \_\_\_\_\_. 18. Supposing we miss the bus, \_\_\_\_\_. 19. Provided you had tried harder \_\_\_\_\_. 20. Should Annie phone, \_\_\_\_\_.

## **LANGUAGE REVIEW 2**

### **Revision: wish-clauses**

**1. Complete the mini-dialogues by putting the verbs in brackets into the correct tense.**

1. "If only we (have) a house in the country." – "You can always rent one for the summer." 2. "I wish I (not/argue) with the manager." – "Yes. That was silly of you." 3. "If only Sam (call) me." – "Don't worry. I'm sure he'll phone soon." 4. "I'm bored. I wish I (arrange) to go out this evening." – "We're going to the concert. Why don't you come, too?" 5. We wish you (help) us to prepare for the seminar." – "What would you like me to do?" 6. "Are you going to Jane's party on Saturday?" – "No. I wish I (go), but I've got some other engagement." 7. "If only I (buy) that album I saw yesterday." – "Why not go back and buy it tomorrow?" 8. "I wish I (be) back at university again." – "Those were great days, weren't they?" 9. "I wish I (have) my notebook with me." – "Why not

borrow mine. I'm not using it now."10. "I wish Paul (tell) us what's wrong with him." – "Yes. He seems very upset, doesn't he?"

**2. Fill in the gaps with an appropriate auxiliary verb.**

- He doesn't have any information, but he wishes he *did*.

1. I don't know many people, but I wish I \_\_\_\_\_. 2. He can't drive, but he wishes he \_\_\_\_\_. 3. We asked him to fix our printer last week, but we wish we \_\_\_\_\_. 4. She's not wealthy, but she wishes she \_\_\_\_\_. 5. They probably won't help us, but we wish they \_\_\_\_\_. 6. He hasn't got any friends, but he wishes he \_\_\_\_\_. 7. They don't go out very often, but they wish they \_\_\_\_\_. 8. He won't listen to my advice, but I wish he \_\_\_\_\_. 9. I don't remember his address, but I wish I \_\_\_\_\_. 10. We often meet him at work, but we wish we \_\_\_\_\_.

**3. Complete the wishes and make mix conditional sentences, as in the model.**

- I should have got up earlier. I wish \_\_\_\_\_ (not be late now) – *I wish I had got up earlier. If I had got up earlier, I wouldn't be late now.*

1. You should have warned us beforehand. We wish \_\_\_\_\_ (know what to do now) 2. He should have practised English more. He wishes \_\_\_\_\_ (speak more fluently now) 3. She shouldn't have quarrelled with everybody. She wishes \_\_\_\_\_ (be able to ask somebody for help now) 4. I shouldn't have followed his advice. (be in such a mess now) 5. They should have waited a bit longer. They wish \_\_\_\_\_ (know the results now).

**4. Comment on the situation using an *if*-clause.**

- Don't you ever wish you worked somewhere else? – *If I worked somewhere else, I couldn't probably earn enough money./ I could get promotion. / I had more free time.*

1. She wishes she knew a foreign language. 2. If only my life was more interesting. 3. He wishes he earned more money. 4. I wish I lived in a big city. It's so boring in the country. 5. Now she wishes she had gone to university. 6. We wish we hadn't followed his advice. 7. If only I hadn't misplaced those papers. 8. The staff wishes the boss would retire. 9. Everybody wishes you would go home. 10. I wish it would stop raining.

### LANGUAGE REVIEW 3

#### Revision: *should* and *would*

1. Which of the sentences given below (a – k) will go under the following rubrics?

#### SHOULD

1. **Past intentions/expectations:** as the past tense of *shall* after *I* or *we* to say what you intended or expected to do.

2. **Right thing:** a) saying what is the right or sensible thing to do or b) what would have been right or sensible, but was not done.

3. **Correct thing:** saying what is the correct amount, the correct way of doing something etc.

4. **Advice/warning:** giving or asking for advice; giving a warning.

5. **Expected thing:** a) saying that you expect something to happen or be true or b) what was expected, but didn't happen.

6. **Imagined situations:** (after *I* or *we*) a) talking about a possible situation that you imagine or want to happen; b) talking about something that did not happen, or a situation that cannot exist.

7. **Requesting/offering** (*formal, esp BrE*): asking politely for something, offering to do something, or saying that you want to do something.

8. **Orders** (*formal*): in official orders and instructions.

9. **Possibility** (*in if-clauses*) talking about something that may possibly (though unlikely) happen or be true.

10. **After that** (*BrE*): in that-clauses after particular adjectives, nouns and verbs.

11. **Idiomatic use:** expressing emotional reactions.

a. Just at that moment, who should walk in but old Jim himself!

You should have seen the look on her face when I told her I'd won first prize.

Why should anyone want to go to this lecture?

"I suppose there'll be a lot of complaints?" – "I should imagine so."

b. He shouldn't be so selfish.

"I don't care what people think." – "Well, you should."

Children shouldn't be allowed to play in the street.

They should have called the police.

You shouldn't have told anybody about it.

c. Naturally, he was nervous in case anything should go wrong.

What if I should fall sick and not be able to work?

Should you need any help, you can always phone me at the office.

d. If anyone treated me like that, I should complain to the manager.

We should have been surprised if many people had voted for him.

e. It should be a nice day tomorrow.

Try phoning Robert – he should be at home by now.

It was an easy test and he should have passed, but he didn't.

f. It's strange that you should say that.

The residents demanded that there should be an official inquiry.

They prefer that I should chair the meeting.

g. We knew that we should be leaving the next day.

h. Passengers should proceed to Gate 12.

i. I should be grateful if you could provide me with some information.

We should be delighted to help in any way we can.

I should like to thank you all for coming here tonight.

j. Every sentence should start with a capital letter.

White wine, not red, should be served with fish.

k. Should I trust him, do you think?

You should read his new book.

I should stay in bed if I were you.

They should follow the consultant's advice if they don't want the situation to get worse.

**2. Which of the sentences given below (a - j) will go under the following rubrics?**

**WOULD**

1. **Past intentions/expectations:** saying what someone intended to do or expected to happen.

2. **Imagined situations:** a) talking about a possible situation that you imagine or want to happen; b) talking about something that did not happen, or a situation that cannot exist.

3. **Past habits:** saying that something happened often or regularly in the past (=used to).

4. **Requesting:** asking someone politely to do something.



5. **Offering/inviting:** offering something to someone or inviting them somewhere politely.

6. **Expressing wants/preferences or choices:** saying that someone wants something or wants/prefers to do something.

7. **Refusal:** a) saying that someone refused to do something: b) saying that something didn't happen, even though someone was trying to make it happen.

8. **Advice:** giving or asking for advice.

9. **Opinion:** giving your own opinion about something when you are not very sure about it.

10. **Typical behaviour:** saying that an action is typical or expected – usually used to show disapproval.

a. Everything would be very different if Jack was still working with us.

What would you do if you won a million dollars?

I would be amazed if he got the job.

The boss would never have found out if somebody hadn't told him.

b. Would someone please tell me what is going on?

Would you mind standing up for a moment?

c. Claudia would have liked to refuse, but she didn't dare.

I'd hate to disappoint you.

He wished we all would leave him alone.

I wish they would give up that idea.

Don't you wish they'd come and visit us?

I'd rather not say what I think.

d. They wouldn't give us any money for research.

The door wouldn't open, no matter how hard we pushed.

They couldn't find anybody who would take the job.

e. They said they would meet us at 10.30 by the entrance.

I knew I would have a lot to do the next day.

In Berlin he first met the woman whom he would one day marry.

f. I would consult a specialist if I were you.

What would you do if you were in my position?

We'd like some advice, please.

g. When we worked in the same office, we would often have coffee together.

On Sundays when I was a child we would all get up early and go fishing.  
h. We're going to the theatre this evening. Would you be interested in coming?  
Would you like some help?

i. You would go and spoil everything, wouldn't you!

She insists that she did nothing wrong, but then she would say that, wouldn't she?

That's exactly like him – he would lose his key!

j. I would think she'd be happier in a different school.

“Will it cost a lot?” – “I would imagine so.”

**3. Besides its own specific meanings, the modal *should* can have similar meanings to the modal *ought to* and the modal *would*. In which of the following sentences *should* can be replaced by a) *ought to* or b) *would*.**

1. We should be glad to have our own research facilities. 2. I think we shouldn't be punished, because it wasn't our fault. 3. We swore to him that we shouldn't publish that information. 4. Someone suggested that we should break into small groups. 5. I shouldn't like to tell them more than is absolutely unavoidable. 6. If I should find out anything important, I'll let you know. 7. We should have heard from them by now. 8. We insisted that we should be informed immediately. 9. We should be doing something about it. 10. I should like to ask you one question. 11. We shouldn't keep important documents on our desks. 12. I shouldn't promise them anything if I were you. 13. I think we should try a different approach. 14. Should ministers decide to instigate an inquiry, we should welcome it. 15. I told them I should return in two days. 16. It is regrettable that we should be absent during negotiations. 17. I'm sure we should be there by dinner time. 18. We should like to make the following proposal. 19. If you know of a better method, I should be delighted to try it. 20. Humanitarian aid should not be tied to the purchase of goods from the donor country.

## FINAL TESTS

**1. Read each question carefully and then select the best answer.**

1. What term do sociologists use to refer to a negative attitude toward an entire category of people, often an ethnic or racial minority?

a) ethnocentrism

c) prejudice

b) discrimination

d) contact hypothesis

2. Racism is a form of which of the following?
- a) ethnocentrism
  - b) discrimination
  - c) prejudice
  - d) both b and c
3. The contact hypothesis has its roots in what sociological perspective?
- a) functionalist
  - b) conflict
  - c) interactionist
  - d) feminist
4. Which sociological perspective emphasizes that cooperative interracial contacts can reduce hostility?
- a) functionalist
  - b) conflict
  - c) interactionist
  - d) feminist
5. You have a new roommate. Suppose you stereotype him or her on the basis of race, ethnicity, or religion. Your behavior reflects a form of
- a) pluralism
  - b) discrimination
  - c) ethnocentrism
  - d) prejudice
6. \_\_\_\_\_ leads people to judge other cultures by the standards of their own group, which leads quite easily to prejudice against cultures viewed as inferior
- a) Discrimination
  - b) Ethnocentrism
  - c) Assimilation
  - d) Racism
7. Suppose that a white employer refuses to hire a Vietnamese American and selects an inferior white applicant. This illustrates an act of
- a) prejudice
  - b) ethnocentrism
  - c) discrimination
  - d) amalgamation
8. Rules requiring that only English be spoken at a place of work, even when it is not a business necessity to restrict the use of other languages, reflect
- a) pluralism
  - b) institutional discrimination
  - c) assimilation
  - d) amalgamation
9. Exploitation theory is also known as
- a) functionalist theory
  - b) the contact hypothesis
  - c) Marxist class theory
  - d) prejudicial theory
10. One important and widespread form of prejudice is \_\_\_\_\_: the belief that one race is supreme and all others are innately inferior.
- a) racism
  - b) ethnocentrism
  - c) discrimination
  - d) genocide

11. \_\_\_\_\_ states that interracial contact between people of equal status in cooperative circumstances will cause them to become less prejudiced and to abandon previous stereotypes.

- a) The conflict theory
- b) The contact hypothesis
- c) Amalgamation
- d) Apartheid

**2. Mark the following statements true (T) or false (F).**

1. Sociologists rarely distinguish between racial and ethnic groups.
2. The conflict perspective on race emphasizes that the dominant majority benefits from the subordination of racial minorities.
3. Race and ethnicity are considered ascribed statuses.
4. The tendency to assume that one's culture and way of life represent the norm, or are superior to all others, is referred to as prejudice.
5. Racism is a form of prejudice.
6. Prejudiced attitudes can be equated with discriminatory behavior.
7. The contact hypothesis states that interracial contact between people of equal status in cooperative circumstances will cause them to become more prejudiced, and to reaffirm the stereotype they hold.
8. White ethnics and racial minorities have often become antagonistic to one another because of economic competition.
9. The distinction between racial and ethnic groups is always clear-cut.

**Topics for projects.**

1. Conflict theorists are criticized on the grounds that the exploitation theory is too limited to explain prejudice in its many forms. Find information and tell about prejudice for other than economic reasons.
2. In what way are basic properties of a minority group reflected in our country?
3. Find the facts to prove that the following trends exist within the intergroup relations.
  - a. Members of a minority generally marry others from the same group.
  - b. A member of a dominant group is often unwilling to marry into a supposedly inferior minority.
  - c. The minority group's sense of solidarity encourages marriages within the group and discourages marriages to outsiders.

4. The text states that in the USA pluralism is more of an ideal than a reality. Can the community in which you grew up and the college you attend be viewed as genuine examples of pluralism? Examine the relations between dominant and subordinate racial and ethnic groups in your hometown and your college.

### **Internet connection**

1. NativeWeb (<http://www.nativeweb.org/>) is a great resource for information about the world's indigenous (native) peoples. For more topic-specific links, click on "Resource Center." This part of the site also lists hundreds of indigenous groups under the heading "Nations Index." Click on "Nations Index" on the left-hand side of the page and answer these questions.

a. Were you aware that there are so many Native American groups in the United States? If not, why do you think this is the case?

b. Are you aware of the geographical location of some of these groups? If not, why do you think this is so?

Click on the links to five different Native American groups and browse through some of the web links listed there. Describe the nature of the websites you see.

a. Are they educational?

b. Are they commercial?

c. Are they directed at Native Americans, or non-Native Americans?

d) Based on the links you see, do you think it is possible to learn a lot about Native American culture through the Internet? Why or why not?

2. Visit *Remember: Cybrary of the Holocaust* (<http://remember.org>) for an in-depth examination of life for Jewish people during and after Adolf Hitler's rise to power in Germany. Here you can view photographs, read survivor accounts and poetry, explore a time line, and learn about the role played by liberators in World War II.

Make a list of 10 new facts you learned about the Holocaust.

(a) Which of these facts surprised you the most? Why?

(b) What are the lasting social, religious, and political impacts of the Holocaust today?

What similarities do you see between events in Nazi Germany in the 1930s and 40s and more recent "ethnic cleansings," such as those in Bosnia or Cambodia?

**SELF-STUDY**  
**GRAMMAR REFERENCE**  
**I**  
**SENTENCE STRUCTURE**

**Conditionals**

**1. Real conditionals**

**(A) Factual conditionals**

**Condition (TYPE 0)**

**Result**

If (= whenever)+ Present Simple

Present Simple

We use the factual conditional (also called the “zero conditional”)

- to describe a simple cause and effect;

*If the weather is bad, the reception takes place indoors.*

*Companies cannot operate effectively unless they are free from such interference.*

- to describe a scientific truth.

*If you mix blue with yellow, you get green.*

Note: When we talk about a past event or situation, we use a past tense in both clauses.

*If the weather was fine, there were more people in the park.*

**(B) Predictive Conditionals**

**Condition (TYPE 1)**

**Result**

If + Present Simple

Future Simple

We use the predictive conditional (also called the “first conditional”)

- when we think it is likely that something will happen as the result of a future action.

*If they approve our proposition (condition), we'll celebrate (result).*

- to make a promise, warning or threat.

*If you can't meet our requirements, we'll have to find another consulter.*

As well as the *Present Simple*, we can use the *Present Continuous* or *Present Perfect* in the if-clause.

*If we are having a party, we'll have to invite our colleagues.*

*If I've finished my work by four, I'll probably join you.*

As well as *will*, we can also use other modal verbs or the imperative in the main clause, depending on the meaning we want to convey.

*If we change the time of the seminar, they may not be able to get in time.*

*If you've got a problem, ring our Helpline.*

A present tense in the if-clause can refer not only to the future but also to the present.

*If you think competition is a good thing, think again.*

*If the boss hasn't come back yet, we can use his computer.*

Note 1: Use *when* and *as soon as* when the first action is sure to happen.

I'll tell you when/as soon as we have some news.

Note 2: We don't usually put *will* or *would* in the if-clause unless we want to make a polite invitation or request.

*If you'll just follow me (= Will you follow me?), I'll take you to your room.*

*If you'll call me tomorrow morning, (= Please, call me) I'll take the book with me.*

*If you'll just wait for a moment (=Please, wait for a moment), I'll find someone to help you.*

*If you'd like to come this way (=Would you come this way?), the manager will see you now.*

## **2. Unreal conditionals**

### **(A) Hypothetical conditionals**

#### **Condition (TYPE 2)**

If + Past Simple

#### **Result**

Would + base form of verb

We use the hypothetical conditional (also called the "second conditional")

- to describe a future event or outcome which we think is not very likely to happen;

*If the post were more reliable, we wouldn't have to depend on couriers.*

*If he worked harder, they'd promote him.*

- to express something in the present or in the future which is entirely imaginary;

*If I owned the company, I'd run it differently.*

- to appear more polite when making a request or asking a favour;

*Would you mind if I came to work an hour late on Monday?*

- to make a more delicate or indirect offer.

*What would you say if we improved our consulting services?*

As well as the *Past Simple*, the *Past Continuous* or *could* can be used in the if-clause.

*If the sun was shining, everything would be perfect.*

*If she could have her child looked after, she would go out to work.*

Other modals, such as *could*, *might* and *should* can be used instead of *would* in the main clause.

*If we could re-start the computer, that might solve the problem.*

### **(B) Counterfactual conditionals**

#### **Condition (TYPE 3)**

If + Past Perfect

#### **Result**

Would + perfect infinitive (have + Ved)

We use counterfactual conditional (also called the “third conditional”) to talk about “unreal” or imaginary past situations.

*If I'd answered that question better, they would have given me the job.*

- to express regrets, wishes and missed opportunities.

*If he'd known the truth, he would have acted differently.*

We can use *could* + *perfect* in the if-clause.

*If I could have warned you in time, I would have done.*

As well as *would*, other modals, such as *could* and *might* can be used in the main clause.

*The plan might not have worked if we hadn't had a piece of luck.*

### **3. Mixed Conditionals**

#### **(A) Mixed real conditionals**

In factual conditional we sometimes use a mixture of past and present tenses in the clauses.

*If you saw the film, you know how it ends.*

*If they don't understand what to do, they probably weren't listening earlier.*

In predictive conditionals, we can use the Past Simple in the if-clause.

*If you studied for the test, you won't have any problems.*

#### **(B) Mixed unreal conditionals**

The mixed unreal conditional commonly uses the third conditional in the if-clause and the second conditional in the result clause or the second conditional in the if-clause and the third conditional in the result clause.



*If Adrian was ambitious, he would have found himself a better job years ago.*

*If I were you, I would have never done that.*

*If your parents hadn't met, you wouldn't be sitting here now.*

*If we'd listened to his advice we wouldn't be in this present mess.*

#### **4. Other ways of expressing condition**

- *Unless* meaning “if \_\_\_\_\_ not” can be used in the 1<sup>st</sup> conditional clause.

*Unless we send the letter now, they won't receive it in time.*

Note: *Unless* has a similar meaning to *if \_\_\_\_\_ not*, in the sense of “*except if*”. *Unless* is not used when the meaning is more like “*because \_\_\_\_\_ not*”.

Compare:

*So we'll meet this evening at 7.00, unless my train is late. (= except if my train is late.) – My boss will be angry if I'm not at work by 8.00. (= because I'm not at work by 8.00).*

- *As long as/so long as/provided (that)/providing (that)/on condition (that)* make the condition stronger.

*I'll lend you my notebook as long as you are careful with it.*

*The country would be given aid on condition that it signed a trade agreement.*

- Note the expressions *if \_\_\_\_\_ not for* and *but for \_\_\_\_\_*:

*I'd give up teaching if it wasn't for the holidays.*

*If it hadn't been for you, we'd have lost everything.*

*But for you, I hadn't managed.*

#### **5. Inversion in conditional clauses**

The following types of clause are rather formal.

- We can use *should* in an if-clause to talk about something that might possibly happen. The verb *happen* can also be used.

*If you should see Peter, don't tell him anything.*

*If I should learn anything, I'll call you immediately.*

*If you (should) happen to fall ill, the company will pay your hospital expenses.*

*If I should be chosen as your representative, I would do my best for you.*

- There is a past subjunctive form *were*, which we sometimes use instead of *was* in the first and third person singular.

*It's a good offer. If I were you, I'd rather accept it.*

- In a condition with *should*, *were* and *had* we can invert the subject and verb and leave out *if*.

*Should we not succeed, the consequences would be disastrous.*

*Were the decision to go against us, we would appeal.*

*Had you taken a taxi, you would have got here on time.*

## II

### WISH-CLAUSES

We can use the verb *wish* in a *that-clause* (*that* is dropped in an informal style) to express regret that things are not different and describe situations that are unreal, impossible or unlikely. Tenses are similar to those used in *if-clauses*.

- The Past Simple and Past Continuous are used with a present or future meaning.

*I wish tomorrow was Sunday. (= It would be nice if tomorrow was Sunday.)*

*All the staff wish you weren't leaving so soon. (= It would be nice if you weren't leaving so soon.)*

*Were* can be used instead of *was* in this structure, especially in a formal style.

*She wishes that she were better looking.*

Note: wish-clauses are not generally used for wishes that seem possible in the future. The verb *hope* is used in this sense.

*I hope you feel better tomorrow.*

*We hope you pass your exam.*

- The Past Perfect and Past Perfect Continuous are used for wishes about the past.

*I wish you hadn't said that. (= It would be nice if you hadn't said that.)*

*He wishes he had been working with us a bit longer.*

- *Would* is very common in *wish-clauses* (much more common than it is in *if-clauses*). Sentences with *wish* \_\_\_\_\_ *would* express regret or annoyance

that something will not happen. Sentences with *wish* \_\_\_\_\_ *wouldn't* refer to things that do or will happen.

*I wish the postman would come soon. (But it looks as if he won't.)*

*I wish you wouldn't come late for meetings. (= You WILL come late.)*

The structure *wish* \_\_\_\_\_ *would(n't)* can be like an order or a critical request. Compare the two sentences:

*I wish you didn't work on Sundays. (= It's a pity.) – I wish you wouldn't work on Sundays. (= Why don't you stop?)*

Note: We can use *if only* \_\_\_\_\_! to say that we would like things to be different. It means the same as *I wish* \_\_\_\_\_ but is more emphatic.

*If only I knew more people!*

*If only she hadn't told the manager, everything would have been all right.*

*If only it would stop raining, we could go out.*

### III

### SHOULD

The modal auxiliary *should* has several different uses and meanings. Below, the most common ones are given.

- **Reported speech (Future-in-the- Past)**

When changing direct to reported (indirect) speech, *shall* (only with 1<sup>st</sup> person pronouns *I* and *we*, BE) becomes *should*.

*"We shall check all the figures carefully."* – *We promised we should check all the figures carefully.*

*"Shall I open the window?"* – *She asked me if she should open the window.*

- **Advisability**

We can use *should* + *simple infinitive* (*base form of verb*) to advise somebody to do or not to do something, or to say that a certain action is sensible.

*I suppose you should tell the manager about the problem.*

*You shouldn't let colleagues treat you like that.*

To talk about an action in the past that that would have been sensible but unfortunately did not happen, use *should* + *perfect infinitive* (*have* + *Ved*).

*You should have told the boss about the problem.*

- **Expectation**

Another use of *should* + *infinitive* is to say that we expect something to happen. Any form of infinitive can be used.

*Harry should arrive any minute now. He said he'd be here by ten.*

*They should be sending us the documents today.*

*The participants should have arrived by now. I'll call and check.*

*They should have been waiting for the news all day long.*

- **Conditional meaning**

We can use *should* in if-clauses if we think something is possible to happen. In very formal, written style, we can begin the conditional clause with *should* instead of *if*.

*If you should see Ann, please tell her to call me.*

*Should you have any problems installing the program, please call our helpline.*

With similar meaning, we can also use *should* after *in case* in formal British English.

*I've brought my laptop in case we should need to check any old files.*

- **Structures with *that***

In formal English, some structures are typically followed by a subjunctive (base form of verb). Instead of the subjunctive, British English speakers often use *should*.

We can use *should* in structures with:

a) certain verbs (and corresponding nouns) involving requests and desires: *accept, agree, arrange, ask, beg, demand, ensure, insist, order, propose, recommend, suggest, request.*

*My boss suggested that I be rewarded with some extra days off. (subjunctive) – My boss suggested that I should be rewarded with some extra days off.*

*What do you think of Jana's suggestion that I should buy a new computer?*

b) certain adjectives expressing necessity and advisability: *crucial, essential, best, imperative, important, necessary, vital.*

*It is best that we should be informed beforehand.*

c) certain adjectives expressing surprise or disbelief: *amazed, amazing, anxious, astonished, astonishing, disgusted, odd, strange, sorry, surprised, surprising.*

*It was surprising that they should have reacted like that.*

- **Idiomatic use**

*What should I see but sth/who should appear but sb etc:* used to show that you were surprised when you saw a particular thing, when a particular person appeared etc.

*What should I find under the desk but the papers we had been looking for!*

*You should have seen/heard sth:* used to emphasize how funny, strange, beautiful etc something was that you saw or heard.

*You should have heard her explanation of what had happened.*

*How/why should \_\_\_\_\_?:* used to express surprise that something has happened or that someone has asked you a particular question.

*Why ask me? How should I know?*

*I should think/imagine/hope:* a) used to say that you think or hope something is true, when you are not certain; b) used to emphasize that you are not surprised by what someone has told you because you have moral reasons to expect that.

*“He did apologize.”– “I should hope so, after the way he behaved.”*

## IV WOULD

The modal auxiliary *would* has several different uses and meanings. It is used as the past of *will* or a softer, less definite form of *will*.

- **Reported speech (Future-in-the- Past)**

When changing direct to reported (indirect) speech after past reporting verbs, *will* (for all persons) becomes *would*.

*“I will try to persuade him not to do it.” – I promised that I would try to persuade him not to do it.*

*Would* is also used to express the idea of “future in the past” – to talk about a past action which hadn’t yet happened at the time we are talking about.

*There was a chance that my letter would arrive on time.*

- **Prediction and assumption**

We use *would* + *simple infinitive* for describing a hypothetical situation.

*Even an illiterate person would understand that.*

*Would* + *perfect infinitive* is used for a prediction about an imaginary past event or situation.

*Life in the Middle Ages was harsh and cruel. You would have hated it.*

*Would* is also used after *you* for polite assumptions.

*You would agree that this can't be always true.*

- **Willingness**

We use *would* for willingness in the future or in conditional sentences.

*Most people would pay more for better health care.*

*I would stay longer if they allowed me to.*

*Wouldn't* is used to say that a person refused to do something or to talk about a thing that failed to perform its functions.

*She had a lot of money, but she wouldn't lend us any.*

*The back door wouldn't open.*

- **Preferences**

We use *would* with words expressing preferences (*like, love, prefer, hate, mind, rather, sooner*). In this sense, *would* is commonly used in polite requests and offers as a softer form of *will*.

*I would prefer not to discuss this question.*

*She'd rather be left alone.*

*He'd sooner die than apologize to her.*

*I wouldn't mind being a manager.*

*Would you like some tea?*

*If you would come this way, \_\_\_\_\_ (= Would you come this way?)*

If we want to say that someone wanted something to happen, although it didn't happen, we use *would* + *perfect infinitive*.

*I would have liked to learn more about computers.*

We use *would* in *wish*-clauses when we are talking about preferred actions (but not states).

*Don't you wish they would invent a cheaper way to recycle things?*

*I wish he wouldn't smoke in my presence.*

- **Conditional meaning**

*Would* (for all persons) is often used as an auxiliary with full verbs to refer to uncertain or unreal situations.

*I would tell you if I knew myself.*

*It would have been nice if he had thanked you.*

- **Past habits**

We can use *would* as the past of *will* to describe typical behaviour or habitual actions in the past.

*He would sit for hours in front of television.*

Note: We say *used to* (not *would*) for past states.

*I used to have a good camera.*

Sentences with stressed *would* can be used to criticize people's behaviour or a single past action – the meaning is “that's typical of you”.

*He was a nice person, but he WOULD talk about himself all the time.*

*You WOULD tell Marry about the party – I didn't want to invite her.*

## READING

### I

#### URBANIZATION: THE GROWTH OF CITIES

For most of human history, the sights and sounds of great cities such as Hong Kong, Paris, and New York were simply unimaginable. Our distant ancestors lived in small, nomadic groups, moving as they depleted vegetation or hunted migratory game. The tiny settlements that marked the emergence of civilization in the Middle East some 12,000 years ago held only a small fraction of Earth's people. Today, the largest three or four cities of the world hold as many people as the entire planet did back then.

Urbanization is the concentration of population into cities. Urbanization redistributes population within a society and transforms many patterns of social life. We will trace these changes in terms of three urban revolutions: the emergence of cities 10,000 years ago, the development of industrial cities after 1750, and the explosive growth of cities in poor countries today.

Cities are a relatively new development in human history. Only about 12,000 years ago did our ancestors begin founding permanent settlements, which paved the way for the first urban revolution. Hunting and gathering forced

people to move all the time; however, once our ancestors discovered how to domesticate animals and cultivate crops, they were able to stay in one place. Raising their own food also created a material surplus, which freed some people from food production and allowed them to build shelters, make tools, weave cloth, and take part in religious rituals. The emergence of cities led to both higher living standards and job specialization.

The first city that we know of was Jericho, which lies to the north of the Dead Sea in what is now the West Bank. When first settled some 10,000 years ago, it was home to only 600 people. But as the centuries passed, cities grew to tens of thousands of people and became the centers of vast empires. By 3000 B.C., Egyptian cities flourished, as did cities in China about 2000 B.C. and in Central and South America about 1500 B.C. In North America, however, only a few Native American societies formed settlements; widespread urbanization had to await the arrival of European settlers in the seventeenth century.

European cities date back some 5,000 years to the Greeks and later the Romans, both of whom created great empires and founded cities across Europe, including Vienna, Paris, and London. With the fall of the Roman Empire, the so-called Dark Ages began as people withdrew into defensive walled settlements and warlords battled for territory. Only in the eleventh century did Europe become more peaceful; trade flourished once again, allowing cities to grow.

Medieval cities were quite different from those familiar to us today. Beneath towering cathedrals, the narrow and winding streets of London, Brussels, and Florence teemed with merchants, artisans, priests, peddlers, jugglers, nobles, and servants. Occupational groups such as bakers, carpenters, and metalworkers clustered together in distinct sections or “quarters”. Ethnicity also defined communities as residents tried to keep out people who differed from themselves. The term “ghetto” (from the Italian *borghetto*, meaning “outside the city walls”) was first used to describe the neighborhood in which the Jews of Venice were segregated. As the Middle Ages came to a close, steadily increasing commerce enriched a new urban middle class, or *bourgeoisie* (French, meaning “Townsperson”). With more and more money, the bourgeoisie soon rivaled the hereditary aristocracy.

By about 1750, the Industrial Revolution triggered a second urban revolution, first in Europe and then in North America. Factories unleashed



tremendous productive power, causing cities to grow bigger than ever before. London, the largest European city, reached 550,000 people by 1700 and exploded to 6.5 million by 1900. Cities not only grew but changed shape as well. Older winding streets gave way to broad, straight boulevards to handle the increasing flow of commercial traffic. Steam and electric trolleys soon crisscrossed the expanding cities. Because land was now a commodity to be bought and sold, developers divided cities into regular-sized lots. The center of the city was no longer the cathedral but a bustling central business district filled with banks, retail stores, and tall office buildings.

With a new focus on business, cities became more crowded and impersonal. Crime rates rose. Especially at the outset, a few industrialists lived in grand style, but most men, women, and children barely survived by working in factories.

Organized efforts by workers to improve their lives eventually brought changes to the workplace, better housing, and the right to vote. Public services such as water, sewer systems, and electricity further improved urban living. Today, some urbanites still live in poverty, but a rising standard of living has partly fulfilled the city's historical promise of a better life.

### **Reading Comprehension**

1. Find the information in the text confirming that cities have existed for a relatively short period of human history.
2. Explain what urbanization is and what challenges the urban revolutions brought.
3. Enumerate facilities which substantially improved city dwellers' lives. Say what public services could make the situation in a modern city much better.
4. Summarize the text in your own words.

## **II**

### **THE GROWTH OF U.S. CITIES**

Most of the Native Americans who inhabited North America for thousands of years before the arrival of Europeans were migratory people who formed few permanent settlements. The spread of villages and towns came after European colonization. In 1565, the Spanish built a settlement at Saint Augustine, Florida, and in 1607, the English founded Jamestown, Virginia. The first lasting settlement came in 1624, when the Dutch established New

Amsterdam. New York and Boston (founded by the English in 1630) were tiny villages in a vast wilderness. They resembled medieval towns in Europe, with narrow, winding streets that still curve through lower Manhattan and downtown Boston. When the first census was completed in 1790, just 5 percent of the nation people lived in cities.

Early in the nineteenth century, as cities along the East Coast grew bigger, towns sprang up along the transportation routes that opened the American West. By 1860, Buffalo, Cleveland, Detroit, and Chicago were changing the face of the Midwest, and about one-fifth of the U.S. population lived in cities. Urban expansion was greatest in the northern states; New York City, for example, had ten times the population of Charleston, South Carolina. The division of the United States into the industrial-urban North and the agrarian-rural South was one major cause of the Civil War.

The Civil War (1861–1865) gave an enormous boost to urbanization as factories strained to produce weapons. Waves of people deserted the countryside for cities in hopes of finding better jobs. Joining them were tens of millions of immigrants, mostly from Europe, forming a culturally diverse urban mix.

In 1900, New York's population soared past the 4 million mark, and Chicago, a city of only 100,000 people in 1860, was closing in on 2 million. Such growth marked the era of the metropolis (from the Greek, meaning "mother city"), a large city that socially and economically dominates an urban area. Metropolises became the economic centers of the United States. By 1920, urban areas were home to a majority of the U.S. population.

Industrial technology pushed the urban skyline ever higher. In the 1880s, steel girders and mechanical elevators permitted buildings to rise more than ten stories high. In 1930, New York's Empire State Building was hailed as an urban wonder, reaching 102 stories into the clouds. The industrial metropolis reached its peak about 1950. Since then, something of a turnaround – termed urban decentralization – has occurred as people have left downtown areas for outlying suburbs, urban areas beyond the political boundaries of a city. The old industrial cities of the Northeast and Midwest stopped growing, and some lost considerable population in the decades after 1950. At the same time, suburban populations increased rapidly.

Imitating the European aristocracy, some of the rich had town houses in the city as well as large country homes beyond the city limits. But not until after World War II did ordinary people find a suburban home within their reach. With more and more cars in circulation, new four-lane highways, government-backed mortgages, and inexpensive tract homes, the suburbs grew rapidly. By 1999, most of the U.S. population lived in the suburbs and shopped at nearby malls rather than in the older and more distant downtown shopping districts.

As many older cities of the Snowbelt – the Northeast and Midwest – lost higher-income taxpayers to the suburbs, they struggled to pay for expensive social programs for the poor who remained. Many cities fell into financial crisis, and urban decay became severe. Soon the inner city came to be synonymous with slums, crime, drugs, unemployment, poverty, and minorities.

The urban critic Paul Goldberger in 2002 pointed out that the decline of central cities also has led to a decline in the importance of public space. Historically, the heart of city life was played out on the streets. The French word for a sophisticated person is *boulevardier*, which literally means “street person.” However, this term has a negative meaning in the United States today. The active life that once took place on public streets and public squares now takes place in shopping malls, the lobbies of Cineplex theaters, and gated residential communities – all privately owned space. Further reducing the vitality of today’s urban places is the spread of television, the internet, and other media that people use without leaving home.

### **Reading Comprehension**

1. When did colonial settlement of America begin?
2. How did the so-called “urban mix” appear?
3. Where had most of U.S. population lived by the time its society was industrialized?
4. Summarize the text in your own words.

## **III**

### **URBANISM AS A WAY OF LIFE**

In the late nineteenth century, the German sociologist Ferdinand Tönnies (1855–1937) studied how life in the new industrial metropolis differed from life in rural villages. From this contrast, he developed two concepts that have become a lasting part of sociology’s terminology. Tönnies used the German

word *Gemeinschaft* (meaning roughly “community”) to refer to a type of social organization in which people are closely tied by kinship and tradition. The *Gemeinschaft* of the rural village joins people in what amounts to a single primary group. By and large, argued Tönnies, *Gemeinschaft* is absent in the modern city. On the contrary, urbanization creates *Gesellschaft* (a German word meaning roughly “association”), a type of social organization in which people come together only on the basis of individual self-interest. In the *Gesellschaft* way of life, individuals are motivated by their own needs rather than by a desire to help improve the well-being of everyone. City dwellers have little sense of community or common identity and look to others mainly when they need something, Tönnies saw in urbanization a weakening of close, long-lasting social relations in favor of the brief and impersonal ties or secondary relationships typical of business.

The French sociologist Emile Durkheim agreed with much of Tönnies’s thinking about cities. However, Durkheim countered that urbanites do not lack social bonds; they simply organize social life differently than rural people. Durkheim described traditional, rural life as mechanical solidarity, social bonds based on common sentiments and shared moral values. With its emphasis on tradition, Durkheim’s concept of mechanical solidarity bears a striking similarity to Tönnies’s *Gemeinschaft*. Urbanization erodes mechanical solidarity, Durkheim explained, but it also generates a new type of bonding, which he called organic solidarity, social bonds based on specialization and interdependence. This concept, which parallels Tönnies’s *Gesellschaft*, reveals an important difference between the two thinkers. Both thought the growth of industrial cities weakened tradition, but Durkheim optimistically pointed to a new kind of solidarity. Whereas people had been joined by likeness (mechanical solidarity), Durkheim now saw them joined by difference (organic solidarity). For Durkheim, urban society offered more individual choice, moral tolerance, and personal privacy than people find in rural villages. In sum, Durkheim acknowledged that something is lost in the process of urbanization, but much else is gained.

The German sociologist Georg Simmel (1858–1918) offered a microanalysis of cities, studying how urban life shapes the everyday experience of individuals. According to Simmel, individuals perceive the city as a crush of

people, objects, and events. To prevent being overwhelmed by all this stimulation, urbanites develop a blasé attitude, tuning out much of what goes on around them. Such detachment does not mean that city dwellers lack compassion for others; they simply keep the distance as a survival strategy so that they can focus their time and energy on the people and things that really matter to them.

Sociologists in the United States soon joined the study of rapidly growing cities. Robert Park, a leader of the first U.S. sociology program at the University of Chicago, sought to add a street level perspective by getting out and studying real cities. As he said of himself: “I suspect that I have actually covered more ground, tramping about in cities in different parts of the world, than any other living man”. Walking the streets, Park found the city to be an organized mosaic of distinctive ethnic communities, commercial centers, and industrial districts. Over time, he observed, these natural areas developed and changed in relation to one another. To Park, the city was a living organism – a human kaleidoscope.

Another major figure in the Chicago School of urban sociology was Louis Wirth (1897–1952). Wirth is best known for blending the ideas of Tönnies, Durkheim, Simmel, and Park into a comprehensive theory of urban life. Wirth began by defining the city as a setting with a large, dense, and socially diverse population. These traits result in an impersonal, superficial, and transitory way of life. Living among millions of others, urbanites come into contact with many more people than residents of rural areas. So when city people notice others at all, they usually know them not in terms of who they are but what they do – as, for instance, the bus driver, the florist, or the grocery store clerk. Specialized urban relationships are pleasant for all concerned, but self-interest rather than friendship is usually the main reason for the interaction.

The impersonal nature of urban relationships, together with the great social diversity found in cities today, makes city dwellers more tolerant than rural villagers. Rural communities often jealously enforce their narrow traditions, but the heterogeneous population of a city rarely shares any single code of moral conduct.

### **Reading Comprehension**

1. Analyze the research work of the early European and American sociologists. Who were more theoretical in their approach?

2. State the strengths and weaknesses of each theory.
3. Why do you think L. Wirth called urban relationships “impersonal”?
4. In your own words, explain what urban political economy theory teaches us about cities.

#### IV

### **LOOKING AHEAD: TOWARD A SUSTAINABLE SOCIETY AND WORLD**

The demographic analysis points to some disturbing trends. We see, first, that Earth’s population has reached record levels because birth rates remain high in poor nations and death rates have fallen just about everywhere. Reducing fertility will remain a pressing need throughout this century. Even with some recent decline in the rate of population increase, the nightmare is still a real possibility. Further, population growth remains greatest in the poorest countries of the world, those without the means to support their present populations, much less their future ones. Supporting 74 million additional people on our planet each year, 70 million of whom are in low-income countries, will require a global commitment to provide not only food but housing, schools, and employment as well. The well-being of the entire world may ultimately depend on resolving the economic and social problems of poor, overly populated countries and bridging the widening gulf between “have” and “have-not” nations.

Urbanization is continuing, especially in poor countries. Throughout human history, people have sought out cities, in the hope of finding a better life. But the sheer numbers of people who live in the emerging global supercities – Mexico City, Sao Paulo (Brazil), Kinshasa (Democratic Republic of the Congo), Mumbai (India), Manila (Philippines) – have created urban problems on a massive scale.

Around the world, humanity is facing serious environmental challenge. Part of this problem is population increase, which is greatest in poor countries. But part of the problem is the high levels of consumption in rich nations. By increasing the planet’s environmental deficit, our present way of life is borrowing against the well-being of our children and their children. Globally, members of rich societies, who currently consume so much of Earth’s resources, are mortgaging the future security of the poor countries of the world.

The answer, in principle, is to create an ecologically sustainable culture, a way of life that meets the needs of the present generation without threatening the environmental legacy of future generations. Sustainable living depends on three strategies.

First, the world needs to bring population growth under control. The world's current population is already straining the natural environment. Clearly, the higher the world's population climbs, the more difficult environmental problems will become. Even if the recent slowing of population growth continues, the world will have 8 billion people by 2050. Few analysts think that the planet can support so many people; most argue that we must hold the line at about 7 billion, and some argue that we must decrease population in the coming decades.

A second strategy is to conserve finite resources. This means meeting our needs with a responsible eye toward the future by using resources efficiently, seeking alternative sources of energy and in some cases, learning to live with less.

A third strategy is to reduce waste. Whenever possible, simply using less is the best solution. Learning to live with less is not likely to come easily, but keep in mind the research that suggests that as our society has consumed more and more, people have not become happier. Recycling programs, too, are part of the answer, and recycling can make everyone part of the solution to our environment problems.

In the end, making all these strategies work depends on a basic change in the way we think about ourselves and our world. Our egocentric outlook sets our own interests as standards for how to live, but a sustainable environment demands an ecocentric outlook that helps us see how the present is tied to the future and why everyone must work together. Most nations in the southern half of the world are underdeveloped, unable to meet the basic needs of their people. At the same time, most countries in the northern half of the world are overdeveloped, using more resources than the planet can sustain over time. The changes needed to create a sustainable ecosystem will not come easily, and they will be costly. But the price of not responding to the growing environmental deficit will certainly be greater. Finally, consider that the great dinosaurs dominated this planet for some 160 million years and then perished forever. Humanity is far younger, having existed for a mere 250,000 years. Compared to

the rather dimwitted dinosaurs, our species has the gift of great intelligence. But how will we use this ability? What are the chances that our species will continue to flourish 160 million years – or even 160 years – from now? The answer depends on the choices that will be made by one of the 30 million species living on Earth: human beings.

**Reading Comprehension**

1. What serious problems does the modern world face?
2. List the reasons given for emerging global supercities.
3. Analyze the measures that could help the Earth's population to survive.
4. Summarize the text in your own words.



**MODULE 7**  
**SOCIOLOGY OF COMMUNICATION**  
**UNIT 1**  
**INFORMATION POLICY IN THE INFORMATION SOCIETY**

**LESSON 1**

**VOCABULARY 1**

**1. State the meaning of the following international words from the text then translate the sample sentences:** index *n*, bureaucrat *n*, dynamics *n*, potential *adj*, relevant *adj*, implicit *adj*, recipient *n*, extrapolation *n*, stimulus *n* (stimuli *pl*), elite *n*, manipulation *n*, quintessential *adj*, context *n*, process *v*.

1. Consumer spending is often a good index of public confidence in the economy. 2. It would not be hard, using their criteria, to compile an objective global index of democracy. 3. A bureaucrat is an administrative official who works for the government. 4. The fight for the leadership gave a fascinating insight into the group's dynamics. 5. Jeffers is frequently described as the quintessential California poet. 6. This was quintessential Midwestern farming country. 7. Many potential customers are waiting for a fall in prices before buying. 8. Google is now letting users sign up to see relevant Gmail messages alongside standard search results. 9. You can gain a better understanding of each person's needs and motivations by practicing active listening and asking relevant questions. 10. Some reporters thought there was an implicit threat in the president's speech. 11. He interpreted her comments as an implicit criticism of the government. 12. Mary Lund was the first female recipient of an artificial heart. 13. The youngest male recipient of the Nobel Peace Prize was Martin Luther King Jr. 14. Sophisticated computer simulations and empirical extrapolations predict that ITER (International Thermonuclear Experimental Reactor) will reach and perhaps exceed its target performance. 15. Lower interest rates will be a stimulus to investment. 16. The new farmers are receiving virtually no assistance from the government, which for years poured money into larger farms given to politically connected elites. 17. They have been accused of fraud and stock market manipulations.

## **READING AND SPEAKING**

**1. Before reading the text find out if there is a difference between “information” and “knowledge”. In pairs, compare your opinions on the issue.**

**2. Why do you think it’s said that we live in information society?**

**3. Read the text and answer the following questions.**

1. According to the author, what does communication mean?
2. Who creates information?
3. Why is it impossible to control international data?
4. What allows officials to regulate individual’s behaviour?

## **THE NATURE OF INFORMATION**

The control of information is an index of power in contemporary societies since information allows policy-makers and bureaucrats to regulate markets, institutions and individual behaviour. It is the power implicit in the collection and processing of information about individuals, for example, which makes Tax File Numbers and Social Security data such important privacy issues, and which has seen the enactment of Freedom of Information legislation in many western countries. It was the need to control information relating to mass production, distribution and markets that set up the dynamics for the control revolution, which eventually resulted in the development of information technology, and the establishment of an information society. Thus information can be seen as essentially related to power and control, as well as being the quintessential material of high-tech technoculture.

The concept of information implies a capacity to inform: once a piece of information has been communicated and is internalised as knowledge, it has fulfilled its informative potential. Consequently, what is information for one person may be existing knowledge to another, and even redundant. Similarly, what may be relevant information in one context may be an irritation or pollution in another. For a communication to be information, the recipient must be able to make sense of it, use it, and develop ideas, understanding and/or knowledge through it. Given that all communication involves patterns of perception and attention, it follows that an individual actively participates in the acquisition and incorporation of information as knowledge. By extrapolation, knowledge is an artefact, constructed by the individual as part of their paying

attention to data, cues and stimuli in their environment, and using the raw material gathered via their senses in knowledge construction.

All information critical to an information society reflects the society that produces it. Like technology, information expresses the nature of the elites who create it, and who control it. The information society is predicated upon information as a commodity, and upon the lion's share of paid employment involving information collection, dissemination and manipulation. It also marks the ascendancy of those individuals and elites who control information. The passing of the industrial society (with its economic foundation in the production of material goods) and the coming of the post-industrial society (with its informational foundation) coincide with electronic methods of information storage, retrieval, production and communication. As information becomes the pre-eminent commodity, so it becomes central to a plethora of control technologies designed to restrict access to it, to enhance its value, and to exercise power through it.

Relationships between individual citizens and their information are complex and reflexive. While the individual has some control over the information they provide, the information provided can then be used by bureaucracy and power elites in an attempt to control the behaviour of that individual. The choice – whether or not to communicate information – has implications for the future, according to potential uses for the information. Whereas the individual can resist or object to the collection of information at the personal level (on a form, by interview, in having to show an identity card), the national and international data flows are not controllable by individuals. Once it has been shared, it is almost impossible to control, follow or retrieve information. One of the most difficult facts to be faced in privacy issues is that information divulged for one purpose to one agency is then used in quite a different context by another agency, often without any record of its transfer.

**4. Using the information in the text mark the following statements true (T) or false (F). Correct the false statements.**

1. To limit access to information, control technologies have been developed.
2. Privacy problems include mass production, distribution and markets.

3. We should take an active part in gathering and processing information in order to possess knowledge.

4. An individual citizen produces the society and reflects it.

5. The need to control information led to the information technologies development.

**5. Use the data from the text to characterize the relations between power, control and information.**

**6. Explain why information has become “the pre-eminent commodity”.**

**7. What sort of challenge do you think is a control revolution?**

## VOCABULARY 2

**1. Using the appropriate suffixes (-ship, -al, -cy, -tion) give the nouns related for the following:** collect, private, distribute, irritate, pollute, acquire, retrieve, relation.

**2. Make adverbs from the following adjectives:** consequent, similar, eventual, essential.

**3. Using the suffixes -able, -al, -ive give the adjectives related for the following:** critic, reflex, person, control.

**4. The prefixes in the following words don't have their usual meaning. Use the dictionary to find words with the same prefixes in their general meaning:** enactment, coincide, pre-eminent, incorporation.

**5. a. From the following words make all possible noun-noun partnerships which occur in the text:** privacy, construction, issue, identity, flow, control, knowledge, technology, revolution, card, data.

**b. Find nine noun-noun partnerships with the word “information” which occur in the text.**

**6. Using the information in the text say what adjectives can be used with the following nouns:** society, country, potential, information.

**7. Look through the text and find the nouns that go with the following verbs:** regulate, control, restrict, enhance, exercise, communicate, follow, retrieve.

## 8. Match the key words of the unit to their definitions:

1) legislation <i>n</i>	a) a possible effect or result;
2) redundant <i>adj</i>	b) no longer needed or useful; superfluous, excessive;
3) perception <i>n</i>	c) the advantage, power, or influence that one person or group has over another;
4) dissemination <i>n</i>	d) the act of spreading something, especially information, widely;
5) plethora <i>n</i>	e) a greater amount than you need or want;
6) implication <i>n</i>	f) a law suggested by a government and made official by a parliament;
7) ascendancy <i>n</i>	g) a belief or opinion, often held by many people and based on how things seem, a way of regarding or interpreting something.

## 9. Use the words from Exercise 8 instead of their synonyms in bold.

1. Computers have made our paper records **unnecessary**. 2. I can't believe she bought another pair of shoes when she already has **an excessive amount** of them. 3. These photographs will affect people's **understanding** of war. 4. The Internet makes the **diffusion** of information faster. 5. The government has promised to introduce **a set of laws** to limit fuel emissions from cars. 6. We believe that genetically modified crops will have serious environmental **effects**. 7. The dictator's **rule** over the country was cut short by the revolution. 8. Our decision to purchase this house will have serious **consequences** for our financial future.

**10. Paraphrase the parts of the sentences in bold type using the verbs from the box (introduce any necessary changes into the form of the words):**

divulge <i>v</i>	retrieve <i>v</i>	predicate <i>v</i>	internalize <i>v</i>
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1. More and more consumers are using their smart phones and tablets to search and **recover** information. 2. If the contents of the report are **disclosed** to the public, the results could be disastrous for our company. 3. He had not expected the people so readily to **accept and absorb** the values of democracy. 4. A true friend is one to whom you can **tell** information with complete trust. 5. This is **based** upon

my confidence in his ability. 6. You shouldn't **reveal** other people's secrets. 7. IT deals with the use of electronic computers and computer software to convert, store, protect, process, transmit, and securely **restore** information.

#### LANGUAGE REVIEW 1

##### **Participle: forms and uses**

**1. State the form and function of the participles in the sentences below:**

**a) part of the verb phrase;**

**b) substitute for a relative clause;**

**c) substitute for an adverbial clause.**

1. We are now developing a new programme. 2. We came across this problem, developing a new programme. 3. The developing science raises more and more important questions. 4. A new series of experiments is being conducted in their laboratory. 5. A new series of experiments being conducted in their laboratory has attracted much attention. 6. Being conducted in better conditions, the experiment has already shown some positive results. 7. The data obtained were published in *Science News*. 8. Obtained from only one source, the information cannot be reliable. 9. Some new data have been obtained recently. 10. Having looked through all the necessary material he started writing his report. 11. Having been published in several scientific journals, those findings generated fierce polemics. 12. They couldn't agree with his point of view expressed so illogically. 13. They think that the observations being made will help to find the cause of the problem. 14. We have used the simpler method, eliminating questioning. 15. Some theoretical considerations only touched upon in the last chapter will be considered in detail in another work.

#### LANGUAGE REVIEW 2

##### **-Ed forms: Past Simple or Participle II**

**1. Read the following sentences and determine the function of -ed forms (Past Simple or Participle II).**

1. They installed modernized equipment. 2. Automatized information processing radically modified the method devised. 3. The method applied increased the accuracy of the results. 4. They studied the process of communication between the people involved. 5. After a heated discussion they

applied the procedure improved by Dr. Thompson. 6. We theoretically predicted complicated interaction between the components involved in the process. 7. The statement made concerned a new way of investigating. 8. Simplified techniques developed in the last decade produced a good effect in a number of studies. 9. For some time scientists remained interested in the phenomenon. 10. The hypothesis proposed agreed with the experimental observation. 11. At that time the method used presented increased danger and encountered opposition from most scientists concerned. 12. The results obtained disagreed with earlier data reported by Prof. Atkins. 13. The model suggested described adequately the peculiarities studied by Dr. Hyson. 14. The survey conducted revealed some similarities in these groups' behaviour. 15. The method used facilitated the whole procedure.

### LANGUAGE REVIEW 3

#### **-Ed and -ing forms: participle adjectives**

#### **1. Complete the pairs of sentences with a word ending in -ing or -ed.**

Use the prompts.

1) **confus-**: This computer has some very \_\_\_\_\_ instructions. I got very \_\_\_\_\_ trying to make sense of the instructions.

2) **puzzl-**: I must say I'm \_\_\_\_\_. I can't understand anything. I just don't understand. I find the whole thing rather \_\_\_\_\_

3) **shock-**: I think the way Jessica behaved was quite \_\_\_\_\_ I was quite \_\_\_\_\_ to see Jessica behaving like that.

4) **surpris-**: We were \_\_\_\_\_ at the test results. The test results were \_\_\_\_\_.

5) **disappoint-**: The lecture was \_\_\_\_\_. I expected it to be much better. I was \_\_\_\_\_ with the lecture.

#### **2. Choose the correct word to complete the sentences.**

exhausting/exhausted

amazing/amazed

annoying/annoyed

amusing/amused

depressing/depressed

confusing/confused

boring/bored

exciting/excited

embarrassing/embarrassed

astonishing/astonished

1. Diana teaches young children. It's a very hard job. At the end of the day's work she is often \_\_\_\_\_. 2. It's been raining for two days. This wet weather makes me so \_\_\_\_\_. 3. Clare is going to the United States next month. She has never been there before. It will be an \_\_\_\_\_ experience for her. 4. The instructor's explanation was \_\_\_\_\_. Most of the trainees didn't understand it. 5. It's sometimes \_\_\_\_\_ when you have to ask people for money. 6. I had never expected to get the job. I was really \_\_\_\_\_ when I was offered it. 7. Pat has really learnt very fast. She has made \_\_\_\_\_ progress. 8. Why do you look so \_\_\_\_\_? Is your life really so \_\_\_\_\_? 9. There's no need to get \_\_\_\_\_ just because I'm a few minutes late. 10. I didn't find the situation funny. I was not \_\_\_\_\_.

#### LANGUAGE REVIEW 4

##### Participles used instead of relative clauses

**1. Replace the underlined parts of these sentences with a Participle II from one of the following verbs: *concern, charge, provide, cause, allocate, quote, use, assemble, propose, submit.***

1. There was a weakness in the methods that were employed. 2. We couldn't afford to pay the fees that were asked for. 3. The university asked for more money. In fact, five times the amount that was given to them as their share. 4. After she had read the article, she checked all the examples that were referred to. 5. The teacher wasn't impressed with the quality of the work that was handed in. 6. There have been demonstrations against the changes that the government intends to make. 7. They decided to close the factory, regardless the suffering that resulted. 8. They were to study the evidence that was gathered. 9. The party was excellent, and I'd like to thank all the people who took part in it. 10. Have you used all the equipment that was given to you?

#### LESSON 2

##### VOCABULARY 1

**1. State the meaning of the following international words from the text:**

- a) futuristic *adj*, accreditation *n*, licensing *n*, authentication *n*, repository *n*, imperative *n*, accelerating *n*, competency *n*, infrastructure *n*;
- b) expertise *n*, collaborate *v*;
- c) voluntary *adj*, conduit *n*.



**Translate the sample sentences.**

1. The hospital was threatened with the loss of accreditation if it did not improve the quality of its care. 2. The United States government, through trade pressure and trade agreements, has also tried to limit use of compulsory licensing. 3. Passwords simply no longer can be used as means of authentication or protection. 4. The nuclear waste repository was dangerously close to the town. 5. It is imperative that we meet this deadline so the client knows we are dependable. 6. Inflation is likely to accelerate this year, adding further upward pressure on interest rates. 7. America's core competency is its ability to attract, develop and unleash creative talent. 8. You can lock down your Google account with two-step authentication.

**2. Complete the sentences. Use the words from Exercise 1 a).**

1. We have an online database that serves as a \_\_\_\_\_ for all the information you requested. 2. The \_\_\_\_\_ will be awarded to suppliers that provide good quality, competitively priced IT goods. 3. Microsoft is forcing Android phone providers to pay patent \_\_\_\_\_ fees. 4. Her latest novel is a \_\_\_\_\_ thriller, set some time in the late twenty-first century. 5. The war has badly damaged the country's \_\_\_\_\_ infrastructure. 6. They use special chemicals to \_\_\_\_\_ the growth of crops. 7. Great customer service is just as \_\_\_\_\_ today as when we founded this company.

**3. Read the following sentences containing the words from Exercise 1 b) and c). Explain the meaning of the "false friends" and semi-false cognates (words that can only sometimes be translated by the similar word in the other language). Words and phrases in the brackets may be helpful.**

1. I have no expertise (*special skill or knowledge that you get from experience, training, or study*) in handling sales. 2. He was widely known for his expertise as a trial lawyer. 3. International spies must retain loyalty to their own country while collaborating (*cooperating, fraternizing*) with the enemy. 4. With instant messaging, it was convenient for us to collaborate (*co-produce, cooperate*) on the project. 5. Employees can make voluntary (*compare with "volunteer"*) contributions to the savings plan of up to 25% of their earnings. 6. Karyn leads after-school workshops that students attend on a voluntary basis. 7. The engineers designed a complex system of conduits (*cables, wires*) for the space station. 8. The undercover police

officer had a few trusted conduits (*conveyers, messengers*) of information upon whom he relied.

### READING AND SPEAKING

**1. Before reading the text, define the place of education in a society.**

**2. Give your vision of “lifelong learning”.**

**3. Match parts of the initial sentences a-e to the paragraphs 1–5.**

a. These concerns are all “information age” technoculture issues \_\_\_\_\_.

b. Along with the growth of the Internet, and as part of a different perspective for the future \_\_\_\_\_.

c. Education is not a stand-alone industry, but is central to the operations of culture and society \_\_\_\_\_.

d. According to information scientist Julie Johnson, \_\_\_\_\_.

e. While education systems move towards being just in time, \_\_\_\_\_.

### INFORMATION AND EDUCATION

1. \_\_\_\_\_ the 1990s witnessed the burgeoning of new ways of looking at education. “Just in time training” and the “flexible delivery” of “open learning systems” are all shorthand for saying that educational institutions face radical change. The old ways of doing things are becoming extinct. It is no longer appropriate to identify three years of degree study as preparing someone for 35–55 years of work (the 55 year upper limit time frame is used because we have yet to learn the effect of baby boomer retirees, and voluntary retirement policies.) “Open learning” suggests universal access without unnecessary prerequisites, with people able to achieve recognition for working at their own level. “Flexible delivery systems” use relevant technologies to provide access to information and education at the point where it is needed. They effectively reposition the education system as a high-tech technoculture. One futuristic vision of this principle in operation is included in *The Matrix*, where the knowledge Trinity needs to fly a helicopter is delivered intracranially, via an uploaded computer file, a split second before the skills are required.

2. \_\_\_\_\_, they also need to embrace the idea of flexibility. Here the issue is accepting individuals as already having diverse skills and expertise, auditing those skills, identifying gaps and providing education and

training to plug those gaps. In principle, policies which recognize prior learning free people from having to relearn skills which have already been mastered, and speed up the educational process. They also mean that educational products need to be tailored more specifically to the needs of the individual student. Higher education is likely to be provided in the future by education brokers.

3. \_\_\_\_\_, the education broker brings together course offerings from a range of providers, negotiates accreditation of the selected materials with an educational institution or professional association and handles the copyright, licensing, authentication, security and electronic payment processes. Students build their course of study from a repository of course materials drawn from a variety of countries and institutions. They collaborate electronically with teachers and other students who may or may not be completing the same course of study and who could be physically located anywhere.

4. \_\_\_\_\_. These concerns are all “information age” technoculture issues about the need for “lifelong learning” and the “flexible delivery” of education and training. They also address citizens’ abilities to contribute to the development, extension and diffusion of high-tech technoculture. In an era when workers are likely to occupy at least three to five different jobs during their working lives, “lifelong learning” becomes an absolute imperative. A European Parliament reports arguing that only 30 per cent of knowledge and skills in the workforce remain relevant over a seven-year period. An uneducated workforce is an obsolete workforce. Governments, teachers and students grapple with the twin pressures of the necessity of continuing education, and its accelerating redundancy.

5. \_\_\_\_\_, as well as being a major conduit for the dissemination of technological skills and competencies. Digital culture is integral to the future development of the education sector in information societies. Not only is education one of the largest sectors of the information economy, it operates as the powerhouse for driving the skills and training through which the rest of the information infrastructure develops.

**4. Ask the questions for the following answers.**

- a. It suggests universal access without unnecessary prerequisites.
- b. He handles the whole process of preparatory work for education.

- c. To help high-tech technoculture develop and extend.
- d. They remain relevant over a seven-year period.
- e. Educational establishments face radical changes.

**5. Add your comments on the statement that education “is not only one of the largest sectors of the economy”.**

**6. Say whether “information economy” is equal to “information society”. Discuss this point in groups/pairs.**

**VOCABULARY 2**

**1. Using the appropriate suffixes (-ee, -er, -y, -tion, -ment) give the nouns related for the following:** deliver, boom, retire (x2), extend, diffuse.

**2. Make adverbs from the following adjectives:** effective, specific, physical, electronic.

**3. Using the prefixes (un-, re-) give words related for the following:** position, learn, educated. **State the meaning of the prefixes.**

**4. Look through the text and find the nouns that go with the following verbs:** face, learn, achieve, provide, fly, embrace, free, relearn, speed up, handle, build, occupy, grapple, collaborate.

**5. Learn the key words of the lesson:**

shorthand <i>n</i>	appropriate <i>adj</i>	extinct <i>adj</i>
embrace <i>v</i>	gap <i>n</i>	negotiate <i>v</i>
copyright <i>n</i>	contribute <i>v</i>	obsolete <i>adj</i>
grapple with <i>v</i>	stand-alone <i>adj</i>	access <i>n</i>

**a) Complete the sentences with the words from the box. Use the explanation in the brackets:**

1. Each of our factories operates on a \_\_\_\_\_ basis. (*Our factories operate independently, they are not connected to anything else.*)
2. Many tribes became \_\_\_\_\_ when they came into contact with Western illnesses. (*Many tribes do not exist any longer because they came into contact with Western illnesses.*)
3. The government continued to \_\_\_\_\_ the issue of public transportation. (*The government tried hard to solve a difficult problem of public transportation.*)
4. Some people read to fill in \_\_\_\_\_ in their education. (*Some people read to overcome the lack of knowledge.*)
5. Many jobs have become \_\_\_\_\_.

\_\_\_\_\_ with the advent of computers and the development of technology. (*Many jobs do not exist any longer with the advent of computers and the development of technology.*)

**b) Replace the phrases in the bold with the key words from the box. You may have to change the form of some words.**

1. The government has refused **to have formal discussions with** the strikers in order to reach an agreement with them. 2. The phrase “spin doctor” became **a short simple phrase which is used instead of a longer and more complicated phrase** for the political aides who surround the president. 3. Gas lamps became **unused** when electric lighting was invented. 4. Our client **enthusiastically accept** our suggestions for the new advertising campaign. 5. The symbol © shows that something is protected by **the legal right to control the production and selling of a book, play, film, photograph or piece of music**. 6. Her family have **given** £50,000 to the fund. 7. Shakespeare can be hard to read because the language of his time is now largely **old-fashioned and archaic**. 8. The only **possibility of getting near to** a village is by boat.

#### LANGUAGE REVIEW 1

##### **Participle clauses used instead of relative clauses**

**1. Complete the sentences using Participle I formed from the following verbs: *begin, tell, work, sit, block, live, wait, read*.**

1. Life must be unpleasant for people \_\_\_\_\_ near busy airports. 2. When I entered the reception room it was empty except for a young man \_\_\_\_\_ by the window \_\_\_\_\_ a magazine. 3. Jim has a brother \_\_\_\_\_ in a research centre. 4. Look if there is anybody \_\_\_\_\_. 5. There is an English course \_\_\_\_\_ next Monday. 6. An instruction is a statement \_\_\_\_\_ you what to do. 7. An obstacle is something \_\_\_\_\_ your way.

**2. Make one sentence from two using Participle I. Put the participle clause either in the middle or at the end of the new sentence.**

1. People have marched to London. They are protesting against pollution. 2. The bus broke down. It was taking us to the airport. 3. I didn't talk much to the man. He was sitting next to me on the plane. 4. We were interrupted by somebody. They were knocking at the door. 5. I live in a nice room. It overlooks the garden. 6. A new factory has just opened in the town. It employs 500 people.

7. At the back of the administrative building there is a narrow path. It leads to the warehouse. 8. The company sent me a brochure. It contained all the information I needed. 9. A few days after the interview, I received a letter. It offered me the job. 10. Robert has got a brother. He studies economics at university in Manchester.

**3. Make one sentence from two using Participle II. Begin as shown.**

1. A number of goods are produced in this factory. Most of them are exported. – Most of the goods \_\_\_\_\_.

2. A number of suggestions were made at the meeting. Most of them were not very practical. – Most of the suggestions \_\_\_\_\_.

3. A lot of people have been invited to the seminar. Some of them can't come. – Some of the people \_\_\_\_\_.

4. A man phoned while you were out. He was called Jack. – Somebody \_\_\_\_\_.

5. A factory worker was injured in the accident. He was taken to hospital. – The factory worker \_\_\_\_\_.

**4. Change the relative clause in these sentences to a participle clause. Use Participle I or Participle II as appropriate.**

1. The people who are being asked to take early retirement are all over the age of 60. 2. I ran through the crowd of people who were hurrying to get to work. 3. The people who are being chosen for the team are under 25. 4. An agreement has been signed to protect the forests which are being cut all over the world. 5. The children who are being moved to another school all have learning difficulties. 6. The man who was operating the equipment was dressed in protective clothing. 7. The road repairs which were carried out on the motorway delayed the traffic. 8. The decisions that are made at our meetings will affect all of us. 9. The book that was published last week is his first work that was written for children. 10. The public opinion poll which was conducted on the basis of the latest methods gave positive results.

**5. Translate the following sentences into Ukrainian.**

(A) 1. Discussion *following* the speaker's report helps to check the audience's understanding. 2. The report *followed* by discussion aroused much interest among the audience. 3. Let's now consider some factors *affecting* our life in global society. 4. Let's now look at how our life changes when *affected* by these factors. 5. They are now studying phenomena *influencing* public

opinion. 6. They are now studying changes of public opinion *influenced* by these phenomena.

(B) 1. The discovery followed by further experimental work stimulated research in this field. 2. They were asked questions formulated and agreed upon by a group of sociologists. 3. The conference attended by scientists from different countries discussed new trends and methods in this field of research. 4. One of the rights enjoyed by University scientists is that of combining research with teaching. 5. The subjects dealt with under this topic aroused a heated discussion. 6. His eloquence substituted for logical argumentation failed to win the audience over. 7. Many companies badly affected by the recession went bankrupt. 8. Techniques universally thought of as simple sometimes cause trouble. 9. He drew their attention to more efficient use of resources allowed by the new system. 10. She mentioned the theory referred to in many papers. 11. This is the book so much spoken about. 12. Numerous questions answered by the speaker were related to corporate culture. 13. The faculty joined by Dr Robinson was established half a century ago. 14. The problems attacked at their laboratory are of utmost interest. 15. We studied deviations from normal people's behaviour accounted for by pressure at work.

## LANGUAGE REVIEW 2

### Participle clauses with adverbial meaning

**1. Complete the sentences with Participle I or Participle II preceded by one of the following conjunctions: *when, while, if, unless, as, though, once, until*. In some sentences more than one answer is possible.**

- (otherwise/state), the conditions of both experiments will be considered similar. – Unless otherwise stated, the conditions of both experiments will be considered similar.

1. He always wears glasses except (practise) sports. 2. I met Andy (work) on the joint project. 3. (be angry) count a hundred. 4. He won't do anything (tell) personally. 5. (ask) about his opinion he just shrugged his shoulders and said nothing. 6. (mention) above the experiment was a success. 7. The idea can be pronounced true (test) by experience. 8. (install) the new software will enable customers to place orders over the Internet. 9. (consider) reliable the method

cannot be used in this particular case. 10. (otherwise/specify), by ‘peers’ I mean work colleagues.

**2. Match the sentence halves and write new ones beginning with a participle clause. Use either Participle I or Perfect Participle.**

1. I didn't expect anyone to be in the office at such an hour _____	a) she ran to the bus stop.
2. He doesn't speak Italian _____	b) she could hardly recognize him.
3. Bob was unemployed _____	c) I decided to come the next day.
4. Barbara had been a teacher for 15 years _____	d) he took it back to the library.
5. The hall had been painted in dark colours _____	e) he found life in Sicily difficult.
6. Diana didn't know French _____	f) he knew which way to go.
7. Trevor had studied the map _____	g) she found it hard to communicate.
8. Vicky didn't want to be late for the interview _____	h) he had time to consider what job he really wanted.
9. Andrew had finished the book _____	i) the hall needed some bright lights.
10. Sarah hadn't seen her classmate for a long time _____	j) she knew how to keep children interested.

**3. Complete the sentences by putting the correct form of the Perfect Participle (active or passive).**

1. (achieve) certain success in his life he decided to get married. 2. (finish) one experiment they started another with the children as the subjects. 3. (recognize) as the leading principle the statement was included into his theory. 4. (invite) to the scientific conference he wrote a report on his latest research. 5. (analyze) all the data thoroughly she understood the real picture of the phenomenon. 6. (analyze) thoroughly the data helped to understand the real picture of the phenomenon. 7. (conduct) in the southern regions the poll was transferred to the north regions. 8. (conduct) the poll in the southern regions the sociologists then transferred it to the north regions. 9. (evaluate) the survey results we shall next turn to their interpretation. 10. (evaluate) the survey results need to be interpreted.

**4. Rewrite the sentences beginning with a participle clause. Use Participle I, Participle II or Perfect Participle.**



1. After he had worked as a clerk, painter and bus driver, Nick decided to go back to university. 2. As we didn't want to offend him, we said nothing about his report. 3. As they had spent all morning working in the laboratory, they decided to take a short lunch break. 4. As he glanced over his shoulder, Alan could see his friends waving to him. 5. Because he had arrived early for his appointment, Ron spent some time looking at some magazines. 6. Marie left work early because she didn't feel too well. 7. He had acquired the money through hard work, so he was reluctant to give it away. 8. Because he had started the course, Alex was determined to complete it. 9. As I haven't seen all the evidence, I am reluctant to make any judgement. 10. The manager was impressed by Jane's work, so he extended her contract for a year.

### LESSON 3

#### VOCABULARY 1

#### 1. Say why the international words below are divided into 3 groups:

- a) concept, interest, structure, distribution, resources, minimum, element, regulate, priority, urgent, physiological, hierarchy;
- b) perspective, public, progression;
- c) fabric, prospect.

#### 2. Complete the sentences with the words from group a).

1. I've always had an \_\_\_\_\_ in astronomy. 2. The \_\_\_\_\_ of this protein is particularly complex. 3. The Channel Tunnel improved the \_\_\_\_\_ of goods between the British Isles and mainland Europe. 4. You have to learn to get your \_\_\_\_\_ right. In other words you should decide which are the most important jobs or problems and deal with them first. 5. They have a very old-fashioned management \_\_\_\_\_. 6. Wage increases are being kept to a \_\_\_\_\_ because of the recession. 7. This is a map showing \_\_\_\_\_ of global population. 8. Britain's mineral \_\_\_\_\_ include oil, coal and gas deposits. 9. We weren't even taught the \_\_\_\_\_ of physics at school. 10. You can \_\_\_\_\_ the temperature in the house by adjusting the thermostat. 11. A terrible earthquake occurred here last month. Many people were in \_\_\_\_\_ need of food and water. 12. Scientists already know that when people feel a threat, certain \_\_\_\_\_ changes occur. 13. It is very difficult to define the \_\_\_\_\_ of beauty. 14. Having a second income is an important \_\_\_\_\_ for most home buyers. 15. He rose quickly through the political

\_\_\_\_\_ to become party leader. 16. The drug produced no obvious \_\_\_\_\_ response. People felt no changes in the state of their health at all. 17. India's caste system is an ancient social \_\_\_\_\_, which places people into different categories by birth.

**3. Translate the following sentences which illustrate how the words from groups b) and c) are used:**

1. Career progression from trainee to junior management levels can be rapid. 2. Arithmetic progression is a series of numbers in which the same number is added to each number to produce the next, for example 3, 6, 9, 12. 3. Is it really in the public interest to publish this information? 4. The newspapers publish the stories they know their public wants to read. 5. His ideas have very little public support. 6. Our cultural differences caused us to have different perspectives on world issues. 7. We'll have a beautiful perspective of the valley from atop that mountain. 8. He writes from a Marxist perspective. 9. Because of its geographical position, Germany's perspective on the situation in Eastern Europe is rather different from Britain's. 10. From a social perspective, I am very much a liberal, although my economic policies are very conservative. 11. Extreme social activism might rip apart the social fabric. 12. Wash delicate fabrics by hand. 13. His prospects for getting the job are excellent; he really is the best candidate. 14. Prospects of employment remain bleak for most people in the area.

#### **READING AND SPEAKING**

**1. Before reading the text give a brief list of social needs for poor and wealthy nations. What level could they be referred to?**

**2. Read the text and find the paragraph which:**

- a) describes various models of public interest;
- b) considers the part a state once played in social life;
- c) gives the forecasts as for the future of the society's interests;
- d) defines some concepts included in public interest;
- e) emphasizes the principle of relativity in access to information;
- f) mentions the famous hierarchy of people's needs in any society.

## THE PUBLIC INTEREST

The concept of *the public interest* has an increasingly out-of-date feel to it – an association with nanny statehood, where the state looks after citizens incapable of looking after themselves. It suggests that the role of government might be more than simply balancing the books and determining a taxation structure; that social and community concerns are relevant and that the state has a part to play in promoting and nurturing these. The public interest was once perceived as an obligation to consider social costs and benefits wider than company profitability or government efficiency, but times have changed.

The public interest is one justification for policies that promote universal access to information, computers in the classroom and well-stocked public libraries. It is the concept of the public interest that opens high-tech technoculture debates to wide participation. This perspective asserts that the whole of society benefits from addressing inequalities in the distribution of technological and other resources, and from providing a quality education. The public interest includes concepts such as *minimum service provision* (MSP) and *community service obligations* (CSO), and suggests that these are important elements of the social fabric and should be instituted even where there is no prospect of service delivery at a profit. Public service privileges the needs of “the public” regardless of their financial status, whereas customer service considers the needs of people rich enough to be customers.

In the twenty-first century, consumer society policy-makers are increasingly likely to argue that “small government” is in the public interest, and market forces should regulate access to information and services as much as possible to ensure efficiency and competitiveness. Differences between a social equity model and a market-driven model of public service centre upon a belief as to whether or not the market can provide all that society needs. Market-driven models of the public interest suggest that those who are not motivated (or financially able) to participate in the market may be responsible themselves for their resulting disempowerment and reduced access to resources. The discussion so far has foregrounded public interest and policy development discussions in the wealthy nations of the First World. The issues of information and communication access are relevant in all societies, but in poorer societies there are pressing health, education and welfare priorities with a more urgent claim

upon the national purse. It is conceivable that a “Maslow’s hierarchy” of needs/priorities can be developed which charts a policy progression for Third World nations. This would likely include pure water, food and shelter at the physiological level, and health and security at the level of safety. Education might equate to social needs, while a communications and information infrastructure could be included at that level, or considered as an “ego” need required for integration and development.

Communications researchers believe that there are two primary elements to debate about the public interest: one is the perspective of the groups in society that may be significantly affected by the policies adopted, but which do not have a sufficiently organized financial vested interest to mount a representation, e.g. users of the public telephone service, children’s interests in television or probable victims of technological change. The second perspective is that of society as a whole, focusing directly on the overall structure of benefits, costs and consequences for society. This would include an evaluation of economic externality, public good, social and cultural consequences of policy options.

**3. Read the text again and answer the following questions.**

1. Why market forces should regulate access to information service?
2. What does public service provide?
3. Is the term “public interest” popular among policy-makers?
4. What pressure do Third World nations suffer from?

**4. What two ideas are contrasted in a market-driven model and in a social equity model?**

**VOCABULARY 2**

**1. Using the appropriate suffixes (-ee, -er, -y, -tion, -ment) give the nouns related for the following:** state, tax, profitable, efficient, justify, competitive.

**2. Make adverbs from the following adjectives:** increasing, financial, sufficient, significant, direct.

**3. Using the prefixes (dis-, in-) give words related for the following:** equality, empowerment. **State the meaning of the prefixes.**

**4. Look through the text and find the nouns that go with the following verbs:** promote, open, include, privilege, regulate, ensure, foreground, mount, focus.

**5. From the following words make all possible noun-noun partnerships which occur in the text:** profitability, customer, telephone, efficiency, service, community, education, concerns, company, government, technoculture, debates, quality, service, researchers, communications.

**6. The following phrases contain only nouns. Which nouns are the main words and which are the attributes?**

Minimum service provision, consumer society policy-makers, community service obligations, information and communication access, social equity model, education and welfare priorities, policy development discussions, communications and information infrastructure.

**7. Find the following words in the text, analyze the sentences, state the parts of speech these words belong to:** feel, looks, concerns, play, benefits, benefits, privileges, needs, centre, needs.

**8. Match the key words of the unit to their definitions:**

1) community <i>n</i>	a) to give the most importance to a particular subject, etc;
2) nurture <i>v</i>	b) to start or cause a system, to put into effect;
3) assert <i>v</i>	c) to state firmly that something is true, to state, declare, pronounce, postulate;
4) institute <i>v</i>	d) to help a plan or a person to develop and be successful;
5) foreground <i>v</i>	e) the people living in one particular area or people who are considered as a unit because of their common interests, social group or nationality
6) claim <i>n</i>	f) to watch something with careful attention or to record something in detail;
7) conceivable <i>adj</i>	g) possible to imagine or to believe;
8) chart <i>v</i>	h) a statement that something is true or is a fact, although other people might not believe it.

**9. Complete the sentences with the words from the box (introduce any necessary changes into the form of the words):**

community <i>n</i>	nurture <i>v</i>	assert <i>v</i>	institute <i>v</i>
foreground <i>v</i>	claim <i>n</i>	conceivable <i>adj</i>	chart <i>v</i>

1. He's well-known in the local \_\_\_\_\_. Everyone here respects him. 2. She is threatening to \_\_\_\_\_ legal proceedings against the hospital. 3. As a record company director, his job is to \_\_\_\_\_ young talents, promote them and help them be successful. 4. These are some of the safety guidelines we've \_\_\_\_\_ in our hotels. We arranged the whole system of measures to make our guests feel comfortable and safe. 5. I don't believe his \_\_\_\_\_ that he fought in Vietnam. He definitely lies. Nobody believes him. 6. A global study has just been started to \_\_\_\_\_ the effects of climate change. When the project is over, we'll be able to watch basic tendencies. 7. There's a large Jewish \_\_\_\_\_ living in this area. 8. He never misses an opportunity to \_\_\_\_\_ his political opinions. He always declares his views clearly. 9. His speech \_\_\_\_\_ the history of the decision. It was the main point of his message. 10. The government's \_\_\_\_\_ that it would reduce taxes proved false. 11. Books on every \_\_\_\_\_ subject lined one wall. You could find whatever you wanted there.

#### LANGUAGE REVIEW 1

##### Participle constructions: Complex Object

**1. Complete the sentences with participles (Pattern with *Verb + object + participle*) formed from the verbs suggested: *explain, rain, mention, burn, carry, look, exercise, interview, register, hold*.**

1. Can't you smell something \_\_\_\_\_? 2. When I woke up in the middle of the night, I could hear it \_\_\_\_\_. 3. We found Michael \_\_\_\_\_ in the gym. 4. They observed the elections \_\_\_\_\_. 5. We watched the applicants \_\_\_\_\_. 6. Everybody saw the injured man \_\_\_\_\_ away by the ambulance. 7. I have just heard your name \_\_\_\_\_. 8. I felt somebody \_\_\_\_\_ at me. 9. Just listen to him \_\_\_\_\_ his behaviour at the party. 10. We watched the participants \_\_\_\_\_.

**2. Use the words in brackets to complete the sentences.**

**(A) Pattern with *have/get + object + P II***

1. I lost my key. I'll have to (another key/make). 2. (you/a newspaper/deliver) to your house or do you go to the shop to buy one? 3. I think we should (the lecture room/clean). 4. How often (you/your car/service)? 5. When was the last time you (the room/paint)? 6. We (a new laboratory/build) at the moment. 7. We (a new system/already/install). 8. When are you going (the

cartridge/change)? 9. Helen (her bag/steal) on a train last night. 10. Last week Harry (his passport/take away) from him by the police.

**(B) Pattern with *have* + *object* + *P I***

1. The instructor had (the participants/role-play) the situation. 2. I'll have (you all/speak) English in a couple of weeks. 3. The boss was furious and promised to have (the whole department/work) like slaves. 4. He had (us/laugh) all through the lecture. 5. I won't have (you/tell) me what to do.

**LANGUAGE REVIEW 2**

**Participle constructions: Complex Subject**

**1. Complete the sentences with participles (Pattern with *Subject* + *Passive Verb* + *participle*) formed from the verbs suggested: *wait, have, repeat, exist, include, lose, cheat, consist, lie, attend*.**

1. Such groups are defined as \_\_\_\_\_ similar characteristics. 2. Teenagers have been often observed \_\_\_\_\_ such concerts. 3. An ideal family should be regarded as \_\_\_\_\_ of equal partners. 4. To the writer's knowledge similar phenomena have not been reported as \_\_\_\_\_ elsewhere. 5. Such teams were shown as \_\_\_\_\_ a different number of members. 6. A student has been caught \_\_\_\_\_ in the exam. 7. He was kept \_\_\_\_\_ for an hour and a half in the reception. 8. The papers were left \_\_\_\_\_ on the desk. 9. The documents were considered as \_\_\_\_\_ for ever. 10. His name was heard \_\_\_\_\_ several times.

**LANGUAGE REVIEW 3**

**Participle constructions: Absolute Participle Construction**

**1. Determine the meaning of the participle clauses in the following sentences and translate them into your native language.**

1. The art of talking being a universal means of conversation, it would be a good idea to learn it. 2. People's characteristics differ greatly, with positive traits prevailing over negative ones. 3. They discussed a lot of interesting issues, the problem of nonverbal communication being one of them. 4. There are many people throughout the world experiencing loneliness, teenagers and young adults comprising a larger group among them. 5. Time permitting, they will proceed with the discussion. 6. The problem can be solved immediately, with specific techniques being applied. 7. The signal given, the teams start working. 8. The

definite decision having been taken, they started discussing the details. 9. He experienced a lot of troubles in his life, all these sorrows having made him only stronger. 10. The question of their departure having been solved, they ordered tickets by telephone. 11. The envelope having been sealed, the manager locked it the safe. 12. I can't concentrate with you talking all the time. 13. With the laboratory having been closed, there was nowhere to do further research. 14. She was rather friendly, with many people surrounding her almost all the time. 15. It was a large room, with bookshelves covering most of the walls.



## UNIT 2 COMMUNICATION THEORY

### LESSON 1

#### VOCABULARY 1

**1. State the meaning of the following international words from the text:**

interactive *adj*, scenario *n*, normalization *n*, global *adj*, phenomenon *n*, convergence *n*, urban *adj*, commentator *n*, privatize *v*, final *adj*, declaration *n*, animation *n*.

**2. Complete the sentences with the words from Exercise 1.**

1. The two countries have been taking certain steps toward \_\_\_\_\_ of relations in recent months. 2. The telephone survey was conducted last month in 27 \_\_\_\_\_ areas. 3. Can watching video lessons or using \_\_\_\_\_ software make people smart? 4. Members of Parliament must make a \_\_\_\_\_ of their business interests. 5. There's a \_\_\_\_\_ of interests among the US, Canada, and Latin America. 6. The worst-case \_\_\_\_\_ is the worst situation that can be imagined. In the worst-case \_\_\_\_\_, the whole coast would be under water. 7. We hope an era of peace and \_\_\_\_\_ cooperation has begun. 8. Gravity is a natural \_\_\_\_\_. 9. Kidnappings and robberies are common in \_\_\_\_\_ areas. 10. If a government \_\_\_\_\_ an industry, company or service that it owns and controls, it sells it so that it becomes privately owned and controlled. 11. As witnesses to the accident, we were asked to make written \_\_\_\_\_ of what we had seen. 12. The company made a \_\_\_\_\_ of intent to follow an equal opportunities policy.

**3. Find the definitions from a–e for the following international words:**

silicon *n*, terminal *n*, decade *n*. **More than one definition is possible:**

a) a piece of equipment used for communicating with a computer, esp. a keyboard and screen;

b) a period of ten years;

c) the point at which a connection can be made in an electric circuit;

d) a grey element which is found combined with oxygen in a large number of common minerals, and which has unusual electrical characteristics;

e) the area or building at a station, airport or port which is used by passengers leaving or arriving by train, aircraft or ship.

## **READING AND SPEAKING**

**1. Before reading the text tell your fellow-students what means of communication you know. How often do you use all/some of them?**

**2. Read the text and number the facts described in it in the correct order.**

- a. The discussion is being made of the part the Internet plays in a person's life.
- b. Meeting people to communicate and solve problems is not necessary today.
- c. Mass media is considered to be losing its impact on people.
- d. It's very essential to use communication technologies for interaction.
- f. Nowadays we all depend on the latest information devices and inventions.

## **A SECOND MEDIA AGE?**

People who live in information societies not only encounter and “use” information and communication technologies; rather, increasingly, their modes of action are enframed by these technologies. Since 1992, over a silicon century has passed, in which time a range of interactive communication technologies have become meaningful in our daily life. To this scenario should be added the emergence of digital, optic-fibre and packet-switching technologies which have made the Internet possible, and the normalization of satellite-based and information devices like satellite phones and global positioning systems. The lack of awareness of the extent to which these technical systems precondition the simplest of activities does not signal that we have become “overloaded” with information, images or technology, as subscribers to the “saturation” thesis suggest. In fact, attachment to media can be very personal and as meaningful as embodied relationships.

The exponential explosion in webs of CITs (communication and information technologies) has shifted the orientation many of us have to “object” to an extent that can change our sense of otherness. As face-to-face relations are replaced by “interface” with technological terminals of communication, electronic devices acquire a life of their own.

Outside our own bodies the world fills an animation which might compete with the human, with objects that are also animated, – as suggested by Sherry

Turkle's notion of the computer screen as a "second self" in 1984. While the non-human might be competing with the human, individuals themselves increasingly find that they are the part of contexts in which they are "objectualized". The studies conducted on these phenomena show high degree of attachment to media and communication technologies, whether this be people's need to have a television on in the background even if they aren't actually watching it, the near desperation that many Internet users have in downloading their email, or individuals who find security in having a mobile phone even if they use it only seldom.

In the last years, there has been the remarkable convergence between technologies of urban life and new communication technologies. It has even led some commentators to argue that the privatizing concentration of so many context-worlds, be they electronic, architectural or automobile-derived, is what really amounts to "cyberspace". This convergence is perhaps nowhere more powerfully represented than it is by the Internet, which is itself a network as well as a model for "cyberspace" relations.

It was in the final decade of the twentieth century that the emergence of global interactive technologies, exemplified by the Internet, in the everyday sphere of advanced nations dramatically transformed the nature and scope of communication medium. These transformations heralded the declaration of a "second media age", which is seen as a departure from the dominance of broadcast forms of media such as newspapers, radio and television. Significantly, the heralding of a second media age is almost exclusively based on the rise of interactive media, most especially the Internet, rather than the decline of broadcast television. The arrival of what is called as "the second media age" has two important consequences: one practical and the other theoretical. The extent and complexity of practical ones concern the implication which "the second media age" has for contemporary social integration. The theoretical consequence is that it has necessitated a radical revision of the sociological significance of broadcast media as addressed by traditions of media studies.

**3. Read the text again and answer the following questions.**

- a. What made the Internet possible?
- b. Are people in an information society overloaded with information?
- c. What has replaced face-to-face relations?

- d. When did globalization happen?
- e. What are the consequences of “the 2<sup>nd</sup> media age”?

**4. Give arguments in favour of changing communication radically.**

**5. Determine the place of media and communication in your everyday life.**

## VOCABULARY 2

**1. Using the appropriate suffixes (-ship, -ture, -ment, -ance, -tion, -ity, -ness) give the nouns related for the following:** aware, active, attach, relation, secure, concentrate, complex, revise, depart, dominant.

**2. Using the appropriate suffixes (-ate, -fy) give the verbs related for the following:** necessity, example.

**3. Make adverbs from the following adjectives:** significant, exclusive, powerful.

**4. Using the suffixes -al, -ful give the adjectives related for the following:** meaning, person, architect, practice, theory.

**5. Using the information in the text say what adjectives can be used with the following nouns:** century, technology, life, phone, system, scale, media, explosion, relations, terminal, device, phone, convergence, life, decade, integration, revision, significance.

**6. Using the prefixes (en-, re-, over-, inter-, em-) give words related for the following:** load, frame, counter, body, courage, present, active. **State the meaning of the prefixes.**

**7. Using the prefixes im-, non-, un- give negatives related for the following:** mediated, personal, human.

**8. Look up the following key words in the dictionary and learn them:** enframe *v*, encounter *v*, menace *v*, embody *v*, exemplify *v*, herald *v*, precondition *n*, amount *v*. **Translate the sentences that follow.**

1. He was shocked by the hostility he encountered. 2. The rebels encountered no opposition on their march into the city. 3. The words enframe the world in different ways, or to use another metaphor, they light the world in differing ways that evoke different dispositions toward the world. 4. The President of the European Parliament Martin Schulz announced that Turkey’s integration into Europe is preconditioned by the recognition of the Armenian

Genocide. 5. Hurricane Hugo menaced the US coast for a week. 6. Not long ago, American nightclubs from Las Vegas to New York cultivated a thriving, emphatically macho lounge tradition embodied by Frank Sinatra and his followers. 7. He embodied the next generation of greed in Wall Street 2: Money Never Sleeps. 8. Martin exemplifies the leadership skills that we need in our new president. 9. The trade agreement heralded a new era of economic development. 10. The annual cost of income support to unmarried mothers amounted to £700 million in that year.

**9. Find the following words in the text, state the part of speech they belong to:** use, range, signal, view, object, human, rise, broadcast, study.

**10. Match the key words of the lesson to their definitions, then complete the sentences with these words:**

1) emergence	a) when something is so full of a particular type of thing that nothing more can be added;
2) saturation	b) the feeling that you have when you are in such a bad situation that you are willing to take risks in order to change it;
3) explosion	c) when something becomes known or starts to exist;
4) desperation	d) when the number of something increases very quickly;
5) exponential	e) describes a rate of increase which becomes quicker and quicker as the thing that increases becomes larger.

1. There has been an \_\_\_\_\_ increase in the world population this century. 2. There are indications that the market has reached \_\_\_\_\_. 3. We are looking for \_\_\_\_\_ growth in our investment. 4. There was a note of \_\_\_\_\_ in his voice. 5. The government has had to take measures to halt the population \_\_\_\_\_. 6. In \_\_\_\_\_ they jumped out of the window to escape the fire. 7. We've been observing China's \_\_\_\_\_ as an economic power lately.

## LANGUAGE REVIEW 1

### Gerund: forms and functions

#### 1. State the form of the gerunds in the sentences below:

- Simple, active/passive, positive/negative;
- Perfect, active/passive, positive/negative.

1. *Being* friends with a famous person is rather exciting. 2. Such people love *being praised*. 3. *Not knowing* about the meeting is not an excuse for your absence. 4. The main thing was *not being noticed* by anybody. 5. The art of *pleasing* consists in *being pleased*. 6. Everybody denies *having taken* the documents. 7. *Having been bred* in that communion was like being born an Englishman. 8. I regret *not having learned* the language. 9. She's angry about *not having being invited*.

#### 2. Complete the sentences by choosing the correct alternative. Say in which sentences both variants are possible.

1. We avoid (seeing/being seen) by him. 2. He avoided (telling/being told) me the truth. 3. He enjoys (reading/being read) a book before going to sleep. 4. I hate (repeating/being repeated) the same thing again. 5. People polluting the environment deserve (punishing/being punished) severely. 6. He got angry about (not having invited/not having been invited) to the conference. 7. You will regret (having given up/having been given up) your research. 8. They told us about (having been visited/having visited) by the reporters last week. 9. He imagined (having been forgotten/having forgotten) his speech. 10. She denied (having informed/having been informed) about the seminar.

#### 3. After some verbs a perfect gerund can often be used alongside a simple form to describe an action preceding that of the main verb. Replace simple gerunds by perfect forms.

1. He admitted breaking the printer. 2. Shall we celebrate winning the prize? 3. When I challenged her, she denied telling lies. 4. They mentioned having problems with the computer two days before. 5. She couldn't recall meeting him before. 6. Several people reported seeing that man enter the office.

**4. Study the following sentences paying attention to the syntactical functions of gerunds. Translate the sentences into your native language.**

**The subject**

1. Travelling is my favourite occupation when on holiday. 2. Being searched by customs officers is unpleasant. 3. Having worked in the company for ten years made him a good specialist in marketing. 4. Sorry, there is no smoking in the waiting room. 5. It's no use buying a lottery ticket.

**Part of the verb phrase (predicative)**

1. I had to attend a certain number of seminars to get the certificate, and this meant travelling a lot. 2. The worst part was knowing that nothing could be changed. 3. Most interesting hobbies are making things and learning things. 4. His principle was paying his debts on time. 5. His next step was being employed as soon as possible.

**An object (direct or prepositional)**

1. I don't fancy going all that way in such bad weather. 2. They can't bear being humiliated or talked about. 3. Their quarrel looked like going on for ever. 4. It doesn't seem impossible that scientists will in the future succeed in creating life in the laboratory. 5. This prevents people from seeing things from any point of view but their own.

**An attribute**

1. They have been sitting in the waiting room for two hours. 2. I don't want any of the staff to make a habit of coming late to work. 3. Was there any sense in concealing the truth? 4. What is your objection to joining them for the trip? 5. He showed no surprise at seeing us. 6. Do you feel the need for discussing this matter again? 7. The man gave no sign of having understood.

**An adverbial**

**(A) Time:** 1. After staying away for eighteen years he could hardly expect his relations to be very anxious to see him. 2. Since retiring from the Army he has been working as an instructor. 3. On arriving at the office we had found it locked. 4. At hearing his name Robert turned round. 5. In crossing the street one should be careful. 6. Think twice before having anything to do with such offers.

**(B) Manner:** 1. In doing so you positively help them instead of hindering them. 2. We celebrated her birthday by going out to a restaurant. 3. Frank got into trouble through cheating at an exam.

(C) **Reason:** 1. On account of being a stranger there he couldn't show them the way. 2. Because of being nervous I couldn't explain anything to them. 3. We can't understand you for not telling us the truth. 4. The children looked neglected and unloved but not only from being dressed in rags. 5. We didn't mention it for fear of offending him. 6. Without having true friends you may feel lonely. 7. He couldn't find their office through being misdirected. 8. Owing to being conservative he is slow to respond to new ideas.

(D) **Attendant Circumstances:** 1. Instead of making an effort to do the work he usually gives up before he begins. 2. Besides teaching me something about the subject my training furnished me with an elementary knowledge of science and scientific method. 3. You went out without telling me anything.

(E) **Concession:** 1. In spite of knowing nothing about business he wanted to supervise everything. 2. He recognized her at once despite not having seen her for twenty years.

(F) **Condition:** 1. I won't be long in case of going there myself. 2. But for having learned English when a student I wouldn't have got that job. 3. In the event of getting a letter from them let us know about it. 4. Should you be satisfied without taking advantage of that?

(G) **Purpose:** 1. With a view of improving his ability to speak French, he spends most of his holidays in France. 2. I can only use the computer for typing a text. 3. Did you come to London for the purpose of seeing your family or for some other purpose? 4. He hunted for a creative job with the object of doing what he liked.

## LESSON 2

### VOCABULARY 1

1. **Guess the meaning of the following international words:** monitor *v*, demographic *adj*, associate *v*, local *adj*, distant *adj*, teenager *n*, transform *v*.

2. **Complete the sentences with the words from Exercise 1. You may need to change the form of some words.**

1. The new findings suggest that women ought \_\_\_\_\_ their cholesterol levels. 2. Our children all go to the \_\_\_\_\_ school. 3. Whenever a camera was pointed at her, Marilyn would instantly \_\_\_\_\_ herself into a radiant star. 4. Current \_\_\_\_\_ trends suggest that there will be fewer school leavers coming



into the workforce in ten years' time. 5. Most of the \_\_\_\_\_ population depend on fishing for their income. 6. Most people \_\_\_\_\_ this brand with good quality. 7. The CIA were secretly \_\_\_\_\_ his phone calls. 8. Many \_\_\_\_\_ shops will be forced to close if the new supermarket is built. 9. She dreamed of traveling to \_\_\_\_\_ lands. 10. The reorganization will \_\_\_\_\_ the British entertainment industry. 11. The magazine is aimed at \_\_\_\_\_ and young adults. 12. We could hear the sound of \_\_\_\_\_ thunder. 13. There have been monumental social and \_\_\_\_\_ changes in the country.

### **READING AND SPEAKING**

**1. Before reading the text, agree or disagree with the following statement: "The internet would mean many different things to many different participants".**

**2. Read the text. The following sentences are the answers. Make up the possible questions.**

- a. In order to elicit how the internet influences a person.
- b. They spoke about increasing loneliness, depression and disengagement from a real life.
- c. Individual's social activity is replaced by watching TV and surfing on internet.
- d. It helps family members solve problems and take decisions.
- e. The opportunity to design web pages.
- f. It was held in the middle of 1990s.

### **TRANSFORMING THE PROCESS OF SELF-FORMATION**

How individuals might deploy the internet to enrich and transform their processes of self-formation? Is the internet improving social involvement and psychological well-being or harming it? To answer these questions, a two-year study, the HomeNet project, was conducted in the middle of 1990s. It involved 169 individuals in 73 households. Research of this nature is crucial if we are to form the understanding of the impact of the internet on the self and experience.

The families participating in the study come from eight diverse neighbourhoods in Pittsburgh, Pennsylvania. They were given a computer, software, a phone line and free access to the internet. At least two family

members were given training in the use of the computer, electronic mail and the World Wide Web. In return, the families allowed the researchers to monitor their internet use and they agreed to participate in a number of interviews. Demographic characteristics, social involvement and psychological well-being were measured at the outset, and later were remeasured to make a comparison over time. During this period, internet use was monitored automatically using a logging program.

According to the research findings, greater use of the internet was associated with subsequent declines in family communication and also in the size of both the local and the distant social circle. Individuals who made more intensive use of the internet also reported larger increases in loneliness, depression and disengagement from real life. The study also showed that the experiences of the families studied might change over time. They discovered, for example, that for some teenagers the internet lost its appeal when they became immersed in the more serious work of college. The internet is continually changing too – ICQ, for example, was not available during the early days of their study. ICQ is a programme which allows individuals to monitor the presence of selected other users and may have benefited users in finding online friends and acquaintances.

If to compare the internet with earlier communication technologies such as television and the telephone, it is argued that television reduced social participation as it kept people home watching the set. That is, the time people spend watching TV is time they are not actively socially engaged. The internet, when used for obtaining information via the World Wide Web, is similar to television. Both television and the internet thus displace other forms of social activity. On the other hand, when the internet is used for interpersonal communication, the impact of the internet may be more like that of the telephone. The telephone turned out to be far more social than television. Television may act as a facilitator of communication. It might, for example, provide illustrations for discussing experiences, give participants a common ground for conversation and set an agenda for talk. Further relational use of television concerns social learning. Its use may help people solve problems or legitimize certain decisions and often involves households having to negotiate

what they want to watch, a process that sometimes ends in conflicts, reinforcing or challenging patterns of authority.

While participants received some form of training, this did not include training of how to construct webpages. The opportunity to build webpages is very important for the way in which individuals might use the internet to communicate and enrich and transform the nature of the self and experience in everyday life.

The researchers advise people not to spend too much time on the internet. Yet if someone makes friends with a person living some distance away, but lacks the means to travel and meet up with them face to face, is that a problem caused by the internet? The individuals using the internet to communicate with others discovered information which allowed them to see their own lives in a new light.

**3. Read the text in detail and answer the following questions.**

1. Why was it necessary to conduct the Home Net project?
2. Is there any evidence that people are successfully mobilizing the internet to communicate?
3. What new possibilities do communication technologies open?

**4. Work in pairs/groups. Explain the internet paradox: loneliness and depression versus friendship and happiness.**

**VOCABULARY 2**

**1. Using the appropriate suffixes (-or, -ion, -ness, -hood) give the nouns related for the following:** neighbor, lonely, depress, facilitate.

**2. Using the suffix -ize give the verbs related for the following:** legitimate, mobile.

**3. Using the suffixes -able, -ive, -al give the adjectives related for the following:** psychology, intense, avail, active, relation.

**4. Make noun + noun phrases from the following words:**

phone	members
internet	use
family (x2)	line
research	technologies
communication	findings
	communication

**5. Using the prefixes (*en-, re-, dis-, inter-, trans-*) give words related for the following: measure, engagement, place, personal, rich, form. State the meaning of the prefixes.**

**6. Look up the following key words in the dictionary and learn them, then complete the sentences that follow: deploy *v*, enrich *v*, immerse *v*, challenge *v*, lack *v*, benefit *v/n*, engage *v*, ground *v*. Make any changes you need in the form of the words.**

1. The heritage of Africa has greatly \_\_\_\_\_ American life. 2. She got some books out of the library and \_\_\_\_\_ herself in Jewish history and culture. 3. We \_\_\_\_\_ three members of staff due to illness. 4. Fertilizer helps to \_\_\_\_\_ the soil. 5. How can we \_\_\_\_\_ those who most need our help? 6. Most phobias are \_\_\_\_\_ in childhood experiences. 7. The company is reconsidering the way in which it \_\_\_\_\_ its staff. 8. The other candidates \_\_\_\_\_ the president to take part in a debate. 9. The debate about food safety has \_\_\_\_\_ the whole nation. 10. The long-term \_\_\_\_\_ is ensuring that America remains competitive in a global economy. 11. Uranium is \_\_\_\_\_ for use in nuclear reactors.

**7. Match the key words of the lesson to their definitions, then complete the sentences with these words:**

1) crucial	a) a list of aims or possible future achievements;
2) diverse	b) extremely important or necessary;
3) facilitator	c) someone who helps a person or organization do something more easily or find the answer to a problem, by discussing things and suggesting ways of doing things;
4) agenda	d) varied or different.

1. New York is a very culturally \_\_\_\_\_ city. 2. Education was placed firmly on the political \_\_\_\_\_ in the Prime Minister's weekend speech. 3. Students from countries as \_\_\_\_\_ as Colombia and Lithuania use Cambridge textbooks. 4. Her work has been \_\_\_\_\_ to the project's success. 5. I see my role as that of a \_\_\_\_\_, enabling other people to work in the way that suits them best. 6. Women's rights have been put back on the \_\_\_\_\_ 7. The subject of safety must be placed high at the top of the \_\_\_\_\_ 8. It is \_\_\_\_\_ that the problem is tackled immediately.

## LANGUAGE REVIEW 1

### Patterns with gerunds

1. Complete each sentence with one of these verbs: *a) work, be, wake up, feel, mention, publish, live, think, have to, kill; b) lose, see, calculate, travel, start, deliver, spend, apply, meet, have to.*

- **Pattern: verb + gerund**

(A) 1. Dana admitted \_\_\_\_\_ hurt by what I had said. 2. He wisely avoided \_\_\_\_\_ the incident to the boss. 3. How can you defend \_\_\_\_\_ animals for scientific purposes? 4. The government delayed \_\_\_\_\_ the report until after the election. 5. She detests \_\_\_\_\_ to talk to people at parties. 6. I dislike \_\_\_\_\_ early on Sundays. 7. He enjoys \_\_\_\_\_ on his own. 8. Fancy \_\_\_\_\_ in this heat every day! 9. I can't help \_\_\_\_\_ that we've made a big mistake. 10. It's hard to imagine \_\_\_\_\_ in a place where there are no cars.

(B) 11. The job involves \_\_\_\_\_ abroad for three months each year. 12. How can you justify \_\_\_\_\_ so much money? 13. I don't want to miss \_\_\_\_\_ that documentary on television tonight. 14. This change will necessitate \_\_\_\_\_ all over again. 15. I resent \_\_\_\_\_ get his permission for everything I do. 16. By criticizing his boss he risked \_\_\_\_\_ his job. 17. Ann dreaded \_\_\_\_\_ a lecture to such sophisticated audience. 18. I considered \_\_\_\_\_ for the job but in the end I decided against it. 19. Have you finished \_\_\_\_\_ the figures yet? The manager would like to have a look at them. 20. He still couldn't recall \_\_\_\_\_ us.

### 2. Choose the correct preposition.

- **Pattern: Verb + preposition + gerund**

1. I don't agree (on/with) being closely supervised and constantly controlled at work. 2. I apologized (in/for) losing my temper. 3. We are thinking (of/to) starting our own business. 4. These policies are aimed (at/to) achieving full employment. 5. You'll be employed to assist (at/in) carrying out public opinion polls. 6. The school believes (for/in) letting children learn at their own pace. 7. The whole nation benefits (from/for) having an educated and skillful workforce. 8. Can you boast (about/of) achieving any success? 9. She often complains (of/about) not feeling appreciated at work. 10. He confessed (to/about) having the greatest respect for his opponent's work. 11. We are all counting (at/on) winning this contract. 12. He didn't feel (about/like) seeing the boss at the beginning of the working day. 13. I wouldn't dream (by/of) telling

you how to do things. 14. If we can't get any funding we might well forget (about/of) doing research. 15. Paul insisted (in/on) checking everything himself. 16. We are looking forward (for/to) meeting you and your team at the seminar. 17. I objected (to/against) having to rewrite the article. 18. It seems you've only succeeded (at/in) quarrelling with everybody. 19. Please concentrate (into/on) listening to the participants carefully and refrain (with/from) criticizing. 20. Don't worry (about/of) typing the report – I'll do it later myself.

**3. Match the halves of the sentences and put in the correct preposition. Choose from the following: *about, against, for, from (2), in, into, of, on, with.***

• **Pattern: verb + object + preposition + gerund**

1. They accused the professor _____	a) from falling asleep.
2. We managed to talk him _____	b) failing to invest enough in the health service.
3. The lecture was so boring, I could hardly keep myself _____	c) doing research.
4. We warned them _____	d) starting their experiments the following year.
5. Most respondents criticized the government _____	e) mixing with such people.
6. My father is a lawyer and he discouraged me _____	f) stealing his assistant's ideas and publishing them.
7. I'd like congratulate you _____	g) giving away government secrets.
8. We should try to involve more students _____	h) entering this field.
9. They informed us _____	i) coming of age.
10. They charged him _____	j) taking part in the discussion.

**4. Complete the sentences using one of the following nouns: *reputation, difficulty, interest, difference, purpose (2), reasons, excuse, success, objections.***

• **Pattern: noun + preposition + gerund**

1. There is a big \_\_\_\_\_ between knowing that something is true and being able to prove it. 2. They had great \_\_\_\_\_ in finding a replacement for John. 3. What's your \_\_\_\_\_ for being late this time? 4. I have no \_\_\_\_\_ in continuing this conversation. 5. Local residents raised strong \_\_\_\_\_ to closing the factory. 6. My \_\_\_\_\_ in writing this article was to draw attention to some urgent social

problems. 7. People give different \_\_\_\_\_ for wanting to change jobs. 8. Did you have any \_\_\_\_\_ in persuading Alan to come? 9. Professor Gibson has a \_\_\_\_\_ for being strict but fair. 10. Making money is not the only \_\_\_\_\_ of conducting business.

### 5. Put in the correct preposition.

#### • Pattern: adjective + preposition + gerund

1. We were accustomed \_\_\_\_\_ working together in a team. 3. I didn't tell the news because I was afraid \_\_\_\_\_ upsetting you. 4. He's perfectly capable \_\_\_\_\_ looking after himself. 5. I had quarreled with the head of the department and was close \_\_\_\_\_ quitting the job. 6. She is actively engaged \_\_\_\_\_ shaping the company's policy. 7. Ann left because she got fed up \_\_\_\_\_ waiting. 8. My previous boss was fond \_\_\_\_\_ handing out advice to everybody he met. 9. I'm not happy \_\_\_\_\_ having to stay after work on Friday. 10. She was intent \_\_\_\_\_ pursuing a teaching career. 11. Sheila is interested \_\_\_\_\_ starting her own business. 12. Most people don't realize the amount of effort involved \_\_\_\_\_ carrying out scientific research. 13. I wasn't keen \_\_\_\_\_ doing all that work by myself. 14. I'm not bad \_\_\_\_\_ writing reports but not good \_\_\_\_\_ making speeches, I'm afraid. 15. Were you successful \_\_\_\_\_ persuading him to change his mind? 16. I'm tired \_\_\_\_\_ sorting out all these papers. Let's have a break. 17. I'm nervous \_\_\_\_\_ saying the wrong thing during the interview. 18. She was grateful \_\_\_\_\_ for getting the chance to work with the famous scientist. 19. He's responsible \_\_\_\_\_ recruiting and training new staff. 20. What's wrong \_\_\_\_\_ borrowing a little money and buying your own notebook?

### LANGUAGE REVIEW 2

#### Gerund Complexes: noun/pronoun + gerund

#### 1. Translate the following sentences into your native language.

1. It's no good *my saying* I'm sorry; that would be hypocritical. 2. *The boss's shouting* gets on my nerves. 3. *John's going* to sleep during the reception was rather embarrassing. 4. *Your coming* in late is a bit inconvenient. 5. At first I hadn't been sure that *my coming* there had been a good thing. 6. It makes no difference *your agreeing* or not. 7. Will his parents mind *his having married* that girl? 8. 9. Do you remember *his asking* you that same question? 10. I dislike *their asking* me personal questions. 11. Fancy *her saying* a thing

like that! 12. Do you mind *the window being* open? 13. Fred got into trouble *through his partner cheating* him. 14. He asked me to look after the visitors *in the event of his being late*. 15. Not a day had passed *without their being given* explanations to the boss. 16. What I am annoyed with is *Sarah's laughing* at my accent. 17. *In spite of the book having been published* we couldn't buy it anywhere. 18. What can the company do to prevent *these rumours spreading*? 19. The delegation was late because they cancelled the train *owing to the railway being blocked*. 20. I can't count on *someone helping* me.

### LESSON 3

#### VOCABULARY 1

**1. Say why the international words below are divided into two groups:**

- a) archive *v*, holographic *adj*, electrode *n*, migrate *v*, virtual *adj*, arena *n*;
- b) privacy *n*, delicate *adj*, accuracy *n*, manifest *v*.

**2. Complete the sentences with the words from group a):**

1. Students would get their degrees from \_\_\_\_\_ universities. 2. Fuel cells are technically similar to batteries. Both contain three main parts – two \_\_\_\_\_ separated by a liquid, called electrolyte. 3. Some drug companies use \_\_\_\_\_ to distinguish their medicines, but so can counterfeiters. 4. In September these birds \_\_\_\_\_ south. 5. This software helps firms \_\_\_\_\_ and retrieve emails. 6. If several bubble screens are put together, viewers get a 3D effect and even a \_\_\_\_\_ projection. 7. A \_\_\_\_\_ community is a group of people with the same interest who share their ideas and opinions on a website. 8. Today, businesses must be able to compete in the international \_\_\_\_\_. 9. Mexican farm workers \_\_\_\_\_ into the US each year to find work at harvest time.

**3. Translate the following sentences which illustrate how the words from group b) are used:**

1. The new law is designed to protect people's privacy. 2. Staff members are entitled to a certain amount of privacy when making personal phone calls. 3. They don't want their privacy invaded by reporters. 4. We can predict changes with a surprising degree of accuracy. 5. The accuracy of the reports cannot be verified. 6. The workers chose to manifest their dissatisfaction in a series of strikes. 7. Lack of confidence in the company manifested itself in a fall in the



share price. 8. Failure can manifest in many forms, including financial loss, professional setbacks and personal embarrassment. 9. The atomic clock enabled scientists to measure time with much greater accuracy. 10. It's a \_\_\_\_\_ operation, and you want an experienced surgeon to do it.

### **READING AND SPEAKING**

**1. Before reading the text say if you believe that the spread of computer technologies will give us more information at our disposal.**

**2. In groups, discuss the problems of information “overloading”.**

**3. Read the text. Assume that you are 20 years older, and mark the statements true (T) or false (F).**

- a. Digital technologies are rare in everyday life.
- b. The demand for home telephone devices is low.
- c. General public still prefer face-to-face communication.
- d. Unions are leading power in the society.
- e. Children watch only 3D pictures.
- f. Consumers have a vast variety of choices through internet.
- g. Pupils attend school electronically via their computers.
- h. Due to the Internet, people with disabilities are more independent.

### **THE FUTURE OF THE INTERNET**

Our culture's conception of the future of the internet illustrates how novel surveys can archive aspects of an individual's personality – a new application that has begun to appear on the internet and may have much greater significance in the future.

Today, wireless digital systems have become standard, every house has a small satellite dish which provides TV, internet, and mail service. Almost every person has a personal communications device that he carries everywhere, performing the functions of phone, fax, pager, laptop, and message service. Interactive holographic imaging, producing lifelike three-dimensional pictures, has changed the way people are entertained and the way they communicate. Computer electrodes implanted in the scalp connects the brain to the world's databases.

In the nearest future, computer-supported cooperative work will be increasingly common. With improved communication, it will become less necessary to meet in person, and therefore business trips will become less common. Videoconferencing, telecommuting and virtual internet meetings will be everyday occurrences. With the internet, people will enable to work in any company in the world without the need to migrate to another country and to collaborate on projects using computer technology.

Online business will be a major part of the economy. E-commerce will provide consumers around the world with the best products and services at the cheapest prices. E-mail will replace the postal system for letters. The telephone companies will be replaced by an expanded bandwidth internet. Publishing and libraries will migrate to the internet. Daily newspapers will disappear, replaced by internet delivery of news.

The creation and distribution of art and music will evolve. There will be virtual concerts where no one will actually sit in a concert hall with the musicians, who appear realistically in thousands of homes by courtesy of the computer. There will be great demand for writers and illustrators for internet publications. Education at all ages will change its form and content. It will be transformed from institutions based at single sites to networks manifesting themselves from time to time in cyberspace or at various public locations. Children will attend school in their own homes through interactive television. Centuries-old universities will be rendered obsolete by the internet, distance education will be the norm, not the exception, and dynamic professors will share their love of learning with millions of students around the world in virtual classrooms. Health services will improve. People will be able to locate and read any medical publication online. Delicate surgeries will be performed through computers, allowing the best surgeons to operate at a distance on patients. People in nursing homes will have computers hooked up to the internet in order to communicate with those outside the nursing homes and thus not feel so isolated from the rest of the world.

Digital government will become a reality. The general public will have ready access to government information and services over their computers. The internet will be an agent for democracy, as each community has an electronic town hall. People will be liberated from political oppression. No government

will be able to regulate the internet. Cybercommunities will grow in importance. People will belong to virtual towns made up of all their friends and family members far and wide. Religious services will be conducted on the internet. Many people will have more cyberfriends than real-life friends.

Loss of privacy will be among the dangers of the internet. Economic privacy and anonymous transactions will be increasingly difficult because digital currency will have replaced traditional cash. The government will be able to trace every purchase people make, every phone call they place, and every TV program they watch. Privacy will be a thing of the past as electronic systems of payment and information exchange monitor people's every movement. There is great uncertainty about whether people will be able to handle all the information available. Finally, the internet could become an arena for many forms of conflict. Debates over internet privacy, freedom of speech, accuracy of information, and the safety of the internet for children will make internet regulation a hot field for lawyers, crimes against children will be greatly stimulated by pedophile internet news-groups and pornographic Web sites. Labour unions will be obsolete because individuals will compete for jobs on the internet. Wars will no longer be fought on the battlefield but rather in cyberspace with computer terminals.

**4. In small groups, discuss the situation with privacy.**

**5. Speak of government's ability to regulate Internet.**

**6. What other problems are likely to appear in a global scale?**

## **VOCABULARY 2**

**1. Using the appropriate suffixes (-or, -er, -ion, -ity, -y, -ment, -ence, -ian) give the nouns related for the following:** personal, occur, deliver, govern, real, democrat, private, transact, create, distribute, music, write, illustrate.

**2. Using the suffixes -ive, -al give the adjectives related for the following:** digit, interact, cooperate.

**3. Using the prefixes en-, re- give words related for the following, state the meaning of the prefixes:** able, place.

**4. Using affixes un-, dis-, -less give words related for the following, state the meaning of the affixes:** appear, wire, certainty.

**5. State the meaning of the prefixes *video-*, *tele-* (as in the words “videoconferencing”, “telecommuting” from the text). Give more words with these prefixes.**

**6. Make noun+noun phrases from the following words:**

A	B
Satellite, mail, communications, message, computer (x2), internet (x6), bandwidth, distance, government.	Information, dish, service (x2), privacy, device, meetings, internet, delivery, publications, education, regulation, news-groups, terminals, electrodes.

**7. Analyze the formation of the following complex adjectives a) and nouns b), then translate them:**

- a) lifelike, three-dimensional, computer-supported, centuries-old, real-life;
- b) database, bandwidth, newspaper, cyberspace, classroom, cybercommunity, cyberfriend, news-group, battlefield.

**8. Look up the following key words in the dictionary and learn them, then complete the sentences that follow:** novel *adj*, entertain *v*, scalp *n*, collaborate *v*, obsolete *adj*, surgery *n*, surgeon *n*, trace *v*.

1. Most children’s television programmes aim to educate and \_\_\_\_\_ at the same time.
2. No one has yet been able to \_\_\_\_\_ the source of the rumour.
3. Although much of today’s communication and correspondence takes place online, the postal service is not quite \_\_\_\_\_
4. Cosmetic \_\_\_\_\_ – any medical operation that is intended to improve someone’s appearance rather than someone’s health.
5. His \_\_\_\_\_ ideas helped turn the company in a new, more successful direction.
6. The phone company were unable to \_\_\_\_\_ the call.
7. International spies must retain loyalty to their own country if they \_\_\_\_\_ with the enemy.
8. Some tribes used to collect \_\_\_\_\_ to prove how many of the enemy they had killed in battle.
9. I thought we would all \_\_\_\_\_ on the project, but I ended up doing the majority of the work myself.
10. He had undergone open-heart \_\_\_\_\_ two years ago.
11. After moving to the United States and becoming a \_\_\_\_\_ he developed innovative methods to treat diabetes and cancer patients.
12. We had a brainstorming session and came up with several \_\_\_\_\_ ideas for moving the company forward.

## LANGUAGE REVIEW 1

### Revision: *-ing* and *-ed* forms

**1. Study the meanings of the words in bold and translate the sample sentences paying attention to the functions of *-ing* and *-ed* forms.**

**Concern, v** – 1. If a story, book or report concerns something, it is about them: *The study **concerned** couples' expectations of marriage.* 2. To make someone feel worried or upset: *Such issues **concerned** all the staff. People are **concerned** about the rise in crime.* 3. If an activity, situation, rule etc concerns you, it affects you or involves you: *The tax changes **concerned** large corporations rather than small businesses.*

**Concerned, adj** – 1. Involved in something or affected by it: *We are trying to reach an agreement with **all concerned**.* 2. Worried about something: *He called the police because he was **concerned** about the safety of documents.* 3. Believing that something is important: *Many politicians are more **concerned** with power and control than with the good of the people.* 4. If a book, story etc is concerned with a person, subject etc, it is about that subject: *This chapter is **concerned** with socio-economic issues.* 5. **as far as sb is concerned** – used to show what someone's opinion on a subject is or how it affects them: *As far as I'm concerned (=in my opinion), this is the most important question.* 6. **as far as/where sth is concerned** – used to show which subject or thing you are talking about: *As far as work is concerned, he is hopeless.*

**Concerning, prep** – About or relating to: *There were calls from some passengers **concerning** lost luggage.*

**Now complete the sentences with either *-ing* or *-ed* forms derived from the word *concern*. Translate the sentences into your native language.**

1. He has never been very \_\_\_\_\_ about what other people think of him.  
2. The laws \_\_\_\_\_ youth education will need to be reviewed. 3. \_\_\_\_\_ parents approached the school about the problem. 4. The report \_\_\_\_\_ the drug traffic on the Mexican – US border. 5. Divorce is very painful, especially when children are \_\_\_\_\_ 6. The election was a formality as far as the ruling party was \_\_\_\_\_ 7. We'd like to speak to people \_\_\_\_\_ with children's education. 8. Where money is \_\_\_\_\_, my partner and I always try to be very careful. 9. There was no evidence that he was \_\_\_\_\_ in any criminal activity. 10. Scientists are still studying the facts \_\_\_\_\_ those phenomena. 12. As far as I'm \_\_\_\_\_, the

whole idea is crazy. 11. She refused to answer questions \_\_\_\_\_ her private life. 13. She is most \_\_\_\_\_ to solve this problem. 14. The article in the morning paper \_\_\_\_\_ a man who was wrongly imprisoned. 15. Pamela was \_\_\_\_\_ that her studies had deteriorated despite her hard work. 16. Police are anxious to hear any information \_\_\_\_\_ his whereabouts. 17. I'll pass on your comments to the people \_\_\_\_\_ 18. The regulation \_\_\_\_\_ only some layers of population. 19. The story is \_\_\_\_\_ with a Russian family in the 19<sup>th</sup> century. 20. \_\_\_\_\_ your request, I am pleased to inform you that it will be considered this week.

**2. Complete the sentences with either *-ing* or *-ed* forms derived from the verbs in bold.**

**Assume** 1. \_\_\_\_\_ that you get a place at university, how are you going to finance your studies. 2. It is \_\_\_\_\_ that the country will eventually join the EU. 3. \_\_\_\_\_ current market conditions do not deteriorate further, the company can look forward to another year of growth. 4. Their theory \_\_\_\_\_ that all children learned in the same way. 5. I didn't see your car, so I \_\_\_\_\_ that you had gone out.

**Consider** 1. Your suggestions will be carefully \_\_\_\_\_ 2. I'm \_\_\_\_\_ changing my job. 3. Have you \_\_\_\_\_ how difficult it is for the beginner? 4. We've decided to move but are still \_\_\_\_\_ where to go. 5. \_\_\_\_\_ that she's been only studying English for six months, she speaks it very well. 6. A further increase in crime is now \_\_\_\_\_ unlikely. 7. People \_\_\_\_\_ him a bit strange. 8. That's your \_\_\_\_\_ opinion, isn't it? 9. He did very well in his exams \_\_\_\_\_ that he had studied so little. 10. Her paintings are well \_\_\_\_\_ abroad.

**Depend** 1. The organization \_\_\_\_\_ on the government for most of its funding. 2. The expenses can vary enormously \_\_\_\_\_ on travel distances involved. 3. The country \_\_\_\_\_ heavily on its tourist trade. 4. I was \_\_\_\_\_ on things going according to plan. 5. The starting salary will be between \$10,000 and \$12,000, \_\_\_\_\_ on experience.

**Except** 1. He answered all the questions \_\_\_\_\_ the last one. 2. The people at this party are really boring, present company \_\_\_\_\_, of course. 3. High technology equipment would be \_\_\_\_\_ from any trade agreement. 4. History \_\_\_\_\_, Peter has made good progress in all subjects this term. 5. Dogs are not allowed in the shop, \_\_\_\_\_ blind people's guide dogs.

**Exclude** 1. Some of the data was \_\_\_\_\_ from the report. 2. There were thirty people in the hotel, \_\_\_\_\_ the hotel staff. 3. People under 21 are \_\_\_\_\_ from joining the club. 4. We have \_\_\_\_\_ labour costs from our calculations. 5. We \_\_\_\_\_ the possibility that someone of the family could take the money.

**Follow** 1. The film star walked to his car, \_\_\_\_\_ by a crowd of journalists. 2. The late-night movie \_\_\_\_\_ the 10 o'clock news. 3. Payments may be made in any of the \_\_\_\_\_ ways: by cash, by cheque or by credit card. 4. The girl is \_\_\_\_\_ in her father's footsteps; she's going to be a doctor. 5. \_\_\_\_\_ the speech, there will be a few minutes for questions. 6. The \_\_\_\_\_ is the summary of the President's speech. 7. We \_\_\_\_\_ the road until we came to the hotel. 8. On the \_\_\_\_\_ day I was quite well again. 9. They \_\_\_\_\_ the speaker's words with the greatest attention. 10. I think we are being \_\_\_\_\_.

**Owe** 1. He seemed to think the world \_\_\_\_\_ him a living. 2. Our flight was delayed, \_\_\_\_\_ to the bad weather. 3. How much is \_\_\_\_\_ to you? 4. She \_\_\_\_\_ her success to good luck.

**Provide** 1. You can borrow the car, \_\_\_\_\_ I can have it back at six o'clock. 2. Investing offshore is perfectly legal, \_\_\_\_\_ that all income is properly declared. 3. The hotel \_\_\_\_\_ a shoe-cleaning service for its residents. 4. Senior members of the government are \_\_\_\_\_ with research assistants.

**Regard** 1. She's generally \_\_\_\_\_ as one of the best writers in the country. 2. I have always \_\_\_\_\_ him highly. 3. Please write if you require further information \_\_\_\_\_ this matter. 4. \_\_\_\_\_ your recent enquiry, I have enclosed a copy of our new brochure.

**Suppose** 1. The law was \_\_\_\_\_ to help the poor. 2. Her \_\_\_\_\_ wealth is in fact a very small sum. 3. I \_\_\_\_\_ he seemed unfriendly because he was shy. 4. These \_\_\_\_\_ experts don't know anything. 5. Look, \_\_\_\_\_ you lost your job tomorrow, what would you do?

## LANGUAGE REVIEW 2

### Participle vs Gerund

**1. Participles and gerunds can be used in similar patterns and have the same functions in the sentence. Look at the sentences below and say whether the *-ing* form is a participle or a gerund.**

1. Now he is *travelling* round the world *collecting* useful information for his research. – His recent hobby is *travelling* round the world and *collecting* old manuscripts. 2. I feel you are *not telling* me the whole truth. – There is *no telling* what happens next. 3. The only thing he thoroughly enjoyed was *working* in his laboratory. – He was still *working* in the laboratory when we came back. 4. I'd like to speak to the people *conducting* this survey. – The idea of *conducting* this survey seems very interesting. 5. *Taking* a short break is quite necessary. – *Taking* a short break now and then you can always keep yourself bright and cheerful. 6. On Sundays there are a lot of people *walking* or *jogging* in the park. – I've bought myself new *walking* shoes for *jogging* in the park. 7. We can't leave our office during *working* hours. – He spends a lot of hours *working* in his study. 8. He never hands in a test without *having checked* it over first. – *Having checked* the test over he handed it in. 9. In *doing* your research in sociology it's necessary to collect information *carrying on* surveys and *interviewing* people. – While *doing* your research in sociology you will have to use such methods as *carrying on* surveys and *interviewing* people. 10. Some people *appearing* to be busy at first sight aren't really *doing* any work. – He had a gift of *appearing* to be busy without *doing* any work.



**SELF-STUDY**  
**GRAMMAR REFERENCE**

**I**  
**PARTICIPLE**

**Participle: forms and uses**

<b>Form</b>	<b>Participle I</b>	<b>Participle II</b>	<b>Perfect Participle</b>
<b>Active</b>	Ving		having Ved
<b>Passive</b>	being Ved	Ved	having been Ved

- Participles are commonly used to form the verb phrase of a sentence.

*They are conducting a new survey now. (P I, Active)*

*He was being interviewed in Room 31. (P I, Passive)*

*The delegation has already arrived. (P II)*

*We were not invited to the conference either. (P II)*

- Participles can be used instead of relative clauses beginning with *which, who, or that*.

*The sociologists dealing with the problem of migration made up a number of special questionnaires.*

*The data being discussed at the seminar are of particular importance.*

*Polls defined as the basic tool of sociology help scientists in their research.*

- We can also use participles instead of adverbial clauses of time, reason, or result. Conjunctions such as *when, while, if, unless* are often found before participle adverbial clauses.

*Conducting this research he came across some interesting phenomena.*  
*Not wanting to disturb anyone, Steve left the office silently.*

*Being imported, the goods were more expensive.*

*Faced with a bill for \$10, 000, John has taken an extra job.*

*If desired the procedure may be used repeatedly.*

*Having driven for five hours to the seminar, Don learned that it was postponed.*

*Having been expelled from the university, he had to change several jobs.*

**Note:** Participle I is used to talk about something that takes place at the same time or straight after the action in the main clause. If the action described is relatively long compared with the one described in the main clause, we use

the Perfect Participle. Using a Perfect Participle clause we emphasize that something is completed before the action in the main clause begins.

*Coming into the room, he shook hands with everybody.*

*Having photocopied all the papers, Sandra put them back in the file.*

Participle clauses make what we say or write more formal. They are used particularly in formal or literary writing. In spoken English, to talk about one action after another we use a sentence like this.

*Sandra photocopied all the papers and then put them back in the file.*

### **PARTICIPLE ADJECTIVES**

**Participle adjectives** are *ing-* or *ed-*adjectives derived from participles. Compare the following adjective pairs:

*The book is full of information. It's very interesting.*

(The word *interesting* tells us what the book does to us – it interests us.);

*We're very interested in the subject it deals with.*

(The word *interested* tells us how we feel about the book – we feel interested.).

### **Participle Constructions**

#### **Complex Object: verb + object + participle**

This structure is used with a number of verbs such as *see, notice, watch, observe, hear, listen to, feel, smell, find*. We use Participle I when we see an action in progress. Using Participle II we describe the complete action which we saw from beginning to end.

*I found Susan in my room reading my diary.*

*We watched the goods being unloaded by the workers.*

*I saw that man arrested by the police.*

**Complex Object** is also commonly used with the verbs *have* and *get* (mainly in informal spoken English). We use the structure *have/get + object + Participle II* in two ways:

- to say that we arrange for somebody to do something for us;

*We are having our office redecorated at the moment.*

*When are you going to get the printer repaired?*

- to say that something (usually negative) happens to somebody or their belongings.

*Have you ever had your passport stolen?*

In the pattern *have + object + Participle I* the verb *have* can mean “cause someone to be doing something”.

*I won't have people treating this office like a hotel.*

**Complex Subject: *subject + passive verb + participle***

This structure is used with a number of verbs such as *assume, catch, consider, define, find, hear, keep, leave, observe, see, show, regard, report*. The conjunction *as* sometimes stands in front of the participle.

*They were seen in the corridor arguing about something.*

*The problem should be considered as solved when parallel discoveries are made.*

*He is regarded as having discovered this law.*

**Absolute Participle Construction: (*with*) + *noun phrase + participle clause***

A participle can sometimes have a noun phrase in front of it serving as its subject. (If there is no subject, then it is normally understood to be the same as in the main clause.) This type of participle clause is rather formal.

*The manager being away, I had to take the decision myself.*

*Ann having got used to the new conditions of life, nothing could knock her down.*

*All the items having been discussed, we sighed with relief.*

We can use *with* before such participle clause which makes the structure neutral in style.

*With prices going up so fast, there's no point in trying to save money.*

*We continued our work, with our assistants helping us.*

All these participle clauses have an adverbial meaning and can express time, reason, condition or attending circumstances. A typical use of the participle clause at the end of the sentence is to add details to a description.

*There were scenes of celebration, with people dancing in the streets.*

## II

### GERUND

**FORM**

**Active**

**Passive**

**Simple**

Ving

being Ved

**Perfect**

having Ved

having been Ved

Note 1: A gerund is sometimes referred to as an *-ing* form. But not all *-ing* forms are gerunds. (See Part III.)

On the whole, the simple form is more or less neutral with regard to expressing time relations. It is often possible to use a simple gerund instead of a perfect gerund.

*We remembered having visited/visiting the place before.*

However, the prevailing tendency is for the simple form to express permanent or repeated actions simultaneous with the action of the main verb. The perfect form expresses the priority of the action described by the gerund to that of the main verb.

*The man gave no sign of having understood.*

### FUNCTIONS

The gerund has five main syntactic functions in the sentence. It may serve as:

- the subject (mainly in formal or literary English);

*Working nights is bad for you.*

*Living here is easy for those who use their heads.*

In subject position, the gerund is much more usual than the to-infinitive.

*Choosing the best candidate won't be easy. (To choose the best candidate is possible but less likely.)*

We can also use *It* as the subject and put the gerund clause at or near the end of the sentence. But the to-infinitive is more usual after *It*.

*It won't be easy choosing the best candidate. (It won't be easy to choose is better.)*

Although we generally use to-infinitives rather than gerunds after the subject *It*, there are a number of expressions where gerunds are commonly used.

*It's no good/use arguing. I've made up my mind.*

*It might be worth taking a guided tour.*

*It wouldn't be much use trying to persuade him.*

*It was quite an experience working abroad.*

*It's a nuisance being without electricity.*

*It's fun skiing down a mountain.*

- part of the verb phrase (predicative);

*The important part is helping people so that they can live normal lives.*

*What tired me most was being questioned by newspaper correspondents.*

The usual link verbs are *be* and *mean*. The gerund as predicative is found more often when it is preceded by *like*.

*I wondered how I had got myself mixed up in such a project; it was like starting to write a novel.*

- an object (either direct or prepositional);

*We'll do what we can, if you don't mind waiting a bit.*

*I tried to avoid being noticed.*

*I must apologize for having interrupted the conference.*

We can use *it* as a preparatory object for the gerund.

*I thought it pointless starting the meeting without you.*

These common verbs are normally followed by gerunds: *admit, appreciate, avoid, carry on, consider, delay, deny, dislike, enjoy, excuse, face, fancy, feel like, finish, forgive, give up, imagine, involve, keep (on), mention, mind, miss, postpone, practise, put off, resent, resist, risk, (can't) stand, suggest, understand.*

*He tried to avoid answering my question.*

*I considered applying for the job but in the end I decided against it.*

Note 2: Some verbs can be followed by both gerunds and infinitives. In some cases there is a difference in meaning. Unfortunately, there is no easy way to decide which structures to use after a particular verb. It is best to check in a dictionary.

Note 3: After *desire, need, require* and *want* the gerund has a passive meaning.

*I don't think his article deserves reading. (=deserves to be read)*

*The car wants servicing.*

*Your paper needs correcting.*

- an attribute;

*We agreed on starting and finishing time.*

A preposition is normally used to connect the noun to the gerund in post-position.

*I hate the idea of getting old.*

*She's very good at solving problems.*

*We had little hope of finding the answer.*

- an adverbial (after prepositions).

*We can't solve our problems by discriminating against people because of colour, race or religion.*

*Then he left us without saying good-bye.*

*It was a lesson he had learned from having seen so many accidents.*

Note 4: Don't confuse *to* used as a preposition with *to* used as an infinitive marker. When *to* is a preposition it is followed by the gerund, but not by the infinitive.

*I prefer driving to walking.*

*Do you object to doing work on Sunday?*

Note 5: Negative structures are formed with *not*.

*She is angry about not being invited.*

*No* is often used with gerunds to say that something is not allowed, or is impossible. This often happens in notices and after *there is*.

**NO SMOKING**

**NO PARKING**

**NO WAITING**

*She's made up her mind; there's no arguing with her.*

### **Gerund Complexes**

#### ***Noun/possessive pronoun + gerund***

A gerund clause can have a "subject", expressed by a noun or a possessive pronoun. Nouns denoting a person are in the possessive case.

*Miss Smith's calling her to the office was a warning sign.*

*Do you mind my taking part in the project?*

*Sarah's laughing at my accent is getting on my nerves.*

Note: Possessive forms are more formal and more likely to be found at the beginning of a sentence. In everyday speech, we usually use nouns in the nominative case and object pronouns.

*It's a bit inconvenient you/your coming in late.*

*Do you mind me/my sitting here?*

*I'm fed up with Ann/Ann's leaving the door open.*

### **Expressions with -ing forms (gerunds or participles)**

- ***It's no use/good*** \_\_\_\_\_ – *It's no good trying to persuade me.*
- ***There is no point (in)*** \_\_\_\_\_ – *There's no point in starting something we aren't going to finish.*

*There was no point waiting any longer.*

• **It's (not) worth \_\_\_\_\_/\_\_\_\_\_ (not) worth \_\_\_\_\_** – *I don't think newspapers are worth reading.*

• **(Have) difficulty/problem/fun \_\_\_\_\_.**

• **There is no problem \_\_\_\_\_**

*People often have great difficulty reading my writing.*

*You won't have any problem parking.*

*There won't be any problems parking.*

*We had fun skiing.*

• **A waste of money/time \_\_\_\_\_** – *It was a waste of time listening to his report.*

• **Spend/waste time \_\_\_\_\_** – *He spent hours making final calculations.*

• **Be busy \_\_\_\_\_** – *They were busy repairing the device.*

• **Go/come (doing some activity)** – *Why don't you come jogging with us?*

### III

#### **-Ing forms**

*-Ing forms have a number of meanings. They can be:*

• participles (*working people; using all one's power; spend time window-shopping; go sightseeing*);

• adjectives;

There are a large number of adjectives ending in *-ing*. Most of them are related in form to the Participle I, that is why they are sometimes called participial adjectives.

One group of adjectives describes the effect that something has on our feelings or ideas: *alarming, amazing, amusing, annoying, astonishing, bewildering, boring, challenging, charming, confusing, convincing, depressing, disappointing, disgusting, distracting, disturbing, embarrassing, encouraging, entertaining, exciting, frightening, humiliating, inspiring, interesting, intriguing, pleasing, refreshing, relaxing, rewarding, satisfying, shocking, startling, surprising, tempting, terrifying, threatening, thrilling, tiring, welcoming, worrying.*

These *-ing* adjectives have a similar meaning to the usual meaning of the related transitive verb and can be used in attributive (before a noun) or predicative (after a link verb, usually *be*) position.

*A surprising number of men stay bachelors.*

*There is nothing very surprising in this.*

*They can still show amazing loyalty to their party.*

*It's amazing what they can do for it.*

The other main group of *-ing* adjectives are used to describe a process or state that continues over a period: *ageing, booming, decreasing, diminishing, dying, existing, increasing, living, prevailing, remaining, rising, ruling.*

These *-ing* adjectives have a similar meaning to the usual meaning of the related intransitive verb and are only used attributively.

*Oil and gas drillers are doing a booming business.*

*Would you like a life of increasing labour and decreasing leisure?*

The third group includes *-ing* adjectives which are not related to a common use of a) transitive or b) intransitive verb:

a) *becoming, disarming, engaging, moving, pressing, promising, retiring;*

b) *acting, driving, gathering, going, leading, missing, running.*

*He thinks poverty is a more pressing problem than pollution.*

*The last page of the diary was missing.*

*Who is the acting manager of the department now?*

There is also a group of *-ing* adjectives which are not related to verbs: *appetizing, enterprising, impending, neighbouring.* Some adjectives are derived from a verb and a prefix: *forthcoming, incoming, oncoming, ongoing, outgoing, outstanding.*

*Some enterprising students are designing software.*

*Wouldn't that cause a delay in outgoing mail?*

- gerunds;

*Playing computer games is not my idea of fun.*

- nouns (*beginning, being, building, drawing, feeling, finding, hearing, meaning, meeting, offering, painting, saying, setting, showing, sitting, suffering, turning, warning*);

*Surveys conducted in other countries reported similar findings.*

*I sat down and read the book in one sitting.*



- conjunctions (*assuming, considering, presuming, providing, supposing*);

*Supposing you heard that your friend had been fired, what would you feel?*

*I will take part in the seminar, providing that all of you take part too.*

- prepositions (*according to, barring, concerning, considering, depending on, excepting, excluding, following, including, owing, regarding*).

*Barring any last-minute problems (=if there are none) we should finish the job by tonight.*

### **-Ed forms**

*-Ed* forms have a number of meanings. They can be:

- verbs in the Past Simple;

*I wanted to ask you something.*

- participles (*funds used* inefficiently, if *prepared* carefully etc);

- adjectives;

Most *-ed* adjectives are related to a transitive verb and have a passive meaning. They refer to a person's mental or emotional reaction to something: *alarmed, amused, astonished, confused, contented, delighted, depressed, deprived, disappointed, disgusted, disillusioned, distressed, embarrassed, excited, frightened, inhibited, interested, pleased, preoccupied, puzzled, satisfied, shocked, surprised, tired, troubled, worried.*

*He's completely preoccupied with all the preparations for the conference.*

The other group of *-ed* adjectives refer to physical distinctions: *abandoned, blocked, closed, concentrated, divided, established, fixed, furnished, improved, integrated, licensed, painted, processed, reduced, required, trained, united, wasted.* Some of these adjectives have a different meaning from the most common meaning of the related verb: *advanced, marked, noted, pointed.*

*Competition from established businesses can be formidable.*

*Our city is noted for 18<sup>th</sup> century architecture.*

Some adjectives do not have a similar meaning to the usual meaning of the related verb: *animated, attached, determined, disposed, disturbed, inclined, mixed, strained.*

*He couldn't stand the strained atmosphere at work any more.*

Some *-ed* adjectives do not make sense on their own, and an adverb is necessary to complete the sense: a *cautiously worded* statement, *strongly motivated* students, a *richly deserved* honour, a *highly developed* national press, a *well equipped* army, *perfectly formed* people.

A few *-ed* adjectives are related to intransitive verbs and have an active meaning: *accumulated*, *dated*, *escaped*, *retired*.

*She is the daughter of a retired army officer.*

Most *-ed* adjectives can be used both in front of a noun and as a complement of a link verb.

*The worried authorities decided to play safe.*

*We were all worried.*

A small number of *-ed* adjectives are normally used predicatively: *agreed*, *convinced*, *delighted*, *destined*, *dressed*, *interested*, *intrigued*, *involved*, *pleased*, *prepared*, *scared*, *thrilled*, *tired*, *touched*. Often, they are followed by a prepositional phrase, a *to*-infinitive clause, or a *that*-clause.

*They were all pleased (with the results).*

*He is always prepared to account for his actions.*

Some *-ed* adjectives are formed from nouns; they are commonly used as the second part of compound adjectives (such as *open-minded*) to describe the feature that someone or something has: *detailed*, *gifted*, *mannered*, *pointed*, *principled*, *salaried*, *skilled*. There are also a number of adjectives in regular use which are not related to verbs or nouns in the ways described above: *ashamed*, *assorted*, *beloved*, *deceased*, *doomed*, *indebted*, *sophisticated*.

*More detailed information is available on request.*

*How do they explain the purchase of expensive sophisticated equipment?*

- Conjunctions (*granted that*, *provided that*).

*Granted that (=even though) he should send money to help with the bills, it doesn't mean he will.*

*Provided that there is no opposition, we will hold the meeting here.*

Note: There are set expressions with *-ing* and *-ed* forms serving as sentence adverbials (parenthesis), for example: *basically speaking*, *broadly speaking*, *generally speaking*, *frankly speaking*, *properly speaking*, *strictly speaking*, *roughly speaking*, *technically speaking*, *stated bluntly*, *put another way*.

*Basically speaking, my boss is a nice person, but doesn't always show it.*

*Broadly speaking, I agree with you.*

*Generally speaking, things are getting better.*

*Frankly speaking, I don't think your chances of getting the job are very good.*

*Properly speaking, a genius should be called a genius.*

*Strictly speaking, this cannot be called a technology, it is merely a technique.*

*Roughly speaking, I'd say 200 people have been interviewed.*

*He's not a doctor, technically speaking.*

*Stated bluntly, he is as obstinate as a mule.*

*The method, put another way, is a magic wand in crisis situations.*

## **READING**

### **I**

#### **THE SOCIOLOGY OF GLOBAL ORGANIZATIONS**

Globalization can be thought of as worldwide integration in virtually every sphere achieved principally through markets. For some theorists this amounts to the financialization of the everyday, while others see it in terms of the Americanization of the world. While Goran Therborn has defined contemporary globalization in terms of a substitution of the global for the universal and of space for time, it is also necessary to consider that what is overwhelmingly being posited as the global is a production system of production in mass terms, which is American: American products, designs and politics dominate the global world – even when they are being manufactured by Japanese and Chinese companies. The US military dominates this world; it is the only global superpower. American consumption, especially of energy, dominates this world. If globalization is a process, what is increasingly being globalized are North American values, products, force and debt. America is not only hugely globalized; it is also massively indebted, with much of that debt held in Japanese banks. Thus, from a rational actor perspective, debt is unlikely to throw the behemoth off course as it would not be in the interests of a world so dominated any more than it would be the nature of that which is globalizing. However, what is global floats on a sea of oil and other energy resources that, according to some analysts, are at a tipping point in terms of exploitable reserves

and existing price mechanisms. Future reserves will only be had at historically much higher prices.

It is perhaps better to think in terms of globalizing as a process rather than a noun.

In a seemingly inexorable fashion, increasing parts of the world's social and economic life are being linked through a multiplicity of processes and flows which are linked in circuits of organizational production and consumption. In place of all nations converging on one narrative of progress, based on Western, liberal democratic models and functionalist bureaucracies, there will be a plurality of possible ways of becoming modern. Businesses organized on a transnational basis are global organizations coordinated temporally by digital technology with dispersed branch offices coordinating production and marketing capacities. The organization of their forms across spatial relations remains the last frontier for business to exploit and conquer, given the virtual capillaries of instantaneous communication and trade embedded in the Internet. The Internet allows for far less centralized modes of organization – and, indeed, in the present state of anxiety in society about terrorist attacks, organizations are likely to adopt more distributed and network structures, with responsible autonomy in each of their nodal points – if only to be sure that the organization can survive a cataclysmic event such as 9/11. It is evident that organizations that have distributed systems and networked leadership will better survive catastrophe. After all, that is precisely what the Internet was designed to do. Hence, contemporary globalization is actually undermining the organizational forms that first made the conquest of the globe possible.

Amidst the cacophony of opinions on economic globalization, there is a clear consensus that the business corporation – specifically the transnational corporation (TNC) – is the central actor: the primary shaper of the global economy. Indeed, there is a widely held view, on both the right and the left of the political spectrum, that we increasingly live in a world of global corporations, whose gargantuan footprints trample largely unhindered across national boundaries, emasculating the autonomy of nation-states. In reality, this is a highly misleading stereotype. The purpose of the main studies is to provide a more nuanced depiction and explanation of the nature and significance of TNCs in the processes of economic globalization, an approach that is firmly grounded in the empirical reality of a highly differentiated geography whilst, at

the same time, providing a theoretical basis for understanding what is, indeed, a highly complex phenomenon. We focus on five related issues: (1) the scale and geographical distribution of TNCs in the global economy; (2) why and how corporations engage in transnational activities; (3) the geographical embeddedness of transnational corporations; (4) the “webs of enterprise” manifested in transnational production networks; (5) the power relationships between TNCs and other actors in the global economy.

### **Reading Comprehension**

1. Why do some sociologists equal the term “globalization” to the word “americanization”?
2. What benefits do businesses expect from modern world’s globalization and the Internet?
3. What does the author refer “a highly complex phenomenon” to? Comment on the statement.
4. Summarize the text in your own words.

## **II**

### **FUTURE OF GLOBALIZATION**

Theories of globalization have been the dominant paradigm in sociology for at least two decades, but certain features of the globalization debate have been part of sociological discourse for much longer. In mainstream academic sociology, one of the earliest publications on the topic was by W. Moore in his “Global sociology: The world as a singular system”. He argued that sociology was becoming a global science and that “the life of the individual anywhere is affected by events and processes everywhere”. “Globalization” refers then to the process by which the world becomes a single place, and hence the volume and depth of social interconnectedness are greatly increased. Globalization is the compression of social space. The analysis of the future of globalization will have to address the consequences, both intended and more commonly unintended, of these processes of temporal and spatial compression.

In the 1960s Marshall McLuhan had introduced an influential vocabulary to describe the role of “the global village” in the analysis of culture and mass media in order to understand how the world was shrinking as a result of new technologies of communication. The globalization literature grew apace in the

1970s and 1980s, mainly within the sociology of religion where religious revivalism was increasingly seen as a global process. By the 1990s globalization had been identified as “the central concept” of sociology.

Although there is now a large and expanding body of literature on globalization, theories of these global processes are characterized by certain persistent deficiencies, especially in terms of explanatory power and precision. This discussion is concerned with the future of globalization processes rather than with the future of globalization theory, but of course the two issues are inevitably interconnected. If we are to think effectively about globalization’s futures, it is helpful intellectually to consider briefly some of the difficulties and shortcomings of existing theories in the B. Turner’s sociological literature. In this commentary, the range of the debate about the nature of globalization is extended through a sociological interpretation of its likely futures.

Because futurology is, generally speaking, merely an extrapolation from present trends, many of these social transformations are of course already upon us. Religious dimensions of globalization have been neglected, and most explanations focus broadly on technological and economic causes. For example, while Ulrich Beck clearly recognizes the importance of cultural globalization and “ideoscapes”, *What Is Globalization?* contains no discussion of fundamentalism, Islamic radicalism or religion in general. Sociologists have in addition had little to say about military globalization or about warfare. The impact of war and militarism on the origins and development of globalization has thus been neglected (Black 1998), and yet they have played a crucial part, especially with the rise of world wars, in transforming the international order into a global system. In the globalization literature, there has developed an unfortunate gap between sociological and international relations theory. Religion and military violence are therefore important causal aspects of globalization processes.

In mainstream sociology, the most influential writer on the importance of religion in globalization has been Roland Robertson who complained with some justification that analysts had overstated the economic nature of globalization (free trade, neoliberalism, financial deregulation, and integrated production and management systems) to the neglect of its social and cultural characteristics, especially its religious dimensions. Theories that emphasize the technological

and economic causes of globalization (such as computerization of information and communication or economic and fiscal deregulation in the neoliberal revolution of the 1970s) show little appreciation of long-term cultural, religious and social conditions. These theories tend to be somewhat simple versions of technological determinism. Whereas Ulrich Beck and Anthony Giddens have approached globalization as an aspect of late modernity (and therefore as related to risk society and reflexive modernization), Robertson has been concerned with long-term cultural developments.

These include the unification of global time, the spread of the Gregorian calendar, the rise of world religions, the growth of human rights values and institutions and the globalization of sport. In short, we also need to attend to the various dimensions of globalization and their causal priority: such dimensions as the economic and technological (including global markets of goods, services and labour); the informational and cultural (such as global knowledge, religious revival movements and radical fundamentalism); the legal and political (human rights, legal pluralism and legal regulation of trade); and the medical and health aspects (such as epidemics). We can simplify this discussion by suggesting that globalization has four major dimensions: economic, cultural, technological and political. Any comprehensive analysis of the futures of globalization would have to consider all four dimensions and their interaction, but this overview has of necessity to be more selective in its treatment of issues. Furthermore, this analysis will be primarily concerned with the negative and unintended consequences of these four broad aspects of global society.

### **Reading Comprehension**

1. Enumerate the main dimensions of globalization. What special aspects do they include?
2. Why couldn't military side of globalization be taken into account?
3. Compare the scientific theories of globalization existence. Which of them have been the most important for modernity?
4. Summarize the text in your own words.

### III

#### THE RELATIONSHIP BETWEEN GLOBALIZATION AND CULTURE

It may seem a rather obvious point to begin with, but to understand the meaning and character of “cultural globalization” we first have to understand some defining features of the two constituent terms. So let’s begin with globalization.

Virtually every serious scholar today would accept the broad general proposition that globalization is a *multidimensional* process, taking place simultaneously within the spheres of the economy, of politics, of technological developments – particularly media and communications technologies – of environmental change and of culture.

One simple way of defining globalization, without giving precedence or causal primacy to any one of these dimensions, is to say that it is a complex, accelerating, integrating process of *global connectivity*. Understood in this rather abstract, general way, globalization refers to the rapidly developing and ever-densening network of interconnections and interdependencies that characterize material, social, economic and cultural life in the modern world. At its most basic, globalization is quite simply a description of these networks and of their implications: of the “flows” around them – and across international boundaries – of virtually everything that characterizes modern life: flows of capital, commodities, people, knowledge, information and ideas, crime, pollution, diseases, fashions, beliefs, images and so forth.

This increasing connectivity is, in many ways, an obvious aspect of our lives. It is something we can all of us – at least if we live in the more developed parts of the world – recognize in everyday routine actions and experiences. Connectivity pretty much defines our use of communications technologies – mobile phones, computers, e-mail, the Internet – but it is also characteristic of the urban environments most of us inhabit and it increasingly influences the way we earn our living, the styles of food we eat, the music, cinema and television that forms our entertainment, and our experience of mobility and travel. In all these ways, it is quite clear that we are living in a much more globally connected world today than even 20 years ago, and in longer historical terms the level of global interdependence is without precedent.



So understanding globalization as a generalized process of increasing connectedness helps us to keep in mind the multidimensional *complexity* of the process. But there nonetheless remain a good many tacit assumptions as to the relative importance of each of these dimensions. And it is clear that chief amongst these assumptions is that it is the *economic* sphere, the institution of the global capitalist market, that is the crucial element, the *sine qua non* of global connectivity. This is the dimension that dominates the imagination and the language of corporate business, of politicians and of anti-globalization activists alike; it is the easy shorthand of the media discourse which forms most ordinary people's immediate understanding of what globalization is all about.

There is no escaping the global dominance of the capitalist system and there is little to be gained by cultural analysts from understating its huge significance. But, having said this, we must resist the temptation to attribute it with causal primacy in the globalization process. There are several reasons for this, but here only two will be mentioned. First, because we are not dealing with straightforward empirical judgments about what specific practices drive everything else, but also with questions of the constitution of analytical categories: to what extent are economic practices also, intrinsically, *cultural* ones? Plausible answers to this question range between "somewhat" and "entirely". What is *not* plausible – despite the constant rhetorical gestures of politicians towards the "hard economic realities" – is the assumption that the realm of the economic is that of a machine-like system operating independent of the wishes, desires and aspirations of human agents, and thus entirely outside of the influence of culture. So the first reason to resist the temptation to economic reductionism is that it operates on an unrealistically narrow conception of the economic.

### **Reading Comprehension**

1. According to the author, what specific features does the modern world possess?
2. The text presents several components of globalization as a complex process. Which do you think is number one? Rank the others in order.
3. How has the development of information and communication technologies influenced all spheres of our social life?
4. Summarize the text in your own words.

## IV GLOBALIZATION AND PUBLIC POLICY

Public policy is what governments do with the authority they have; their commitment of resources to what they see as public problems or challenges. The scope is enormous, from defense and foreign policy, to social policies for healthcare, education or tackling crime, to policies for science and technology, and the regulation of a range of activities from advertising to scientific experimentation. Globalization is creating a new environment for these concerns and activities; one in which interconnectedness is of fundamental importance, both as a source of opportunity and as a source of risk.

For there to be a policy there needs to be a problem, but how something gets to be recognized as a problem depends on societal values, dominant ideologies and ideas and political interests. Whether globalization is a problem is hotly contested, just as any solution depends on what sort of problem globalization may be. Public policy makes sense of globalization in a particular way, framing the action that follows, whether through regulation, fiscal measures, investment and spending decisions or trade agreements. If there is a thread that can be traced through the policy process of a government as it engages with an issue like globalization it is coherence around values. Policy decisions mobilize some values and exclude others, validate some actions and invalidate others, and include some interests while excluding others. This is rarely a rational process but one of complex interactions and overlapping interests.

Globalization, for example, is not “out there” but has key features that are actively constructed by and between governments, as well as by companies and through the global networks of immigrants and diaspora, of cyberspace or of the international drugs trade. How governments exercise their relative power to frame a phenomenon like globalization makes it easier for some, and more difficult for others, to participate in the process. For a growing number of governments the problem is how to keep benefiting from the expanding commerce generated by economic globalization. For others, this expansion is not a benefit but a threat, whether to indigenous cultures drowned by the products of homogenizing global companies and “Americanization”, or to their very economic survival as their share of world trade declines. While public

policy spans a huge range of governmental activities, it is social policy that faces the severest test from economic globalization.

The world, according to a recent United Nations report, faces an “inequality predicament.” This, the report argues, is a result of asymmetric globalization whereby the social agenda is marginalized by a preoccupation with economic growth. Eighty per cent of the world’s gross domestic product (GDP) belongs to one billion people living in the developed world; the five billion people living in developing countries have to make do with the other 20 per cent. This situation is getting worse, not better. But whether economic globalization is the problem is not clear. Extreme poverty is in retreat and has halved recently.

Among developed countries unemployment has fallen in recent years. There have been advances in rights for indigenous peoples and people with disabilities, and over the last century as a whole there has been a large increase in the number of democratic states. In the round, the world has never been better off in material terms, and ever-increasing levels of technical, scientific and medical expertise are bringing huge benefits for billions of people. Yet poverty and inequality continue to exist on a massive scale and are deepening in large parts of the world.

### **Reading Comprehension**

1. Make a list of activities that public policy involves. Do you agree that they are dependent on the process of globalization?
2. Why are policy decisions considered to be “rarely a rational process”?
3. What benefits do people expect from economic globalization?
4. Summarize the text in your own words.

**MODULE 8**  
**CHANGING SOCIETY**  
**UNIT 1**  
**SOCIAL CHANGE**

**LESSON 1**

**VOCABULARY 1**

**1. State the meaning of the following international words, then translate the example sentences:** positive *adj*, negative *adj*, transformation *n*, material *adj*, genetic *adj*, standard *n*, pioneer *n*, automobile *n*, television *n*, diffusion *n*, conflict *n*, era *n*.

1. Farmers are more interested than ever in innovations that include improved farming practices, better plant-breeding techniques and even – most controversially – genetic engineering. 2. Alan Turing is one of the most influential British scientists of the 20th Century. He is best known for his work as a cryptographer, cracking the Germans’ secret codes during the Second World War at Bletchley Park. He is also regarded as one of the pioneers of computer technology. 3. Since World War II, American society has been organized around the automobile in eating, working and entertainment. 4. Global positioning systems, cell-phones and cable television satellites that fly near the belts are especially at risk of malfunctioning. 5. Ideas once formed advance at very different rates, though the tendency to divergence is always being corrected by the diffusion of ideas. 6. Top designers have been creating *masstige* (goods of high style but affordable for a wide range of customers) lines, also known as diffusion and bridge brands, for decades. 7. Password-based security mechanisms – which can be cracked, reset, and socially engineered – no longer suffice in the era of cloud computing.

**2. Complete the following sentences with the words from Exercise 1. Change the form of the words if necessary.**

1. The researchers were looking for telltale variants in the \_\_\_\_\_ code that could help explain differences between individuals and populations. 2. This plan means a complete \_\_\_\_\_ of our organization. 3. \_\_\_\_\_ wealth never interested her. 4. Known \_\_\_\_\_ diseases are often hard to treat and always incurable. 5. We were very much disappointed to receive a \_\_\_\_\_ answer to our request.

6. There was a very \_\_\_\_\_ response to our new design – people seemed very pleased with it. 7. The two men are the product of very different \_\_\_\_\_. 8. He was a \_\_\_\_\_ in big-band jazz. 9. Durable goods are longer-lived, such as \_\_\_\_\_, computers and industrial equipment that will last for years. 10. Your problem is that you watch too much \_\_\_\_\_. 11. It was an unpopular policy and caused a number of \_\_\_\_\_ within the party. 12. We have very high safety \_\_\_\_\_ in this laboratory.

### **READING AND SPEAKING**

**1. The text you are going to read is about social changes. Do you suppose they are always positive? Share your opinion with your fellow-students.**

**2. Read the text. Which of the four characteristics of social change do these points refer to?**

- a) impact of information technologies on human life;
- b) impossibility to forecast how motor cars could influence people;
- c) types of societies and speed of social changes;
- d) positive and negative results of industrial development.

### **WHAT IS SOCIAL CHANGE?**

Social change is not all positive. Even changes for the better can have negative consequences, creating unexpected new problems. The one thing that is clear is that, for better and worse, the rate of change has never been faster than it is now. Social change is the transformation of culture and social institutions over time.

The process of social change has four major characteristics:

1. Social change happens all the time. Still, some societies change faster than others. Hunting and gathering societies change quite slowly; members of today's high-income societies, by contrast, experience significant change within a single lifetime. It is also true that in a given society, some cultural elements change faster than others; material culture (things) usually changes faster than nonmaterial culture (ideas and attitudes). For example, the genetic technology that allows scientists to alter and perhaps even create life has developed more rapidly than our ethical standards for deciding when and how to use it.

2. Social change is sometimes intentional but often unplanned. Industrial societies actively promote many kinds of change. For example, scientists seek more efficient forms of energy. Yet, rarely can anyone envision all the consequences of the changes that are set in motion.

Back in 1900, many people looked ahead to motorized vehicles that would carry them in a single day distances that used to take weeks or months. But no one could see how much the mobility provided by automobiles would alter life in the world, scattering family members, threatening the environment, and reshaping cities and suburbs. Nor could automobile pioneers have predicted that more than 42000 deaths occur in car accidents each year in the USA alone.

3. Social change is controversial. The history of the automobile shows that social change brings both good and bad consequences. Capitalists welcomed the Industrial Revolution because new technology increased productivity and swelled profits. However, workers feared that machines would make their skills obsolete and resisted the push toward “progress”.

4. Some changes matter more than others. Some changes (such as clothing fads) have only passing significance; others (like the invention of computers) may change the world. Will the Information Revolution turn out to be as important as the Industrial Revolution? Like the automobile and television, the computer has both positive and negative effects, providing new kinds of jobs while eliminating old ones, isolating people in offices while linking them in global electronic networks, offering vast amount of information while threatening personal privacy.

Social change has many causes. Invention, discovery and diffusion are three important sources of cultural change. Inequality and conflict in a society also produce change. Karl Marx saw class conflict as the engine that drives societies from one historical era to another. Max Weber agreed that conflict could bring about change, but he traced the roots of most social change to ideas. He believed ideas to direct social movements. He explained how change occurs when people join together in the pursuit of a common goal, such as cleaning up the environment or improving the lives of oppressed people.

A central concept in the study of social change is modernity, social patterns resulting from industrialization. Sociologists include in this catchall concept all of the social patterns set in motion by the Industrial revolution,

which began in Western Europe in the 1750s. Modernization, then, is the process of social change begun by industrialization. Early European and U.S. sociologists tried to analyze the rise of modern society and its consequences.

**3. Using the information in the text mark the following statements true (T) or false (F). Correct the false sentences.**

1. Scientists can easily predict the consequences of social changes.
2. Information Revolution will affect a person's life globally.
3. There exist a lot of reasons for social changes.
4. Employees welcomed changes in industry.
5. Ideas and attitudes are considered to be material culture.
6. It is known that modernization was followed by industrialization.
7. Industrial Revolution brought progress and benefits.

**4. Comment on the phrase "Inequality and conflict in a society also produce change". Give your examples and discuss your ideas in pairs.**

**5. Say why social changes inevitably result in "both good and bad" consequences.**

## VOCABULARY 2

**1. Using the appropriate suffixes (-ship, -al, -cy, -tion) give the nouns related for the following:** industrialize, motor, threat, controversy, productive, invent, private, modern.

**2. Using the prefixes sub-, in-, -un-, non- give the words related for the following:** material, planned, equality, urban, shape, expected. **Comment on the meaning of the prefixes.**

**3. Match the verbs to the prepositions or phrases, translate the example sentences:**

set	up
look	ahead
turn	out
clean	about
bring	in motion

1. A machine can be set in motion only when the forces acting on it can perform work. 2. We are trying to look ahead and see what our options are. 3. It all turned out to be a mistake. 4. The tape turned out to contain vital information.

5. The truth turned out to be stranger than we had expected. 6. We need a systematic plan for identifying and cleaning up waste sites. 7. A lot of social changes have been brought about by new technologies.

**4. Complete the sentences with the key words from the box:**

consequence <i>n</i>	rate <i>n</i>	significant <i>adj</i>
intentional <i>adj</i>	obsolete <i>adj</i>	pursuit <i>n</i>

1. Scientists think it unlikely that any species will actually become extinct as a \_\_\_\_\_ of the oil spill. 2. The taxi was going at a tremendous \_\_\_\_\_. 3. The robbers fled the scene of the crime, with the police in \_\_\_\_\_. 4. There has been a \_\_\_\_\_ increase in the number of women students in recent years. 5. Did you leave his name out by accident or was it \_\_\_\_\_? 6. Gas lamps became \_\_\_\_\_ when electric lighting was invented. 7. Three people have been killed in high-speed \_\_\_\_\_ by the police recently. 8. Although she's recovering from her illness, her \_\_\_\_\_ of progress is quite slow.

**5. Paraphrase the parts of the sentences in bold type using the words from the box (make any changes you need in the form of the words):**

hunt <i>v</i>	gather <i>v</i>	envision <i>v</i>	alter <i>v</i>
scatter <i>v</i>	swell <i>v</i>	eliminate <i>v</i>	occur <i>v</i>

1. The incident **took place** shortly after the plane took off. 2. Jack and Charlie like to **chase and kill animals for sport** at weekends. 3. You can never totally **exclude** the possibility of human error. 4. Although long-distance phone calls are going up, the charge for local calls will not **change**. 5. The company **expects** adding at least five stores next year. 6. The protesters **moved apart in many directions** at the sound of gunshots. 7. Immigrants **increased** the city's population. 8. She **collected** the newspapers that were **thrown in different directions** around the floor. 9. Some animals **catch and eat other animals** at night.

**LANGUAGE REVIEW 1**

**Infinitive: forms and functions**

**1. Study the sentences below and state (A) the form and (B) the function of the infinitives.**

(A) 1. We were happy **to be starting** a new project. 2. I seem **to have left** my briefcase behind. 3. It's awful **to be criticized** in public. 4. He ought **to have**



**been studying** for an hour. 5. You are **to start** working at eight sharp. 6. I want the conference hall **to have been tidied up** by the time I get back.

(B) 1. **To know** everything is **to know** nothing. 2. We asked her **to explain** everything. 3. The armchair was very comfortable **to sit** in. 4. It is a great mistake **not to take** a holiday now and then. 5. We'll have **to ask** whether **to go** on ahead with the project. 6. Needless **to say**, we hope that you use this money to further your research. 7. Don't you have a friend **to rely on**? 8. The problem was who **to turn to** for advice. 9. I have no idea how **to find** the answer. 10. You are lucky **to be living** in such a nice place. 11. It was typical of him **to behave** like that. 12. Why did you find it necessary **to invite** her? 13. I left a message **to tell** her about Peter's call. 14. We had nothing **to lose**. 15. They never know what **to do** but they teach everyone how **to do** things. 16. **To crown** it all, he lost his job. 17. The journey was too long **to enjoy** it. 18. They used **to meet** outside the office. 19. Is there any way **to keep** drugs out of this country? 20. In order **to have** economic democracy you should think of having equal access to property.

## LANGUAGE REVIEW 2

### The to-infinitive used as the subject

#### 1. Paraphrase the sentences beginning them with *It*.

- To compare the functions of a manager with those of a commander used to be quite common. – *It used to be quite common to compare the functions of a manager with those of a commander.*

1. To fulfill this condition was hopelessly out of my power. 2. To say that I was very surprised is an understatement. 3. To take him seriously would be absurd. 4. To tackle such a problem before the advent of the computer would have been pointless. 5. To avoid making mistakes is always very difficult because to err is human.

## LANGUAGE REVIEW 3

### The to-infinitive used as part of the verb phrase

1. Put in one of the following verbs to make up meaningful sentences: *stick, interpret, be found, foretell, take, determine, apply, understand, tell, get, admit, find, produce, calculate, try.*

1. My advice to you is not to \_\_\_\_\_ it to heart and keep cool. 2. The next step will be to \_\_\_\_\_ a diagram of the system. 3. The experimental results were few and not easy to \_\_\_\_\_ 4. Our purpose has been to \_\_\_\_\_ the effect of such factors on people's behaviour in a group. 5. Now the only thing to do is to \_\_\_\_\_ the error. 6. These theories are often difficult to \_\_\_\_\_ in practice. 7. The exact figures are hard to \_\_\_\_\_ 8. The latest paper by Prof Whittler is rather difficult to \_\_\_\_\_ without adequate knowledge of the subject. 9. The least we can do is to \_\_\_\_\_ and understand it. 10. All we can do is to \_\_\_\_\_ to our position. 11. His only wish was to \_\_\_\_\_ them everything. 12. We searched everywhere but the document was nowhere to \_\_\_\_\_ 13. How are we to \_\_\_\_\_ out of the present crisis? 14. We are to \_\_\_\_\_ the general tendency rather than a particular development. 15. The problem is to \_\_\_\_\_ the time for getting things done.

**2. Read the following sentences and say whether the verb *be* is used as a link verb or as a modal verb?**

1. The task of natural science *is* to give a true picture of the surrounding matter. 2. This discovery *was* to have a major effect on different fields of science. 3. We *are* to study the main economic laws functioning in modern society. 4. All we wanted to do *was* to help you in any possible way. 5. If we *are* to succeed in this investigation, we should plan everything carefully. 6. Our present concern *will be* to discuss the information obtained during the interviews. 7. In our experiment we *were* to compare four groups of people. 8. Our aim *was* to reduce the number people on the waiting list. 9. The object of this experiment *was* to find the connection between the following factors. 10. Scientists claim that some new sources of cheap energy *are* to be found in the near future.

## LESSON 2

### VOCABULARY 1

**1. Study the following international words. Match them to their definitions:** anonymous *adj*, modernization *n*, solidarity *n*, rationalization *n*, rational *adj*, erode *v*, center *v*, egalitarian *adj*.

- to place something in the center of a space or area;
- believing that all people are equally important and should have the same rights and opportunities in life;
- to gradually reduce the strength or importance of something;

d) made or done by someone whose name is not known or not made public;

e) agreement between and support for the members of a group, especially a political group;

f) making something more modern;

g) based on sensible practical reasons instead of emotions;

h) the cognitive process of making something seem logical or based on reason to apply logic or reason to (something).

## **2. Complete the sentences with the words from Exercise 1.**

1. The money was donated by an \_\_\_\_\_ benefactor. Nobody knew his name. 2. His behaviour was rather chaotic, it lacked logic. We saw no \_\_\_\_\_ explanation for his actions. 3. The lecturers joined the protest march to show \_\_\_\_\_ with their students. That contributed to arising mutual respect. 4. For reasons of personal safety, the informant wishes to remain \_\_\_\_\_ 5. It is feared that international institutions may have too much influence over national state and thus \_\_\_\_\_ national sovereignty. 6. He received an \_\_\_\_\_ letter threatening to disclose details of his affair if he didn't pay the money. He doesn't know the author of the letter. 7. Despite \_\_\_\_\_ and industrialization, we are still poor states. 8. The dispute \_\_\_\_\_ on an accounting practice. The issues discussed are critically important for managing company's finance. 9. The world's major religions generally teach \_\_\_\_\_ philosophy that all people are created equal and should be loved and respected equally. 10. China has been building new submarines, surface ships and anti-ship ballistic missiles as part of its naval \_\_\_\_\_ 11. \_\_\_\_\_ means applying logic or reason to something. 12. The \_\_\_\_\_ belief is that all people are created equal and should have equal opportunities to be successful.

**3. Study the “false friends” and "semi-false cognates” (words that can only sometimes be translated by the similar word in the other language) below, the definitions may be helpful to state their meaning:**

fabric: (a type of) cloth or woven material;

modern: designed and made using the most recent ideas and methods;

sentiment: an idea based on feeling; a shared belief or feeling of a group;

deep feeling;

cite: to mention something as proof for a theory or as a reason why something has happened; to speak or write words taken from a written work;

progressive: developing or happening gradually, describes ideas or systems which are new and modern.

#### **4. Translate the sentences containing the words from Exercise 3.**

1. Splunk collects, indexes and harnesses all the fast moving machine data generated by your applications, servers and devices. No longer is Splunk described only as “IT search” or “Google for machine data”. Instead, you have started using words like data fabric and operational intelligence. 2. Some foreign companies have become ingrained in the fabric of Indian culture. 3. The program examines the role of women in modern society. 4. These techniques are not used in modern medicine. 5. The sentiment at the company is that we should all be paid more for our work. 6. Nationalist sentiment has increased in the area since the bombing. 7. He told me he was against the idea, and I share his sentiment. 8. The company cited a 12% decline in new orders as evidence that overall demand for its products was falling. 9. He cited a study of the devices as proof that the company knew they were dangerous. 10. Scientists cite this experiment as their main support for this theory. 11. If you cite too many writers, readers will wonder if you have any ideas of your own. 12. There’s been a progressive decline in the standard of living over the past few years. 13. The left of the party is pressing for a more progressive social policy.

#### **READING AND SPEAKING**

**1. Before reading the text tell the group what “modernity” means. Does it imply the same as “modern society”?**

**2. Read the text and answer the following questions.**

1. Why did the social role of family decrease?
2. What concept did F. Tönnies put forward?
3. What does the labour division involve?
4. Who connected modern society with rationalization?
5. Where did market system develop?

## **FERDINAND TÖNNIES: THE LOSS OF COMMUNITY**

The German sociologist Ferdinand Tönnies's (1855–1937) theory is the most widely cited model of modernization. Tönnies viewed modernization as the progressive loss of *Gemeinschaft*, or human community. As Tönnies saw it, the Industrial Revolution weakened the social fabric of family and tradition by introducing a businesslike emphasis on facts, efficiency, and money. European and North American societies gradually become rootless and impersonal as people came to associate mostly on the basis of self-interest – the state Tönnies termed *Gesellschaft*.

Early in the twentieth century the European and North American societies could be described using Tönnies's concept of *Gemeinschaft*. Families that had lived for generations in small villages and towns were bound together in a hard-working, slow-moving way of life. Telephones were rare. Living without television, families entertained themselves often gathering with friends in the evening to share stories, sorrows, or song. Inevitable tensions and conflicts divided these communities of the past. But according to Tönnies, because of the traditional spirit of *Gemeinschaft* people were “essentially united in spite of all separating factors”.

Modernity turns societies inside out so that, as Tönnies put it, people are “essentially separated in spite of uniting factors”. This is the world of *Gesellschaft*, where, especially in large cities, most people live among strangers and ignore the people they pass on the street. Trust is hard to come by in a mobile and anonymous society.

For French sociologist Emile Durkheim modernization is defined by an increasing division of labour, or specialized economic activity. Durkheim explained that preindustrial societies are held together by mechanical solidarity, or shared moral sentiments. With modernization, the division of labour becomes more and more pronounced. To Durkheim, this change means less mechanical solidarity but more of another kind of tie: organic solidarity, or mutual dependency between people engaged in specialized work. Put simply, modern societies are held together not by likeness but by difference. All of us must depend on others to meet most of our needs.

Durkheim labeled modern society “organic” arguing that modern society is no less natural than any other. He described traditional societies as

“mechanical” because they are so regimented. Durkheim viewed modernization not as a loss of community but as a change from a community based on bonds of likeness to community based on economic interdependence.

For Max Weber modernity meant replacing a traditional worldview with a rational way of thinking. Echoing Tönnies and Durkheim who held that industrialization weakens tradition, Weber declared modern society to be “disenchanted”. The unquestioned truths of an earlier time had been challenged by rational thinking. In short, modern society turns away from the gods.

Compared with Tönnies and Durkheim Weber was very critical of modern society. He knew that science could produce technological and organizational wonders but warned that science was turning us away from more basic questions about the meaning and purpose of human existence. Weber feared that rationalization would erode the human spirit with endless rules and regulations.

For Karl Marx modern society was synonymous with capitalism. The bourgeoisie gradually displaced the feudal aristocracy as the Industrial Revolution gave it a powerful new productive system. Capitalism, according to Marx, draws population from farms and small towns into an ever-expanding market system centered in cities; specialization is needed for efficient factories; and rationality is exemplified by the capitalists’ endless pursuit of profit. Unlike Weber, who viewed modern society as an “iron cage” of bureaucracy, Marx believed that social conflict in capitalist societies would sow seeds of revolutionary change, leading to an egalitarian socialism.

**3. Read the text in detail and choose the best option of the three:**

1. Specialized economic activity means
  - a) division of labour;
  - b) ever-expanding market;
  - c) seeds of revolutionary changes.
2. The German sociologist defined modernization as
  - a) rational thinking;
  - b) progressive loss of human community;
  - c) the feudal aristocracy behaviour.
3. The Industrial Revolution and capitalism made people
  - a) move to cities;
  - b) produce technological wonders;

c) share moral sentiments.

4. Science was turning us away from

a) an “iron cage” of bureaucracy;

b) social conflicts;

c) important issues of life.

5. In many countries societies gradually become rootless and impersonal

a) according to Karl Marx ;

b) because preindustrial societies are held together by mechanical solidarity;

c) as self-interest dominate people’s other attitudes.

6. Meeting with friends and arranging parties took place due to

a) weak family tradition;

b) absence of television;

c) endless pursuit of profit.

**4. What benefits did sociologists see in modernization?**

**5. Can we say that the title of the text brings a negative meaning?**

## **VOCABULARY 2**

**1. Using the appropriate suffixes (-ity, -cy, -ness) give the nouns related for the following:** depend, like, modern, aristocrat, rational.

**2. Using the prefixes im-, dis-, un- give negatives related for the following:** enchanted, questioned, personal, place.

**3. Using the suffixes -able, -al, -ive give the adjectives related for the following:** progress, root, synonym, anonym, end.

**4. Using the prefixes in-, pre- give the words related for the following, comment on the meaning of the prefixes:** dependence, industrial.

**5. Using the suffixes -ize, -en give the verbs related for the following:** weak, special, modern, rational, industrial.

**6. Explain how the following compound words are formed:** hard-working, slow-moving, businesslike, self-interest, ever-expanding, worldview.

**What part of speech are they?**

**7. Study the following collocations and state their meaning:** bind together, turn inside out, turn away from. **Translate the sample sentences.**

1. The simple to use app lets users gather, arrange in order, enlarge, caption, and bind together pictures downloaded from photo sharing sites and saved on a camera. 2. We must bind the members of the club together in loyalty. 3. I felt like the explosion was going to turn me inside out. 4. Ken turned his pockets inside out. 5. It's as if everything I thought I knew about my family has been turned inside out. 6. I feel our lives have been completely turned inside out by what has happened. 7. Turn away from something means to refuse to accept or to use something any longer. 8. Many shoppers turned away from products that were not environmentally friendly. 9. This fear causes a person to turn away from the world and stay in their home because that's the only place they can truly control.

**8. Complete the sentences with the key words from the box.**

emphasis <i>n</i>	tension <i>n</i>	pronounced <i>adj</i>
regimented <i>adj</i>	disenchanted <i>adj</i>	existence <i>n</i>

1. Things he would be happy to live without: long meetings, press conferences and a \_\_\_\_\_ schedule. 2. Many voters have become \_\_\_\_\_ with the government. That's why they voted negatively. 2. Symptoms include nervous \_\_\_\_\_, depression, and insomnia. 3. The main \_\_\_\_\_ should be on quality rather than quantity. 4. The need for strong leadership is more \_\_\_\_\_ and clearer during wartime. 5. My Sundays in New York are really \_\_\_\_\_ but for a good reason: I pack a lot of activities in. 6. I don't watch political live shows anymore because I have become \_\_\_\_\_ with politics. 7. Many people question the \_\_\_\_\_ of God. 8. Rising sea levels have threatened the \_\_\_\_\_ of small island states, including the Marshall Islands and the Maldives. 9. There is a growing \_\_\_\_\_ between the two ethnic groups. 10. The North-South divide is becoming more and more \_\_\_\_\_ 11. We place great \_\_\_\_\_ on employee development because having the qualified workforce is critical for the company success.

**LANGUAGE REVIEW 1**

**The to-infinitive used as an object**

**1. Complete the sentences with one of the following verbs:**

*a) afford; agree; aim, ask; attempt (=try); choose, desire; fail, help; hesitate.*



1. I had to \_\_\_\_\_ to drive me home. 2. I think they'll \_\_\_\_\_ to resign rather than work for the new manager. 3. They haven't got used to living here and now \_\_\_\_\_ to go back home. 4. Jimmy \_\_\_\_\_ ed to arrive on time. 5. There's a lot to do. We can't \_\_\_\_\_ to waste any time. 6. I'll \_\_\_\_\_ to organize the party; you won't be able to cope by yourself. 7. They \_\_\_\_\_ ed to meet again the following day. 8. Don't \_\_\_\_\_ to phone if you have any problems. 9. When do you \_\_\_\_\_ to start the project? 10. Don't even \_\_\_\_\_ to argue with him.

**b) arrange, care (=like), decline (=refuse), hope, learn, manage, need, offer, plan, wish.**

11. Unfortunately, they \_\_\_\_\_ ed to comment about the progress of the talks. 12. The newspaper was \_\_\_\_\_ ed to apologize for the article. 13. I \_\_\_\_\_ to make a complaint about one of your assistants. 14. You \_\_\_\_\_ to plan your work more carefully. 15. She \_\_\_\_\_ ed to meet Stuart after work. 16. However did you \_\_\_\_\_ to find that manuscript? 17. We are \_\_\_\_\_ ing to arrive at about for o'clock. 18. Would you \_\_\_\_\_ to leave a message? 19. Where did you \_\_\_\_\_ to type so fast? 20. I'm \_\_\_\_\_ ing to hear from you soon.

**c) decide, demand, cant wait, consent (=agree), prepare, pretend, promise, refuse, seek (=try), swear, tend, threaten, volunteer, vote, want.**

21. I \_\_\_\_\_ to open this parcel. I'm just dying to do it. 22. He \_\_\_\_\_ ed to listen to what I was saying. 23. He walked into the office and \_\_\_\_\_ ed to see the manager. 24. We met Carol in the street the other day but she \_\_\_\_\_ ed not to see us. 25. We've \_\_\_\_\_ ed not to invite Isabel. 26. He rarely \_\_\_\_\_ s to do interviews. 27. They are still \_\_\_\_\_ ing to find a peaceful solution to the conflict. 28. Congress \_\_\_\_\_ ed to increase foreign aid by 10%. 29. They were busy \_\_\_\_\_ ing to go on holiday. 30. Do you \_\_\_\_\_ to pay by cheque or by credit card? 31. Luckily, one of our colleagues \_\_\_\_\_ ed to take us all in his car. 32. The manager \_\_\_\_\_ ed to fire him for being constantly late. 33. The finance minister has \_\_\_\_\_ ed to bring down the rate of inflation by the end of the year. 34. Women \_\_\_\_\_ to live longer than men. 35. When you give evidence in court you have to \_\_\_\_\_ to tell the truth.

## LANGUAGE REVIEW 2

### The to-infinitive used as an attribute

#### 1. Translate the following sentences into your native language.

1. The terms to be insisted on are as follows. 2. The lecture to be attended by the delegation will take place in the main hall. 3. The explanation of these phenomena will probably be considerably modified in the years to come. 4. The procedure to be followed is described below. 5. Here are some more figures to be referred to later. 6. The particular method to be employed must be determined by cost and convenience. 7. This theory will be adequate for practical applications through centuries to come. 8. There are many problems to be solved. 9. There are enough examples to illustrate the rule. 10. There are some other points to be considered. 11. There was not very much data on which to base a decision between these two possibilities. 12. There have been some other cases to be mentioned. 13. The first scientist to discover this phenomenon was Dr Leibnitz. 14. She was the last to join the group. 15. He was not the first to deduce scientifically a theory from experimental data.

#### 2. Compare the functions of infinitives in the sentences below.

##### Attribute vs part of the verb phrase

1. These methods are *to be described* in the next chapter. – The methods *to be described* next were widely used some twenty years ago. 2. Which technique is *to be chosen* in this case? – The technique *to be chosen* in any particular case depends on a number of factors. 3. If the study is *to be continued*, you should reconsider the objectives. – We should discuss the stages of the study *to be continued*.

## LESSON 3

### VOCABULARY 1

1. **Guess the meaning of the following international words, complete the sentences that follow:** tolerate *v*, romanticize *v*, liberal *n*, radical *n*. **You may have to make changes in the form of the words.**

1. \_\_\_\_\_ Islamists across the region started storming U.S. embassies. 2. Athletes often have to \_\_\_\_\_ a lot of pain. 3. A lot of people \_\_\_\_\_ marriage. But in reality they find it to be rather prosaic. 4. \_\_\_\_\_ is a person who favors an economic theory of laissez-faire and self-regulating markets. 5. They have

\_\_\_\_\_ poor working conditions for too long. 6. A group of young \_\_\_\_\_ within the party seeks to overthrow the social order. 7. He \_\_\_\_\_ the life of a spy, not knowing how boring and lonely it can be. 8. The \_\_\_\_\_ think that the government should gradually make social and political changes and do more to create jobs for the unemployed. 9. The Islamic \_\_\_\_\_ are increasing their manpower by offering over a thousand dollars a month to local teenagers who will join. They assign hard core members of their organization to supervise the young recruits, and beat or kill any who resist or try to desert. 10. I will not \_\_\_\_\_ that sort of behaviour in my class. 11. This policy is supported both by \_\_\_\_\_ and conservatives in Congress.

## **2. Study the following terms and their explanations:**

**anomie *n*:** lack of the usual social or ethical standards in an individual or group; a condition characterized by the absence or confusion of social norms or values in a society or group;

**coherent *adj*:** capable of consistent thought or expression, logically or aesthetically consistent and holding together as a whole capable of thinking and expressing yourself in a clear and consistent manner. If an argument, set of ideas or a plan is coherent, it is clear and carefully considered, and each part of it connects or follows in a natural or sensible way;

**homogeneous *adj*:** consisting of similar or uniform parts or elements.

## **3. Complete the sentences with the words from Exercise 2. You may find helpful the explanations in the brackets.**

1. When you visit New York city, you quickly realize that we are definitely not a \_\_\_\_\_ (*standardized, uniform*) society, but rather a heterogeneous melting pot. 2. When a social system is in a state of \_\_\_\_\_, common values and common meanings are no longer understood or accepted, and new values and meanings have not developed. 3. The speechwriter prided himself on his ability to diplomatically relate facts in a \_\_\_\_\_ (*articulate, logical*) manner. 4. If a culture is isolated and does not mix with the outside world, it will remain remarkably \_\_\_\_\_ (*uniform, unchanged*). 5. According to Durkheim, when a society is in a state of \_\_\_\_\_ it produces, in many of its members, psychological states characterized by a sense of futility, lack of purpose, and emotional emptiness and despair. Striving is considered useless, because there is no accepted definition of what is desirable. 6. She gave a very

compelling and \_\_\_\_\_ (*logical, consistent*) argument, which helped her win the case.

#### **READING AND SPEAKING**

**1. Before reading the text make sure you understand “mass” in the following word combinations: mass production, mass meeting, mass market, mass society, mass art. What words have the opposite meaning?**

**2. Read the text and answer the following questions.**

1. If you are looking for a general picture of modern societies, what features would you consider first?
2. What are the problems facing a modern society?
3. Who are the deep supporters of a class-society theory?
4. Why, according to the text, is a person uncertain in his/her future?
5. What critics' projections concerning mass society theory are given by the author?

#### **THEORETICAL ANALYSIS OF MODERNITY**

The rise of modernity is a complex process involving many dimensions of change. Sociologists have developed two broad explanations of modern society, one guided by the structural-functional approach and the other based on social-conflict theory.

One broad approach – drawing on the ideas of Tönnies, Durkheim and Weber – understands modernization as the emergence of mass society. A mass society is a society in which prosperity and bureaucracy have weakened traditional social ties. A mass society is highly productive; on average, people have more income than ever. The growing scale of modern life certainly has positive aspects, but only at the price of losing some of our cultural heritage. Modern societies increase individual rights, tolerate greater social differences, and raise standards of living. But they are prone to what Weber feared most – excessive bureaucracy – as well as Tönnies's self-centeredness and Durkheim anomie. Modern society's size, complexity, and tolerance of diversity all but doom traditional values and family patterns, leaving individuals isolated, powerless, and materialistic. Mass society is marked by weak kinship and

impersonal neighbourhoods. Although many people have material plenty, they are spiritually weak and often experience moral uncertainty about how to live.

Critics sometimes say that mass society theory romanticizes the past. This approach also ignores problems of social inequality.

The second interpretation of modernity derives largely from the ideas of Karl Marx. From a social-conflict perspective, modernity takes the form of a class society, a capitalist society with pronounced social stratification. That is this approach views the heart of modernization as an expanding capitalist economy, marked with inequality.

According to Marx, capitalism rests on “naked self-interest”. This self-centeredness weakens the social ties that once united small communities. Capitalism also treats people as commodities: a source of labour and a market for capitalists’ products.

Capitalism supports science, not just as the key to greater productivity but as an ideology that justifies the status quo. That is, modern societies encourage people to view human well-being as a technical puzzle to be solved by engineers and other experts rather than through the pursuit of social justice. For example, a capitalist culture seeks to improve health through scientific medicine rather than by eliminating poverty, which is a core cause of poor health.

Business also raises the banner of scientific logic, trying to increase profits through greater efficiency. Today’s capitalist corporations have reached enormous size and control unimaginable wealth as a result of globalization.

The class-society interpretation of modernity enjoys widespread support among liberals and radicals who favour greater equality and call for extensive regulation of the capitalist marketplace.

A basic criticism of class-society theory is that it overlooks the increasing prosperity of modern societies and the fact that discrimination based on race, ethnicity, and gender is now illegal and is widely regarded as a social problem.

Modernity freed individuals from the small, tightly knit communities of the past. Most people in modern societies have the privacy and freedom to express their individuality. However, mass-society theory suggests that so much social diversity, widespread isolation, and rapid social change make it difficult for many people to establish any coherent identity at all.

People's personalities are largely a product of their social experiences. The small homogeneous and slowly changing societies of the past provided a firm foundation for building a personal identity. Mass societies are quite another story. Socially diverse and rapidly changing, they offer only shifting sands on which to build a personal identity. Left to make many life decisions on their own, many people face a bewildering array of options. The freedom to choose has little value without standards to help us make good choices. And in a tolerant mass society, people may find little reason to choose one path or another. As a result, many people shuttle from one identity to another, changing their lifestyles, relationships, and even religions in search of an elusive "true self". Given the widespread "relativism" of modern societies, people without a moral compass lack the security and certainty once provided by tradition.

**3. Analyze and comment on the scientific theories the text pays attention to.**

**4. Give a brief description of K. Marx's ideas and consider the problem from social-conflict point of view.**

**5. In small groups, discuss the place and the role of science in a capitalist society.**

**6. Find the paragraph describing the difference between a modern society and a society of the past.**

## VOCABULARY 2

**1. Using the appropriate suffixes give the nouns related for the following:**

**a) *-ance, -ity***

diverse, complex, tolerate, commune, prosper, ethnic, identify;

**b) *-ism, -ship, -hood***

neighbour, critic, kin, relative.

**2. Using the prefixes *im-*, *un-* give negatives related for the following:** personal, imaginable, certainty.

**3. Using the suffixes *-ant*, *-less*, *-ive*, *-ous*, *-ic* give the adjectives related for the following:** material, enorm, extent, tolerate, power.

**4. Using the information in the text say what adjectives can be used with the following nouns:** ties, heritage, rights, differences, identity, kinship, neighbourhoods, bureaucracy, uncertainty, medicine, society.

**5. Look through the text and find the nouns that go with the following verbs:** tolerate, raise, ignore, improve, eliminate, express, establish, provide, build, make, make, find, change, lack.

**6. Find the following words in the text, analyze the sentences, state the parts of speech these words belong to:** rise, change, experience, views, rests, shuttle; experiences.

**7. Match the words to their definitions. Complete the sentences below, the words in the brackets being helpful:**

1) emergence	a) relationship among people through blood, adoption, or marriage; relationship through similarity;
2) prosperity	b) the process of coming into being or appearing;
3) kinship	c) state of good fortune or success;
4) commodity	d) something that can be bought, sold, or traded.

1. The men's \_\_\_\_\_ (*relationship, affiliation*) in their business has caused them to become friends outside of work. 2. The rapid rise of online communication has led to the \_\_\_\_\_ (*appearance, arrival, introduction*) of several new high-tech fields. 3. The people hoped the new President would bring peace and \_\_\_\_\_ (*advantage, abundance*) to the country. 4. The information I just received would be a hot \_\_\_\_\_ (*advantage, asset*) for our competitors. 5. Different ethnic groups have different systems of \_\_\_\_\_ 6. A year ago, nobody even knew his name, so his \_\_\_\_\_ (*rise, arrival, appearance*) to fame seemed to have come out of nowhere. 7. Our company has had several successful years, bringing much \_\_\_\_\_ (*affluence, wealth*) to our top executives. 8. I am investing in oil, silver, and other \_\_\_\_\_ (*products, assets*). 9. Since our country doesn't have any export goods, tourism is our most important \_\_\_\_\_ (*product, asset*). 10. Nevertheless the notion of \_\_\_\_\_ was one of the very first notions formed by primitive men as a bond of association, and they based folkways upon their ideas about it.

**8. Complete the sentences with the key words from the box. Make any changes you find necessary in the form of the words.**

prone <i>adj</i>	excessive <i>adj</i>	justify <i>v</i>	overlook <i>v</i>
diverse <i>adj</i>	bewildering <i>adj</i>	elusive <i>adj</i>	

1. He gave me directions to his house, but I found them utterly \_\_\_\_\_. I'd say they were useless and I didn't manage to find his place.  
 2. It's important for teachers to employ innovative and varied teaching modalities because of the \_\_\_\_\_ learning styles of students.  
 3. It was becoming increasingly difficult to \_\_\_\_\_ such extravagant business expenses. How are you going to explain the situation to the shareholders?  
 4. Accidents happen when safety checks are \_\_\_\_\_.  
 5. The college offers a \_\_\_\_\_ range of courses. It's rather confusing and difficult to choose the one you need.  
 6. \_\_\_\_\_ exercise can sometimes cause health problems. You should always know when to stop.  
 7. They say women are more \_\_\_\_\_ to headaches than men.  
 8. I think there is one key fact that you have \_\_\_\_\_. That's why it was rather difficult to make any decision.  
 9. People who don't get enough sleep during the week are \_\_\_\_\_ to sleeping in on the weekends.  
 10. She has many \_\_\_\_\_ interests, including coin collecting, soccer, and oil painting.  
 11. For many people, love is \_\_\_\_\_; they just can't seem to find the right person.  
 12. How can people \_\_\_\_\_ spending so much money on cosmetics?  
 13. He called for structural reforms to promote innovation to limit \_\_\_\_\_ risk taking in financial markets.

#### LANGUAGE REVIEW 1

##### The to-infinitive used as an adverbial

**1. Say in which sentences the infinitives are used to describe a) purpose, b) result, c) attendant circumstances or d) condition.**

1. The Council has called an emergency session to discuss the crisis.  
 2. This method is not accurate enough to give reliable results.  
 3. They also formed two control groups in order to compare the information to be obtained.  
 4. The technique was so complicated as to be of only little use.  
 5. You'd better wait here, so as to be at hand if I want you.  
 6. It is such a small number as to be easily neglected.  
 7. He acted according to his conviction only to understand that nobody cared for his opinion.  
 8. The



group are going to Austria to learn German. 9. It is too early to properly weigh the significance of this discovery. 10. I came to discover that they had made their exams more difficult. 11. He spent four years studying, only to learn that there were no jobs. 12. I moved to a new flat so as to be near my work. 13. She arrived home to find that she had lost her keys. 14. He opened the door to find several visitors waiting for him. 15. At last we got to Amy's place, only to discover that she was away. 16. I think she would be unhappy to marry for money. 17. They opened the safe only to find that it was empty. 18. Is the database sufficiently large to be relied upon in our study? 19. She tried to persuade him not to do it only to realize that she failed to. 20. He isn't such a fool as to believe that sort of thing.

## LANGUAGE REVIEW 2

### The to-infinitive used as a sentence adverbial

**1. Complete the sentences with an infinitive phrase used as a sentence adverbial (parenthesis). Use each phrase once only. Choose from the following: *to make a long story short, to crown it all, to cut it short, so to speak, needless to say, to be frank, to say nothing of, to be more precise, to be sure, to speak the truth, to begin with, to put it mildly, to tell you the truth, to say the least, to sum it up.***

1. A good teacher should try, \_\_\_\_\_, to breathe life into his or her subject. 2. \_\_\_\_\_, I realized that I have no claims on them. 3. \_\_\_\_\_, I cherish a hope that one day this dream will come true. 4. \_\_\_\_\_, the factory was forced to close down. 5. \_\_\_\_\_, the psychologist was either a charlatan or a shrewd old rogue. 6. \_\_\_\_\_, I desperately need to brush up my English. 7. The effort required was immense, \_\_\_\_\_ the cost. 8. \_\_\_\_\_, I wouldn't call it awful, but the article isn't very well written. 9. \_\_\_\_\_ I'll have another breakdown if I stay any longer in this place. 10. \_\_\_\_\_, she lacks tact in expressing her views. 11. \_\_\_\_\_, they acquired a reputation of being a dangerous competitor. 12. The new assistant was terribly slow, \_\_\_\_\_, and spoke as if he was half asleep. 13. \_\_\_\_\_, I completely lost control of the situation. 14. \_\_\_\_\_, it's too early to say whether it works. 15. \_\_\_\_\_, they failed to do it.

**2. Compare the functions of infinitives in the sentences below.**

**Subject vs purpose adverbial vs parenthesis**

1. *To find* the solution quickly was of prime importance. – *To find* the solution you will have to consider the following factors. 2. *To be* fully effective control must start with the managers themselves. – *To be* fully effective means to do everything properly and on time. 3. *To understand* the procedure, consider the following analogy. – *To understand* the procedure is important but not sufficient; it is only the first step. 4. *To tell the truth* is very important when answering the interviewer's questions. – *To tell the truth*, I don't think it very important to answer all those questions sincerely. – *To tell him the truth* you have to be either brave or impudent.

## LESSON 4

### VOCABULARY 1

**1. Study the following terms. Then read the sentences below to see how these terms are used and what they mean:** postmodern *adj.*, postmodernity *n.*, postmodernism *n.*

Postmodernism is a term used to designate a multitude of trends – in the arts, philosophy, religion, technology, and many other areas – that come after and deviate from the many 20th-century movements that constituted modernism. The term has become ubiquitous in contemporary discourse and has been employed as a catchall for various aspects of society, theory, and art. Postmodernism has also been said to relate to the culture of capitalism as it has developed since the 1960s. In general, the postmodern view is cool, ironic, and accepting of the fragmentation of contemporary existence. It tends to concentrate on surfaces rather than depths, to blur the distinctions between high and low culture, and as a whole to challenge a wide variety of traditional cultural values.

An artistic movement in Western culture beginning in the 1940s, postmodernism rejects an ordered view of the world. In literature, the movement denies any inherent meaning in language and abandons conventional formal structure. Postmodern fiction is distinguished by irony and self-reference and often incorporates a variety of styles. This radical departure from literary conventions resulted in several new types of writing. The antinovel, or new novel, rejects such traditional literary features as character development, linear narrative, and social or political content. Magic realism, seen in the work of the Latin American writers Jorge Luis Borges and Gabriel Garcia Marquez, joins fantastic or mythical elements with everyday events. Other writers associated with postmodernism are Thomas Pynchon, Kurt Vonnegut, Jr., Italo Calvino, Vladimir Nabokov, and William S. Burroughs.

**2. Guess the meaning of the following international words:** pessimism *n.*; discredit *v.*; intensify *v.*; era *n.*; criticize *v.*; bankrupt *n.*; command *v.*; literary *adj.* **Complete the sentences that follow.**

1. There has been a mood of growing \_\_\_\_\_ about the nation's economy. There was the tendency to expect the worst in everything. 2. If I don't find a job, I'll be \_\_\_\_\_ in two months. I won't be able to control my financial

matters. 3. Surveys show that most people \_\_\_\_\_ the idea of life on other planets, but many scientists believe it is possible. 4. Jeremy is a captivating speaker who \_\_\_\_\_ the attention of everyone in the room when presenting an idea. 5. Their anger with one another \_\_\_\_\_ to such a degree that they didn't speak for months. 6. More weapons arrived in the area, and fighting \_\_\_\_\_ soon afterward. 7. We are living in an \_\_\_\_\_ in which technology is developing very rapidly. 8. The government is being widely \_\_\_\_\_ in the press for failing to limit air pollution. 9. The slogan "\_\_\_\_\_ of the intellect, optimism of the will" is always worth quoting. 10. Many of the companies that they had invested in went \_\_\_\_\_. They officially admitted that they have no money and cannot pay what they owe. 11. Evidence of links with drug dealers has \_\_\_\_\_ the President. 12. "Umbrella" by Will Self is an attempt at regenerating the modernist movement in \_\_\_\_\_ fiction. His latest novel, "Umbrella", is a wordy stream-of-consciousness narrative that is unashamedly modernist in style and structure. Modernism is a subject in which Mr. Self is deeply interested. 13. Postmodernist Baudrillard says that media technology has created a post-modern\_\_\_\_\_.

#### **READING AND SPEAKING**

**1. Before reading the text think of positive and negative consequences of any revolution in people's lives.**

**2. What gains do you think the Information Revolution brings?**

**3. Read the text and answer the following questions.**

1. What is postmodernism?

2. When did the term enter the sociological circles of a society?

3. Why is postmodernity considered as postmaterialist era?

4. What part did science play in postmodern society?

5. What is modernity criticized for?

#### **POSTMODERNITY**

If modernity was the product of the Industrial Revolution, is the Information Revolution creating a postmodern era? A number of scholars think so, and they use the term postmodernity to refer to social patterns characteristic of postindustrial societies.

Precisely what postmodernism is remains a matter of debate. The term has been used for decades in literary, philosophical, and even architectural circles. It moved into sociology on a wave of social criticism that has been building since the spread of left-leaning politics in the 1960s. Although there are many variants of postmodern thinking, there are themes they all share.

In important respects, modernity has failed. The promise of modernity was a life free from want. As postmodernist critics see it, however, the twentieth century was unsuccessful in solving social problems like poverty, evident in the fact that many people still lack financial security.

The bright light of “progress” is fading. Modern people look into the future, expecting that their lives will improve in significant ways. Members (and even leaders) of postmodern societies, however, are less confident about what the future holds. The strong optimism that carried society into the modern era more than a century ago has given way to widespread pessimism; most U.S. adults believe that life is getting worse.

Science no longer holds the answers. The defining trait of the modern era was a scientific outlook and a confident belief that technology would make life better. But postmodern critics argue that science has not solved many old problems (such as poor health) and has even created new problems (such as pollution and global warming).

Postmodernist thinkers discredit science, claiming that it implies a singular truth. On the contrary, they maintain, there is no one truth. This means that objective reality does not exist; rather, many realities can result from how we socially construct the world.

Cultural debates are intensifying. Now that more people have all the material things they really need, ideas are taking on more importance. In this sense, postmodernity is also a postmaterialist era, in which more careers involve working with symbols and in which issues such as social justice, the state of the natural environment, and animal rights command more and more public attention.

Social institutions are changing. Just as industrialization brought a sweeping transformation to social institutions, the rise of a postindustrial society is remaking society all over again. For example, the postmodern family no

longer conforms to any single pattern; on the contrary, individuals are choosing among many new family forms.

Analysts who claim that the U.S. and other high-income societies are entering a postmodern era criticize modernity for failing to meet human needs. In defense of modernity, there have been marked increases in longevity and living standards over the course of the past century. Even if we accept postmodernist views that science is bankrupt and progress is a sham, what are the alternatives?

**4. Think of arguments for and against postmodernism thinkers' point of view toward science.**

**5. Exchange the information with others in your group to list the opinions about the loose of confidence to modernity.**

## VOCABULARY 2

**1. Using the prefixes *dis-*, *un-* give negatives related for the following:** successful, credit.

**2. Using the prefix *post-* give words related for the following:** industrial, materialist, modernism, modern, modernity. **Comment on the meaning of the prefix.**

**3. Using the appropriate suffixes give the nouns related for the following:** environ, critic, postmodern, secure, revolve, think, institute, industrialize.

**4. Study the following key words of the lesson:** scholar *n*, fade *v*, outlook *n*, conform *v*, longevity *n*, sham *n*. **Complete the sentences that follow.**

1. My grandmother will turn 100 next month, and her \_\_\_\_\_ has surprised us all. 2. I thought the meeting was a total \_\_\_\_\_ and a waste of time. 3. When choosing how to cut flowers, consider both their beauty and their \_\_\_\_\_. 4. The \_\_\_\_\_, or the likely future situation, for the economy is still uncertain. 5. The contract requires that managers \_\_\_\_\_ to or behave according to high standards of personal conduct. 6. They shared the same kind of \_\_\_\_\_ on life. 7. We watched the ship gradually \_\_\_\_\_ from view as it sailed away. 8. In recent weeks, a number of commentators and legal \_\_\_\_\_ have recognized that U.S. patent law needs additional reform. 9. They claimed that the election had been

fair, but really it was a \_\_\_\_\_. 10. Hopes for a quick end of the crisis \_\_\_\_\_ fast.  
Dr Miles was a distinguished \_\_\_\_\_ of Russian history.

## LANGUAGE REVIEW 1

### Patterns with infinitives

**1. Write one or two more sentences according to the models. Make all necessary changes.**

**Pattern: (be) + adjective (+ noun) + to-infinitive**

• It is easy to answer the question. – *The question is easy to answer. – It is an easy question to answer.*

• It is interesting to talk with him. – *He is an interesting person to talk with.*

1. It is important to consider the proposition. 2. It was very exciting to have such an experience. 3. It was rather expensive to buy that house. 4. It was a foolish thing to do. 5. It wasn't a very good idea to suggest. 6. It is a hard book to understand. 7. This language is difficult to learn. 8. The task is simple to perform. 9. The topic is not convenient to discuss in public. 10. Be careful. The chair isn't safe to sit on. 11. This staff is impossible to control! 12. It is hard to please her. 13. It is wrong to turn to him for help. 14. It isn't easy to persuade such people. 15. Such people are dangerous to deal with.

**2. Match the halves to make up correct sentences.**

(A)

- |  |  |
|--|--|
| 1. I'll be able _____                                | a) to admit his mistake.                               |
| 2. Because of the crisis people are afraid _____     | b) to stay at home looking after their children.       |
| 3. They were anxious _____                           | c) to attend the conference.                           |
| 4. He knew it was his fault but he was ashamed _____ | d) to give you the journal back in a week.             |
| 5. Most women are not content _____                  | e) to tell you that your application was unsuccessful. |
| 6. We'd be delighted _____                           | f) to take any risks.                                  |
| 7. He's desperate _____                              | g) to find a job.                                      |
| 8. Paul is determined _____                          | h) to wait for a few days.                             |
| 9. You were fortunate _____                          | i) to react to the news.                               |
| 10. We are eager _____                               | j) to take a post-graduate course.                     |

11. Jane was rather slow \_\_\_\_\_ k) to get back to work as soon as possible.
12. I'm sorry \_\_\_\_\_ l) to join you for lunch.
13. I'm afraid I'll be unable \_\_\_\_ m) to keep money in a bank.
14. We aren't willing \_\_\_\_\_ n) to find a replacement as soon as possible.
15. He was wise \_\_\_\_\_ o) to have such lovely weather for your holidays.

(B)

1. \_\_\_\_\_ to do exactly what you want. a) I'm always ready
2. \_\_\_\_\_ to hear that you have won the prize. b) I feel proud
3. \_\_\_\_\_ to see you any day next week. c) we are keen
4. \_\_\_\_\_ to see the conditions they were living in. d) I'm glad
5. By the time they are sixteen \_\_\_\_\_ e) I was very surprised to leave school.
6. \_\_\_\_\_ to learn that you started a new project. f) I'm not prepared
7. We failed the first time but \_\_\_\_\_ to try again. g) I was interested
8. \_\_\_\_\_ to have such good friends. h) I was rather reluctant
9. \_\_\_\_\_ to hear your wonderful news. i) You are free this afternoon
10. \_\_\_\_\_ to stay here and be insulted. j) I'll be happy
11. \_\_\_\_\_ to be part of such a successful organization. k) She was quick
12. \_\_\_\_\_ to point out all the mistakes we had made. l) We were very pleased
13. You know me – \_\_\_\_\_ to help. m) We were horrified
14. \_\_\_\_\_ to lend him the car because he is such a fast driver. n) You are very lucky
15. \_\_\_\_\_ to see Carol there; I thought she was still abroad. o) many young people are impatient



**3. Put in one of the following adjectives: *typical, unreasonable, mean, generous, unlucky, brave, careless, thoughtless, selfish, wrong, clever, foolish, stupid, thoughtful, good, kind, rude, silly, unwise, unfair*. In some sentences more than one answer is possible.**

**Pattern: be / how+ adjective + of + noun phrase + to-infinitive**

- *It's nice of you to phone me.*
- *How kind of you to help him!*

1. How \_\_\_\_\_ of you to speak in front of all those people! 2. It was \_\_\_\_\_ of you to go out without locking the door. 3. How \_\_\_\_\_ of you to mend my watch! 4. It was \_\_\_\_\_ of us to trust them. 5. How \_\_\_\_\_ of your friends to lend us all that money. 6. It was \_\_\_\_\_ of you to come. 7. It was \_\_\_\_\_ of you to offer, but I don't need any help. 8. How \_\_\_\_\_ of them not to invite us. 9. I think it was \_\_\_\_\_ of them not to phone and say they were not coming. 10. It was absolutely \_\_\_\_\_ of him to interrupt the speaker. 11. It was \_\_\_\_\_ of you to blame her for something that wasn't her fault. 12. It was \_\_\_\_\_ of him not to follow the instructions. 13. It is \_\_\_\_\_ of her to keep medicines in a place that can be reached by children. 14. It's \_\_\_\_\_ of you to work so hard without having a rest. 15. It was really \_\_\_\_\_ of you to remember her birthday. 16. It was \_\_\_\_\_ of her not to tell you where she was going. 17. It was \_\_\_\_\_ of me to lose my temper. 18. It was \_\_\_\_\_ of him to ask that question. 19. It was desperately \_\_\_\_\_ of her not to win. 20. How \_\_\_\_\_ of him to behave like that!

## LANGUAGE REVIEW 2

**Pattern: noun + to-infinitive**

**1. Complete the second sentence with the noun related to the verb or adjective in the first sentence.**

• I need to answer these e-mails. – *Is there really any **need** to answer every single e-mail?*

1. Laura is determined to succeed in her career. – You have to admire Laura's \_\_\_\_\_ to succeed. 2. Are you able to communicate effectively? – The \_\_\_\_\_ to communicate effectively is very important. 3. The government attempted to reduce unemployment but failed. – Any \_\_\_\_\_ to reduce unemployment below this rate was sure to fail. 4. She refused to discuss her decision to quit the group. – Her \_\_\_\_\_ to discuss her decision to quit the group

was rather strange. 6. Didn't you desire to win? – We all had a strong \_\_\_\_\_ to win. 7. We intend to be number one distributor of health products. – It is our \_\_\_\_\_ to be number one distributor of health products. 8. They failed to reach an agreement. – They didn't want to speak about their \_\_\_\_\_ to reach an agreement. 9. We plan to turn the site into a park. – There are \_\_\_\_\_ to turn the site into a park. 10. The company was permitted to establish a cellular telephone network. – They have now received \_\_\_\_\_ to establish a cellular telephone network. 11. The government decided to raise taxes. – The government's \_\_\_\_\_ to raise taxes has proved unpopular. 12. Lisa promised to come and see us now and then. – She made a \_\_\_\_\_ to visit us once a month. 13. Valerie was very ambitious and wanted to become an explorer. – She had an \_\_\_\_\_ to become an explorer. 14. Mike was reluctant to share information. – We didn't understand his \_\_\_\_\_ to share information. 15. He was eager to succeed at any price. – His \_\_\_\_\_ to succeed was rather amazing.

**2. Complete the sentences with one of the following nouns: *time, confidence, scheme, reason, proposal, refusal, power, tendency, way, wish, attempt, offer, chance, right, obligation.***

1. The committee put forward a \_\_\_\_\_ to reduce bonuses. 2. His \_\_\_\_\_ to explain his actions got him into even more trouble. 3. Employers have an \_\_\_\_\_ to treat all employees equally. 4. Greg's \_\_\_\_\_ to be critical made him unpopular with his co-workers. 5. Despite her \_\_\_\_\_ to continue working, she was forced to retire at the age of 58. 6. They've adopted a new \_\_\_\_\_ to help young people to find work. 7. Good training will give a beginner the \_\_\_\_\_ to enjoy the activity. 8. In an \_\_\_\_\_ to diffuse the tension I suggested that we break off for lunch. 9. I'm sure that his \_\_\_\_\_ to resign will be accepted. 10. Ralph was waiting for a \_\_\_\_\_ to introduce himself. 11. The committee has the \_\_\_\_\_ to order an enquiry. 12. They must have a good \_\_\_\_\_ to do it. 13. You have the \_\_\_\_\_ to consult a lawyer. 14. I've got no \_\_\_\_\_ to discuss it. 15. What is the best \_\_\_\_\_ to learn a language?

### LANGUAGE REVIEW 3

#### Pattern: *wh*-word + *to*-infinitive

1. Below are some of the words and expressions that can come before the *wh*-word. Study the examples and make up sentences of your own using the prompts.

**Verb + *wh*-word + *to*-infinitive:** *choose, decide, explain, find out, know, learn, remember, say, understand, wonder, work out.*

I just don't know what to say.

**Verb + *indirect object* + *wh*-word + *to*-infinitive:** *advise, show, teach, tell.*

No one told me where to meet you.

**Verb + *preposition* + *wh*-word + *to*-infinitive:** *think about, worry about.*

Have you thought about how to explain this to the rest of the staff?

**Noun + *preposition* + *wh*-word + *to*-infinitive:** *decision on, guidance on / about, information about, instructions on, problem of, tips on.*

I need some guidance on how to plan my work.

**Adjective + *wh*-word + *to*-infinitive:** *not sure, obvious.*

We weren't sure how much to add to the bill.

**Idioms + *wh*-word + *to*-infinitive:** *not have an idea, not have a clue.*

We haven't got the slightest idea where to look for the documents.

1. We can't choose what present \_\_\_\_\_. 2. Have you decided how many copies \_\_\_\_\_. 3. Can you explain how \_\_\_\_\_. 4. Try to find out when \_\_\_\_\_. 5. Do you know where \_\_\_\_\_. 6. I'd like to learn how \_\_\_\_\_. 7. She didn't say how much money \_\_\_\_\_. 8. Don't you remember how \_\_\_\_\_. 9. I just can't understand how \_\_\_\_\_. 10. I was wondering whether \_\_\_\_\_. 11. Let me work out what \_\_\_\_\_. 12. The instructor taught us how \_\_\_\_\_. 13. They showed her which way \_\_\_\_\_. 14. They'll advise you where \_\_\_\_\_. 15. Did the teacher tell what task \_\_\_\_\_. 16. Don't worry about what \_\_\_\_\_. 17. We haven't thought yet about whose offer \_\_\_\_\_. 18. Have you got instructions on how \_\_\_\_\_? 19. There have never been any problems of where \_\_\_\_\_. 20. I'm not sure whether \_\_\_\_\_ or not. 21. I don't have a clue what \_\_\_\_\_.

## UNIT 2 SOCIAL MOVEMENTS

### LESSON 1

#### VOCABULARY 1

**1. Guess the meaning of the following international words:** localize, energize, expressive, intense, hypnotic, irrational. **Complete the sentences that follow.**

1. He's been under \_\_\_\_\_ pressure. 2. The computer technician was able to \_\_\_\_\_ the fault quickly. 3. The candidate is trying to \_\_\_\_\_ voters. 4. She had a lot of ideas, some \_\_\_\_\_ some pretty reasonable. 5. The article contains an \_\_\_\_\_ description of childhood experiences. 6. Doctors are trying to \_\_\_\_\_ the infection by using antibiotics. 7. The psychologist put her into a \_\_\_\_\_ trance. 8. This type of work requires \_\_\_\_\_ concentration. 9. The beat of the music was strangely \_\_\_\_\_. 10. It would be \_\_\_\_\_ to quit this project after we've put so much time into it.

**2. Study the following words that are a) semi-false cognates (words that can only sometimes be translated by the similar word in the other language) and b) "false friends" and translate the sentences below:**

- a) convergence; controversial;
- b) audience.

1. There's a convergence of interests among the US, Canada, and Latin America. 2. Convergence in communications lets you integrate voice, email and video over one computer network. 3. The plans to build a new freeway were rather controversial. 4. The president's wife was a powerful and controversial figure. 5. Abortion is a highly controversial subject. 6. He is a controversial author. 7. Disaffected young people are an ideal audience for his outrageous political opinions. 8. The secret to public speaking is to get the audience on your side. 9. The television company has lost a large part of its audience since it changed its programming.

**3. Skim the text and find the definitions of the following sociological terms:** collective behavior, casual crowd, conventional crowd, expressive crowd, acting crowd, mob, riot, contagion theory, convergence theory.

## **READING AND SPEAKING**

**1. Before reading the text think of as many forms of collectivity as possible. Which of them have been the most important for you personally? Why?**

**2. Read the title of the text. Mark the points you suppose the text deals with:**

- 1) birth of people;
- 2) national economy;
- 3) forms of the crowd;
- 4) automobile accidents;
- 5) notion and categories of social behaviour;
- 6) a person's behaviour planning;
- 7) roles of social leaders;
- 8) relationship between an individual's emotions and actions;
- 9) forms of energy;
- 10) reasons why people participate in various movements.

**Check your ideas while reading the text.**

## **COLLECTIVE BEHAVIOUR AND SOCIAL MOVEMENTS**

Collective behaviour is an activity involving a large number of people that is unplanned, often controversial, and sometimes dangerous. All collective behaviour involves the action of some collectivity, a large number of people whose minimal interaction occurs in the absence of well-defined and conventional norms.

### **Localized Collectivities: Crowds**

One major form of collective behaviour is the crowd, a temporary gathering of people who share a common focus of attention and who influence one another.

All crowds are not alike. Herbert Blumer identified four categories of crowds:

A casual crowd is a loose collection of people who interact little, if at all. People lying on a beach or people who rush to the scene of an automobile accident have only a passing awareness of one another.

A conventional crowd results from deliberate planning, as illustrated by a college lecture, or a celebrity's funeral.

An expressive crowd forms around an event with emotional appeal, such as a religious revival or a NASCAR race. Excitement is the main reason people join expressive crowds.

An acting crowd is a collectivity motivated by an intense, single-minded purpose, such as an audience rushing the doors of a concert hall. Acting crowds are set in motion by powerful emotions, which can sometimes trigger mob violence.

### **Mobs and Riots**

When an acting crowd turns violent, the result may be the birth of a mob, a highly emotional crowd that pursues a violent or destructive goal. Despite their intense emotions, mobs tend to dissipate quickly. How long a mob continues to exist depends on its precise goals and whether its leadership tries to inflame or calm the crowd. Lynching is the most notorious example of mob behavior in the U.S.

A highly energized crowd with no particular purpose is a riot, a social eruption that is highly emotional, violent, and undirected. Unlike the action of a mob, a riot usually has no clear goal, except perhaps to express dissatisfaction. The cause of most riots is some longstanding anger or grievance. Riots have always been sparked by social injustice. Violent action can be ignited by some minor incident that causes people to start destroying property and harming other persons. A mob action usually ends when some specific violent goal is accomplished (such as lynching); a riot tends to go on until participants run out of steam or police and community leaders gradually bring participants under control.

### **Explaining Crowd Behaviour**

According to Gustave Le Bon's *contagion theory* crowds have a hypnotic influence on their members, people forget about personal responsibility and give in to the contagious emotions of the crowd. People sometimes do things in a crowd that they would not have the courage to do alone, because crowds can spread responsibility among many people. A crowd thus assumes a life of its own, stirring up emotions and driving people toward irrational, even violent action.

*Convergence theory* holds that crowd behavior comes not from the crowd itself but from the particular people who join in. From this point of view, a crowd is a convergence of like-minded individuals.

Contagion theory states that crowds cause people to act in a certain way; convergence theory says the opposite, claiming that people who wish to act in a certain way come together to form crowds.

**3. Correct the factual mistakes in the following statements from the text:**

1. People who don't interact very often are believed to belong to an expressive crowd.

2. The reason of the mob's birth is, as a rule, the excess of emotions or violence in crowd.

3. If the target is reached, community leaders are able to control the mob's actions.

4. Crowds have slight influence on their members.

5. Scientists put forward some theories to explain crowd behaviour.

**4. What do you know about leaders' impact on a person? Why do you think it is sometimes dangerous?**

**5. Discuss four categories of the crowd.**

## VOCABULARY 2

**1. Using the appropriate suffixes (-ity, -ness, -al) give the nouns related for the following:** aware, collective, revive.

**2. Using the prefixes dis-, in-, un-, ir- give negatives related for the following:** unplanned, inflame, undirected, unlike, dissatisfaction, injustice, irrational.

**3. Using the suffixes -ive, -ous, -ful give the adjectives related for the following:** dangerous, expressive, religious, powerful.

**4. Explain the structure of the following complex words, translate them:** single-minded, longstanding, like-minded, well-defined.

**5. Study the key words of the unit and complete the sentences below:**

deliberate <i>adj</i>	violence <i>n</i>	dissipate <i>v</i>	lynch <i>v</i>
notorious <i>adj</i>	grievance <i>n</i>	ignite <i>v</i>	

1. The fuel spontaneously \_\_\_\_\_ because of the high temperature and pressure. 2. The proposed restrictions have \_\_\_\_\_ a storm of protest. 3. Her actions were premeditated and \_\_\_\_\_; she had this planned for a long time. 4. The city is \_\_\_\_\_ for its bumper-to-bumper traffic. 5. The recent eruption of

racial \_\_\_\_\_ in the area is very troubling. 6. The blood-thirsty mob \_\_\_\_\_ the alleged killer of the child 7. The heat gradually \_\_\_\_\_ into the atmosphere. 8. The report documents the staggering amount of domestic \_\_\_\_\_ against women. 9. Stan's gossip was a \_\_\_\_\_ attempt to sabotage Emily's position with the company.

### LANGUAGE REVIEW 1

#### **Infinitive constructions: for + object + to-infinitive**

##### **1. Translate the sentences below into your native language.**

1. It's for you to decide what to do. 2. It is necessary for all of you to observe these rules. 3. It is not usual for the manager to come so early. 4. The tendency was for the staff to discuss things at lunch. 5. He is not an easy man for us to get on with. 6. All I want is for you to get out of my sight. 7. The sensible thing is for him to go away. 8. She didn't want for this to happen. 9. I waited patiently for him to answer. 10. Don't look for someone to solve your problems. 11. The company will arrange for a taxi to meet you at the airport. 12. She longed for the chance to speak to him in private. 13. Civil rights groups pleaded for the government to take measures. 14. Congress voted for foreign aid to be increased by 10 %. 15. I sat waiting patiently for the ceremony to end. 16. At present few opportunities exist for citizens to act as participants in public life. 17. It is the only really important problem for our generation to solve. 18. The only conclusion for us to make is the following. 19. The matter is not serious enough for you to worry about. 20. The task is too difficult for them to cope.

##### **2. Use your own ideas to make up sentences according to the models.**

**Add any necessary words you need.**

- It is useless to interfere. – *I think it's useless for us to interfere.*

1. It is safer to have a spare key. 2. It is disgraceful to publish such lies. 3. Is there any chance to find a good job? 4. The best thing to do is to confess. 5. Their office wasn't easy to find. 6. It seems a problem to make a choice in such a situation. 7. It is impossible to resist this sort of temptation. 8. They are anxious to enter the University. 9. Here's the fax message to be translated. 10. He has done enough to be hated by everybody.



### **3. Paraphrase the sentences using the *for + to-infinitive* construction.**

- You should find somebody who you could turn to for help. – *You should find somebody for you to turn to for help.*

1. That's the room where you can work. 2. This is one of the problems they will have to solve. 3. Here are the instructions that you must follow. 4. He will always find anybody he may have a talk with. 5. Here are the articles that we should look through.

- Three conditions are to be fulfilled so that you could succeed. – *Three conditions are to be fulfilled for you to succeed.*

6. Under what conditions should the experiment be carried out so that we could obtain any reliable results? 7. Choose the way you like so that you might be sure that was your own choice. 8. I gave them clear instructions so that they didn't make any mistakes. 9. I've brought some pictures and photos so that we could decorate the hall. 10. We advised her to take a taxi so that she wasn't late for the interview.

- The traffic was heavy. We couldn't drive and had to go by the underground. – *The traffic was heavy enough for us not to drive but to go by the underground.*

11. The boss was angry. Everybody understood that it was impossible to go on talking with him. 12. The room is not spacious. Five people can't work comfortably in it. 13. We got up early. We didn't miss the first train. 14. Lucy is quite clever. They can trust her. 15. The speaker wasn't speaking loudly. We couldn't understand him.

- The problem was serious. We were unable to solve it in haste. – *The problem was too serious for us to solve in haste.*

16. She talked fast. We couldn't understand every word. 17. Helen is rather light-minded. You'd better not ask her for help. 18. Rachel's French is very bad. You shouldn't ask her to interpret. 19. This paper is rather dull and I'll never subscribe to it. 20. The table is small. We can't all sit round it.

### **4. Answer the following questions about yourself.**

- What is unusual for you to do in the evening? – *It's unusual for me to stay at home just watching TV.*

1. What is usual for you to do at weekends? 2. Where is common for you to go on your holidays? 3. How is it good for you to travel? 4. What can be a

shock for you to see? 5. What will be a treat for you to watch? 6. What is a waste of time for you to do? 7. Who may it be a surprise for you to meet in your town? 8. What music is it always a pleasure for you to listen to? 9. What language is it a must for you to study? 10. What place is it a dream for you to visit?

## LANGUAGE REVIEW 2

### Infinitive constructions: complex object

Pattern: verb + indirect object + to-infinitive

#### 1. Match the beginnings and endings of the following sentences.

(A) 1. He didn't allow \_\_\_\_\_. 2. Only Congress can authorize \_\_\_\_\_.  
3. What caused \_\_\_\_\_? 4. Such harsh dilemmas compel \_\_\_\_\_. 5. Everybody wondered what had driven \_\_\_\_\_. 6. The decision will enable \_\_\_\_\_. 7. Their educational qualifications entitle \_\_\_\_\_. 8. The company rules forbid \_\_\_\_\_.  
9. The management got \_\_\_\_\_. 10. This news forced \_\_\_\_\_.

a) \_\_\_\_\_ him to change his plans, b) \_\_\_\_\_ them to get a higher salary,  
c) \_\_\_\_\_ Christine to give up her idea, d) \_\_\_\_\_ an auditor to check the company accounts, e) \_\_\_\_\_ you to change your mind, f) \_\_\_\_\_ us to face facts and make a choice, g) \_\_\_\_\_ the employees to disclose such information to outsiders, h) \_\_\_\_\_ the President to declare war, i) \_\_\_\_\_ himself to be too upset by the news, j) \_\_\_\_\_ the project to make progress.

(B) 1. \_\_\_\_\_ students to have confidence in their ability. 2. \_\_\_\_\_ the party to reform. 3. \_\_\_\_\_ the scheme to be permanent. 4. \_\_\_\_\_ you to expect that you'll be chosen? 5. \_\_\_\_\_ this to happen at all. 6. \_\_\_\_\_ my father to sell the business. 7 \_\_\_\_\_ them to train the staff twice a week. 8. \_\_\_\_\_ your children to attend school activities? 9. \_\_\_\_\_ you to be a fluent speaker and be bilingual. 10. \_\_\_\_\_ me to avoid such people. 11. \_\_\_\_\_ him to quit this job. 12. \_\_\_\_\_ your employees to deal with emergency situations?

a) Do you train \_\_\_\_\_, b) Circumstances had obliged \_\_\_\_\_,  
c) Experience has taught \_\_\_\_\_, d) Not even the leader's vision inspired \_\_\_\_\_,  
e) The course requires \_\_\_\_\_, f) Do you permit \_\_\_\_\_, j) I didn't mean \_\_\_\_\_,  
h) We never intended \_\_\_\_\_, i) It would take a lot of money to tempt \_\_\_\_\_,  
j) You must try to help \_\_\_\_\_, k) We paid \_\_\_\_\_, l) What leads \_\_\_\_\_.

**2. The main verbs in this exercise can be put into the passive form. Make up sentences according to the model. Make any changes you need.**

- They warned him not to lose his temper with difficult customers. – *He was warned not to lose his temper with difficult customers.*

1. He advised me to change the job. 2. I asked Mary to replace me while I was away. 3. Every teacher ought to challenge students to think about current issues. 4. She commanded me to sit down and relax. 5. Their success encouraged us to try the same thing. 6. I instructed the secretary to cancel all my engagements. 7. They invited us to sit on the committee. 8. You really must leave me to decide what is possible and what is not. 9. He ordered them to look for the papers all over the house. 10. We were trying to persuade Rosy to change her mind. 11. Remind me to bring this matter up at the meeting. 12. I didn't trust anyone to look after my finance. 13. She begged us to leave her alone. 14. Tell them not to put their nose into what's not their business. 15. I urged Jerry to take a year off to study design. 16. Warn them to be careful with this information. 17. We request all members to attend the annual meeting.

**3. Paraphrase the sentences according to the model. Use an appropriate form of the infinitive.**

- They announced that an agreement had been reached. – *They announced an agreement to have been reached.*

1. I think we can **assume** that computers will become cheaper and faster. 2. The police **believed** that the children had been kidnapped. 3. The local authorities **consider** that the school doesn't meet the requirements. 4. They had a press conference and **declared** that Ms Milton was innocent. 5. They recently **discovered** that the famous scientist was living in this house for two years. 6. We don't **expect** that emergency repairs will take more than a week. 7. Scientists **estimate** that smoking reduces life expectancy by 12 years on average. 8. People **feel** that the government isn't doing enough to improve the situation. 9. His study **found** that the people born during these months were more successful in life. 10. I **knew** that he was the best programmer in the company. 11. Quite a few people **imagine** that their prospective boss will be stupid, unfair and greedy. 12. His visiting card **showed** that he was a partner in a firm of management consultants. 13. My parents never **thought** that I was capable of doing a degree. 14. They **proved** that their methods were efficient.

15. A brief examination **revealed** that the safe was broken. 16. What makes you **suppose** that they will be right? 17. Why did you **presume** that he is my boss? 18. We **suspected** that there was something wrong with the calculations.

**Pattern: verb + indirect object + bare infinitive**

**4. Say in which of the following sentences we can use a) a to-infinitive and b) a participle instead of a bare infinitive. Will the meaning be the same?**

1. Ann was too nervous before the job interview. She felt her face *turn* red. 2. I thought I heard someone *knock* on the door. 3. Did anybody see him *leave* the building? 4. We didn't notice anyone *enter* the room. 5. I watched him *go* and then went home. 6. The official made me *fill out* a form. 7. I'll have the secretary *make* a copy for you. 8. I'll let everyone *know* my new address. 9. Can't you ask one of your friends *help* you?

### LANGUAGE REVIEW 3

#### Infinitive constructions: complex subject

##### 1. Paraphrase the following sentences according to the model.

• They say/It is said that he is the richest man in the world. – *He is said to be the richest man in the world.*

1. They suspect that the accident happened owing to carelessness. 2. It is supposed that country's original inhabitants were black. 3. It is presumed that he is now living in Spain. 4. They revealed that he had a certain talent for finding out useful information. 5. We understand that, in this document, "children" means people under fourteen. 6. They say that the government has taken steps to prevent officials from taking bribes. 7. They judge that a person is clever if they answer the questions in the right way. 8. It is known that he has been recently expelled from university. 9. It is universally imagined that a stone with a hole in it can serve as a talisman. 10. They felt that the plan would be a failure; nobody expected it to work. 11. It is expected that the talks will last two or three days. 12. It was announced that the train was late for half an hour. 13. Because of his name, they mistakenly assumed that he was a Frenchman. 14. It was alleged that nearly 1,000 public officials were members of an illegal secret society. 15. It is generally considered that Charles Babbage had invented the first computer. 16. They found that their interpretation was convincing. 17. People rumoured

that she was a millionaire. 18. It has been declared that a special committee is investigating the conflict. 19. Later it was discovered that the statement was wrong. 20. It has been shown by the recent research that these cases are quite frequent.

**2. Put in one of the following a) adjectives: *due, liable, (not) likely, unlikely, certain, sure, bound* and b) verbs: *happen, chance, prove, turn out, come out*. More than one answer is possible in some sentences.**

(A) 1. There are \_\_\_\_\_ to be problems in a situation like this. It will be difficult to find a way out. 2. The situation on the job market is getting worse. Unemployment is \_\_\_\_\_ to increase this year. 3. He was \_\_\_\_\_ to show up without warning. 4. Do you think it's \_\_\_\_\_ to rain in the afternoon? 5. If you work hard you are \_\_\_\_\_ to pass the exam. 6. I don't think the manager will agree to see them. He's \_\_\_\_\_ to have any free time till next week. 7. His new book is \_\_\_\_\_ to be published next year.

(B) 1. The job \_\_\_\_\_ ed to be more difficult than we'd expected. 2. I \_\_\_\_\_ ed to see the letter on his desk. 3. The money they had promised us \_\_\_\_\_ ed \_\_\_\_\_ to be a tiny sum. 4. We \_\_\_\_\_ ed to meet him in London last week. 5. People's answers during interviews \_\_\_\_\_ to be fairly predictable. 6. Several ministers have \_\_\_\_\_ ed to receive regular payments from the company.

**3. Write the sentence that means the same as the first. Use an appropriate form of the infinitive.**

- It appears that Olga is very happy in her job. – Olga appears to be very happy in her job.

1. It seems that we have no choice. 2. It didn't seem that the rules were observed by the staff. 3. It appeared that they were still waiting for the decision to be announced. 4. It appears that he has never heard of such a thing. 5. It appears that you were given the wrong information. 6. It seems that they have been discussing the problem. 7. It seems that she hasn't been informed about the meeting. 8. It turned out that the documents had been lost. 9. It turned out that they were unable to find our office because they were given the wrong address. 10. It seemed that he didn't know the answer.

## LESSON 2

### VOCABULARY 1

**1. Guess the meaning of the following international words and complete the sentences below:** protest *n/v*, militarism *n*, advocate *v*, trivialize *v*, marginalize *v*, reformist *n*, tactics *n*.

1. He \_\_\_\_\_ traditional teaching methods. 2. A big crowd of demonstrators were \_\_\_\_\_ against cuts in health spending. 3. These bomb attacks represent a change of \_\_\_\_\_ by the terrorists. 4. Outside, a group of students were \_\_\_\_\_ research cuts. 5. The administration has been criticized for the \_\_\_\_\_ of its foreign policy. 6. Hitler has now become the symbol of the return of German \_\_\_\_\_. 7. He \_\_\_\_\_ the return of capital punishment. 8. The decision raised a storm of \_\_\_\_\_ among farmers and agricultural workers. 9. I don't want to \_\_\_\_\_ the problem, but I do think there are more important matters to discuss. 10. Now that English has taken over as the main language, the country's native language has been \_\_\_\_\_.

### **2. Study the following terms from the text.**

**Participatory democracy** – individual participation by citizens in political decisions and policies that affect their lives, esp. directly rather than through elected representatives.

**SDS (Students for a Democratic Society)** – a student activist movement in the United States that was one of the main representations of the country's New Left. The organization developed and expanded rapidly in the mid-1960s before dissolving at its last convention in 1969. SDS has been an important influence on student organizing in the decades since its collapse. Participatory democracy, direct action, radicalism, student power, shoestring budgets, and its organizational structure are all present in varying degrees in current American student activist groups. Though various organizations have been formed in subsequent years as proposed national networks for left-wing student organizing, none has approached the scale of SDS, and most have lasted a few years at best. A new incarnation of SDS was founded in 2006.

**Draft card** – (military, US) the card issued to men who registered for the draft.

**Environmentalist** – a person who is interested in or studies the environment and who tries to protect it from being damaged by human activities.

**Pro-life *adj*** – opposing abortion and euthanasia.

**Pro-choice *adj*** – supporting the belief that a pregnant woman should have the freedom to choose an abortion (the intentional ending of pregnancy) if she does not want to have a baby.

### **READING AND SPEAKING**

**1. Read the text and choose the best heading for each paragraph. Two of the headings are not needed.**

1. A new democratic youth organization is born.
2. The police trivialize students' problems.
3. Anti-war theme gains popularity.
4. It is the media that influences social events greatly.
5. University lectures and meetings – “the whole world is watching”!
6. In spite of government ban, students protest.
7. New Left is old news.
8. Middle 60s: mass media shifts its attention.

### **THE MEDIA CAN MAKE OR BREAK A SOCIAL MOVEMENT**

The 1968 Democratic National Convention drew thousands of students who opposed the war in Vietnam to Chicago, despite warnings by Chicago's Mayor Daley that demonstrations would not be allowed. When police attacked the demonstrators with billy clubs, bayonets, and tear gas, they began chanting “The whole world is watching! The whole world is watching!” And the whole world – or at least a large part of the American public – *was* watching, on live national TV broadcasts.

The students' chant captured a new social fact. Since the civil rights movement of the 1950s, mass media (especially television newscasts) have played an active role in social movements. Protest leaders use the mass media to mobilize the public and get their message across. But the media are not simply a mirror, passively reflecting social developments. In choosing what stories to

cover or not cover, and how to cover them, the media can make or break a social movement. The sociologists studied the impact of the media on Students for a Democratic Society (SDS), one of the leading organizations in the movement against the war in Vietnam.

SDS was founded in 1962 by a group of students who were committed to social equality, opposed to racism and militarism, and loosely socialist in outlook. The founders advocated true participatory democracy: "People should make the decisions that affect their lives." At the beginning of 1965, SDS's activities were confined to promoting ideas through meetings and lectures on college campuses.

In early 1965 the press began to talk about the "New Student Left." In April, when SDS organized the first March on Wellington to protest the war in Vietnam, the media began to seek out SDS leaders and to cover demonstrations. By and large, the media trivialized the issues (focusing on age, dress, and slogans, not ideals), underestimated participation in demonstrations, marginalized participants (focusing on those who appeared deviant and unrepresentative of college students as a whole), and emphasized inflammatory behaviour (such as burning draft cards and waving the Vietcong flag)) The contrast between the hotheaded, ill-kempt demonstrators picked out by media photographers and cool-headed, neatly groomed government spokespeople and TV anchors was obvious.

In some ways, the Chicago convention was a turning point. Having survived the bloody attack by Chicago police, and having spent a whole week on camera, many demonstrators began to believe that the "revolution" had indeed begun. What next? SDS didn't have an answer. Demonstrations against the war continued, but the media began to see them as "old news" and to shift its attention to new groups like the "Yippies." By 1969, SDS had fallen apart. The leadership had divided into militant and reformist camps, and the organization had proved too fragile to handle swelling numbers of protestors. In the early the fight against the war moved to Congress, and the media began declaring "the New Left is dead."

Since the social movements have become a staple of TV news and activists have almost become stock characters on the TV screen. All manner of groups have adopted the tactics and symbols of the antiwar movement from



consumer advocates, environmentalists, gay activists, and pro-life and pro-choice forces to anti-government demonstrators in Eastern Europe and Chinese students (who adapted the two-finger V sign American students used to symbolize peace as a symbol of victory). To some degree, opposition groups have become more sophisticated in their relations with the mass media. And the whole world is still watching.

**2. Read the text again and choose the best answer.**

1. What is the major media function?

- a) to reflect a society development passively;
- b) to show neatly groomed government officials on TV screens;
- c) to take an active position in social life;
- d) to divide a society into camps.

2. Why are these dates in the text important?

- a) 1950; b) 1962; c) 1965; d) 1968; e) 1969.

**3. Characterize the media behavior and attitude toward the events described.**

**4. Why does the author call the Chicago convention “a turning point”?**

**5. What reasons are given for SDS failure by the end of 60s? Do you think the organization had a chance to start the revolution?**

**VOCABULARY 2**

**1. Using the appropriate suffixes (-tion, -or, -ment, -ity, -ism, -ist, -ant) give the nouns related for the following:** demonstrate (x 2), organize, move, equal, race, social, protest, active, environmental, participate (x 2).

**2. Using the prefixes (un-, under-, anti-, pro-) give words related for the following:** representative, estimate, war, life, choice, government. **State the meaning of the prefixes.**

**3. Explain the structure of the following compound words:** hotheaded, ill-kempt, cool-headed, spokespeople, newscast. **Translate them.**

**4. Using the information in the text say what adjectives can be used with the following nouns:** rights, fact, movements, democracy, characters, behaviour.

**5. Look through the text and match the verbs to the nouns they go with:**

attack	the war
capture	the demonstrators
advocate	a fact
protest	a role
mobilize	the public
oppose	the impact
play	democracy
cover	the war
study	demonstrations
shift	the issues
trivialize	participants
marginalize	attention

**6. Study the following words and complete the sentences below:** chant *v*, capture *v*, deviant *adj*, inflammatory *adj*, anchor *n*, fall apart *v*, staple *n*, stock *adj*.

1. Demonstrators \_\_\_\_\_ anti-government slogans in the square.
2. The new novel by this author presented a dull narrative with \_\_\_\_\_ characters.
3. \_\_\_\_\_ behaviour is not considered normal or morally correct by most people.
4. The NATO alliance was in danger of \_\_\_\_\_.
5. The Democratic Party \_\_\_\_\_ 70% of the vote.
6. Some studies show that many violent criminals begin exhibiting \_\_\_\_\_ behaviour in early childhood.
7. Pictures of the bombed and burning city caused \_\_\_\_\_ feelings.
8. The late-night current affairs programme has a new \_\_\_\_\_.
9. Scandals are a newspaper \_\_\_\_\_.

### LANGUAGE REVIEW 1

#### Bare infinitive

**1. Choose the correct alternative. Say in which sentences both variants are possible.**

1. I'll let you *to know/know* my holiday dates next week.
2. All I wanted *to do/do* was *to cut/cut* the formalities short and *to get down to/get down to* business.
3. I should *to have been working/have been working*, not chatting with you.
4. You ought *to be/be* more careful with money.
5. We'd better not *to be/be* late for the meeting.
6. I'll have the porter *to bring up/bring up* your bags.
7. They cannot but *to support/support* your project, other wise they won't be

able *to get/get* any profit. 8. The only thing I can *to do/do* is *to apologize/apologize*. 9. Why not *to take part/take part* in this business? 10. Who made you *to stay/stay* here and not to go/go away? 11. We were made *to explain/explain* everything in writing. 12. What they did was *to fire/fire* him. 13. I'd rather *to tell/tell* her what I think about their proposal. 14. They were seen *to drive away/drive away*. 15. Susan would sooner *to miss/miss* her classes than *to refuse/refuse to go/go* to the disco. 16. We had nothing *to do/do* except *to look/look* at the posters. 17. I've never known him *to say/say* thank you to anybody. 18. She was heard *to say/say* that she disagreed. 19. I'd like *to sit down/sit down* and *to have/have* a rest. 20. She needn't *to do/do* all this work by herself.

**2. Use your own ideas or the prompts to speak about various careers and jobs. Discuss the following points making use of as many infinitives in various functions as you can:**

- What is necessary to choose a career? – *To begin with, to choose a career it is necessary to realize what your field of interest is.*

Prompts: to think about your abilities and preferences; to speak to your friends or parents; to ask sb for advice; to talk to a consultant; to get some information from the Internet; to look through newspapers and booklets; to turn to an experienced person for advice etc.

- What is important to do to be employed? – *Needless to say, the first thing to do is to find a good job.*

Prompts: to make up a career plan; to hunt for a job; to phone a job agency; to write a resume and a letter of application; produce a favourable impression at an interview etc.

- Which is preferable for you: a) to work part-time or full time; b) to work eight to five or be on flextime, c) to do shift work; d) to be a freelancer? Give your reasons. – *To be frank, it is certainly preferably for me to work part time. To start with, I haven't made my choice yet and I'd like to try various jobs.*

- What do you think of various professions? Evaluate them: a model, a manager, a sociologist, a researcher, a reporter, a policeman, an interpreter, an accountant, a shop-assistant, a designer, a programmer. – *To tell you the truth, I find the profession of a teacher to be interesting and creative but rather*

*tiresome. I wouldn't like to become a school teacher – I'd rather work as a lecturer at university.*

Prompts: interesting, appealing, challenging, creative, difficult, insecure, dangerous, stressful, tiresome, monotonous, exhausting, boring, mechanical, tedious, well/badly paid etc.

## LANGUAGE REVIEW 2

### Infinitive vs participle

**1. Study the following sentences and compare the use of the participles and infinitives.**

1. I once heard him *give* a talk on Japanese politics. – As I walked past his office I heard him *talking* on the phone. 2. We conducted all the tests in the manner just *described*. – The method *being described* can be used universally. – The tests can be conducted in the manner *to be described* later. 3. The people *being observed* now and *to be observed* in our next experiment come from different layers of society. 4. The facts *discussed* above and *to be considered* in more detail later, can no longer be ignored. 5. The success of a theory is partly judged by its success in explaining a wide range of phenomena both *known* and yet *to be detected*.

## LANGUAGE REVIEW 3

### Infinitive vs gerund

**1. Both the to-infinitive and the gerund can be the subject of a sentence. In subject position, the gerund is much more usual than the to-infinitive. But there are structures in which the to-infinitive is preferred. Look at the following sentences and choose an appropriate or more commonly used form.**

1. *Keeping/To keep* a copy of the documents was a good idea. 2. It was a good idea *to keep/keeping* copies of the documents. 3. *Being liked/To be liked* doesn't count so much in politics as outsiders think. 4. There's nothing you can do about the situation, so it's no use *to worry/worrying* about it. 5. It was silly of you *mentioning/to mention* that in her presence. 6. Which is it better: *to listen/listening* to a lecturer or *to look/looking* through someone's notes of the lecture? 7. It's a nuisance *to have/having* no useful information at hand. 8. It's an

important thing *to agree/agreeing* on this matter. 9. It was quite an experience *to do/doing* our own project. 10. So you think it is worth *reading/to read* this book?

**2. Some verbs in this exercise take either a to-infinitive or a gerund without any noticeable change of meaning. Say in which of the following sentences only one option is correct and in which both options are possible.**

1. **Begin, commence, start:** I'm beginning *to understand/understanding* what he means. I began *teaching/to teach* in 2005. I'll begin by *thanking/to thank* you all for being here today. He began *realizing/to realize* how responsible his post was. After waiting for an hour, the visitors started *to complain/complaining*. What Kerry said started me *thinking/to think*. They will commence *building/to build* the new office immediately.

2. **Continue, go on, keep (on):** They ignored me and *continued to discuss/discussing* something. Mr O'Brian went on *to work/working* until he was 90. You just have to keep on *trying/to try*. Keep *going/to go* until you get to the traffic lights and then turn left.

3. **Adore, like, love, enjoy, fancy, imagine:** She adores *taking part/to take part* in various competitions and contests. Young children enjoy *to help/helping* round the house. We'd love you *to come/coming* and stay/staying with us. My father loves *listening/to listen* to classical music. We all love *to talk/talking* about ourselves. I like *to get up/getting up* early so that I can have a run before breakfast. I didn't like *to disturb/disturbing* you while you were eating. Would you like *to come/coming* to lunch on Sunday? Sorry but I don't fancy *going/to go* out tonight. Fancy *to meet/meeting* you here! I can't imagine myself *walking/to walk* all that way. Imagine *doing/to do* a horrible job like that!

4. **Can't bear, can't endure, can't stand, detest, dislike, dread, hate, loath, resent:** I can't bear *writing/to write* reports. Lily can't stand *working/to work* in an office. I can't stand people *smoking/to smoke* around me when I'm eating. We can't stand *to hear/hearing* you arguing. He couldn't endure *to be treated/being treated* like that; so he decided to raise the issue at the next meeting. It's not just that I don't like computer games – I absolutely detest *to play/playing* them. I really dislike *apologizing/to apologize* for what I didn't do. I dread *to think/thinking* what other people may think. She dreaded *having/to have* to tell him what had happened. I just hate *to see/seeing* you making a fool of yourself. I hate *to bother/bothering* you but did you pick up my keys by mistake? We hate *to*

*see/seeing* the countryside spoiled. I hate *to stay/staying* after work on Fridays. My husband absolutely loathes *shopping/to shop*. He loathed *making/to make* public speeches. Louise bitterly resented *being treated/to be treated* differently from the men. I strongly resented *having/to have* to work such long hours.

5. **Bother, desire, intend, mind, prefer, want, wish:** Don't bother *to wait/waiting* for me – I'll catch you up later. They desired *returning/to return* home as soon as possible. I certainly don't intend *waiting/to wait* here all day. I don't mind what *to do/doing* – It's your decision. Do you mind *chairing to/chair* the meeting? I'm not feeling well. Would you mind *to open/opening* the door for me? When travelling for pleasure, Helen prefers *to go/going* by train *to fly/to flying*. When travelling on business, Helen prefers *to go/going* by train rather than *fly/flying*. Helen would prefer *taking/to take* a guided tour. Is there anything specific you want *to learn/learning* about? We wish *making/to make* a complaint about one of your workers.

**3. With some verbs and phrases, the choice of a to-infinitive or a gerund depends on the meaning.**

**(A) Put the verbs in brackets into the correct form explaining your choice.**

1. I must remember (post) this letter today. It's important. – I can remember (post) the letter. It was on Friday morning. 2. A few minutes before the presentation started, I realized I had forgotten (take) the handouts with me. – I'll never forget (make) my first presentation when I didn't remember (bring) the handouts. 3. We regret (inform) you that we are not taking on any new staff at present. – It was a difficult month. We regret (not/take on) some part-time workers. 4. I'm trying (run) this computer program. – I tried (click) on the box, but it doesn't work. 5. I can't hear anything. Please stop (talk) all at once. – It's time we stopped (think) about our next move. 6. I'm applying for a visa; it means (fill in) this form. – I think Nick didn't mean (insult) you. 7. The teacher introduced herself and went on (explain) the course. – The teacher told everyone to be quiet, but they just went on (talk). 8. The player isn't working. I need (replace) the batteries. – The batteries in the player need (replace). 9. I can't help (feel) that there has been a mistake. – I can't help you (type) your letters now. I'm finishing my report. 10. You must learn (treat) the client as a person, not a bag of money. – Where did you to learn (type)? 11. When I was young, we were

taught (treat) older people with respect. – They teach fast (read) using different methods. 12. The consultant advised us (change) advertising methods. – She advised to (use) outdoor advertising. 13. Do you allow candidates (use) dictionaries in this examination? – These circumstances allowed (reach) an agreement. – People in prison in the UK are not allowed (vote) in elections. 14. They don't permit the visitors (to enter) this part of the building. They don't permit (enter) this part of the building. 15. They were forbidden (leave) their working places till lunch time. – The company rules forbid (use) any company equipment for private purposes. 16. Dana's parents encourage her in her ambition (become) a researcher. – They encourage (conduct) investigations in this promising field of knowledge.

**(B) Choose the correct alternative. Explain your choice. In which sentences both variants are possible?**

**Be interested to do/in doing:** 1. Simon is interested *in collecting/to collect* stamps. – Simon would be interested *to see/in seeing* your collection. – Simon was interested *in seeing/to see* your collection. 2. Julia is interested *in starting/to start* her own business. 3. Ask George for his opinion. We'd be interested *in knowing/to know* what he thinks.

**Be pleased to do/about doing:** 1. Karen was pleased *to win/about winning* a prize. 2. I'm pleased *about meeting/to meet* you.

**Be afraid to do/of doing:** 1. The old man is afraid *to cross/of crossing* the street. – He's afraid *of being hit/to be hit* by a car. 2. I don't usually carry my passport with me. I'm afraid *to lose/of losing* it. 3. I was afraid *of telling/to tell* the manager about the delayed order.

**Be ashamed to do/of doing:** 1. I'm ashamed *of making/to make* mistakes in my English. – I'm ashamed *to open/of opening* my mouth.

**Be anxious to do/about doing:** 1. Jane was anxious *about making/to make* a mistake. 2. Corrine was anxious *to get/about getting* home as soon as possible.

**Be/seem sure/certain to do/of doing:** 1. Don't ask Michael to greet the visitors. He is sure *to get/of getting* nervous and say/saying something stupid. 2. Michael seems very sure *of making/to make* a good impression on the visitors.

**(Be) sorry to do/for doing:** 1. I'm sorry *to have made/for having made* such a fuss. 2. Sorry to disturb you/for disturbing you, but can I have a word? 3. I'm sorry *to tell/for telling* you this, but your work is not of the required standard. 4. I was sorry *to*

*hear/for hearing* about your mother. 5. I'm sorry *for being/to be* late last night. I didn't realize the time. 6. Sorry *to disturb/for disturbing* you but have you got a pen I could borrow?

**Agree to do/with doing:** 1. I don't agree *with dumping/to dump* waste in the sea 2. We all agreed *to meet/with meeting* the next day.

**Tell sb to do/about doing:** 1. I told you *to lose/about losing* my credit card, didn't I? – I told you *about keeping/to keep* that card safe.

**Remind sb to do / of doing:** 1. This reminds me *to ski/of skiing* in the Alps years ago. 2. Why didn't you remind me *of listening/to listen* to the weather forecast?

## SELF-STUDY

### GRAMMAR REFERENCE

#### I

#### INFINITIVE

FORM	Active	Passive
<b>Simple</b>	to V	to be V <sup>3</sup> ed
<b>Continuous</b>	to be Ving	–
<b>Perfect</b>	to have V <sup>3</sup> ed	to have been V <sup>3</sup> ed
<b>Perfect Continuous</b>	to have been Ving	–

Besides the ordinary simple infinitive (e.g. to work, to be done), there are also continuous and perfect forms. Continuous infinitives suggest that actions and events are/were/will be continuing around the time we are speaking about.

*It's nice to be sitting here with you.*

*I noticed that he seemed to be constantly complaining.*

Perfect infinitives can have the same meaning as perfect tenses or past tenses. We also use perfect infinitives to talk about “unreal” past events: things that didn't happen.

*It's nice to have finished work. (= It's nice that I have finished.)*

*I'm sorry not to have come on Thursday. (= ... that I didn't come ...)*

*I meant to have telephoned, but I forgot.*

*You were to have come to the seminar. Why didn't you?*

Negative infinitives are made by putting *not* before the infinitive.

*You were silly not to have locked your car.*



## FUNCTIONS

Infinitives have a number of functions in the sentence. An infinitive can be used as

- the subject of a clause;

As the subject of the sentence the infinitive can either precede the verb phrase or follow it. In the latter case the sentence begins with the introductory subject *It*. The structure with *it* is more common.

*To have a well-paid job is his only dream.*

*It's nice to be working here with you.*

- part of the verb phrase;

*His desire was to get a good education.*

*This point is easy to discuss.*

*Things might improve.*

*The crisis in the company began to tell on everybody.*

- an object;

*I learned to drive a car when I was sixteen.*

- an attribute;

*There's a lot of work to do.*

*There's nothing to be done.*

*She was the first to come and the last to leave.*

- an adverbial of purpose, result, attendant circumstances or condition;

*He came to London to look for work.*

*I'm going to leave now, so as not to be late.*

*Such examples are too numerous to be treated as exceptions.*

*She is wise enough to decide for herself.*

*She argued with her colleagues only to find out she was wrong.*

*He would do better not to come here.*

- a sentence adverbial (parenthesis).

*To begin with, I don't understand you.*

*To be sure, a great progress in sociology has been made in the last few decades.*

*To tell the truth, I'm beginning to find her a bit of a bore.*

*He is acting, to say the least, rather rashly.*

As parenthesis the infinitive is used as part of some set expressions, such as:

to begin/start with/to start (things) off – по-перше, перш за все, зпочатку; почати з того, що \_\_\_\_\_;

to sum up, to summarize – підсумовуючи все сказане, потрібно сказати, що \_\_\_\_\_;

to conclude (with) – на закінчення потрібно сказати, що \_\_\_\_\_;

to make/cut a long story short, to put it briefly – коротко кажучи;

to put it in a nutshell – підсумовуючи все сказане, коротко кажучи;

to crown/cap/top it all – на довершення всього;

to come back to/coming back to (the subject); to get back to the point/to return to the subject– повернемося до теми обговорення;

to put (it) in another way – інакше кажучи;

so to say/speak – так би мовити;

that is to say – тобто, інакше кажучи, іншими словами;

that is not to say – це (ще) не означає, що \_\_\_\_\_;

to put it more exactly, to be more exact/precise – якщо бути точним;

suffice it to say – досить сказати, що \_\_\_\_\_;

not to mention– не кажучи вже про \_\_\_\_\_;

to mention but/only (one, a few) – назвемо лише декілька, зокрема;

needless to add/mention/say – зайво додавати, згадувати, говорити; само собою зрозуміло;

to say nothing of – не кажучи вже про \_\_\_\_\_, не враховуючи;

to say the least – м'яко кажучи, без будь-яких перебільшень;

to put it no higher– говорячи без перебільшення;

not to say – щоб не сказати;

not to mention/speak of – не кажучи вже про \_\_\_\_\_, не тільки що;

to be on the safe side – про всяк випадок, для більшої вірності

to be sure – звичайно, безумовно, авжеж;

come to speak of it – якщо вже про це пішла мова; до речі;

come to think of it – подумавши, добре розміркувавши, якщо задуматися;

to say in all honesty – правду сказати, по правді кажучи;

to tell/say/speak the truth; to be truthful – правду кажучи, сказати правду, щиро кажучи, признатися;

to be (quite) frank/honest – відверто кажучи;

not to put a fine/too fine a point/upon it – говорячи прямо/широ/відверто;

to make the matters/things worse – більш того, понад усе, на довершення всього (всіх неприємностей);

to put it mildly – м'яко кажучи;

to put it bluntly; to put/speak (more) plainly – просто кажучи;

to put it in its crudest terms – говорячи прямо, без натяків.

### **Infinitives without *to***

The marker *to* is normally used before infinitives. (Note that this *to* is not a preposition; after the preposition *to* we use gerunds.) But there are some cases when the infinitive is used without *to* (the so-called *bare infinitive*):

- after modals *will, would, shall, should, can, could, may, might, needn't and must*. We also use the infinitive without *to* after modal phrases *had better, would rather*;

*You should have warned us beforehand.*

*I'd rather wait here.*

*We'd better start at once.*

- after some verbs followed by *object + infinitive*, such as *let, make, see, hear, feel, watch, notice*. The verb *help* can also be used in this way;

*She made them all work.*

*I won't let you do it.*

*I didn't see you come in.*

*Could you help me (to) check the figures?*

This structure is also possible with *have* (meaning “cause somebody to do something” or “experience”) and *know* (meaning “experience”).

*I'm ready to see Mrs Hansen. Have her come in, please.*

*I had a very strange thing happen to me some day.*

*I've never known him (to) behave like this.*

Note that in passive versions of these structures the infinitive with *to* is used.

*She was heard to say that she disagreed.*

*I was made to write everything down in detail.*

- after *why (not)* introducing questions and suggestions;

*Why pay more at other shops? We have the lowest prices.*

*You're looking tired. Why not take a holiday?*

• after *and, or, except, but, than, as* and *like*. When two infinitive structures are joined by the above words, the second is often used without *to*.

*It's easier to do it yourself than explain to somebody else how to do it.*

*He'd sooner die than borrow money from anybody.*

*I'm ready to do anything now but write the report.*

*I can't but agree to his terms.*

*Rather than wait for the bus any more, I decided to go home by taxi.*

• after *do*.

Expressions like *All I did was \_\_\_\_\_, What I do is \_\_\_\_\_*, etc can be followed by an infinitive without *to*.

*All I did was (to) tell him the truth.*

### **Verbs followed by infinitives**

**(A)**

#### **Verb + infinitive**

afford

learn

agree

manage

aim

offer

appear

plan

arrange

pretend

claim

promise

decide

prove

deserve

refuse

fail

seem

forget

tend

hope

threaten

*We failed to attract their attention.*

*The situation threatened to get worse.*

**(B)**

#### **Verb + (object) + to-infinitive**

ask

would like

beg

would love

expect

would hate

help

would prefer

mean (=intend)

want

*We expected to be late.*

*We expected you to be late.*

**Verb + object + to-infinitive**

get (=persuade, arrange for)    teach

enable                                tell

invite                                 order

force                                 persuade

remind                                warn

*Can you remind me to phone Dr White tomorrow?*

**Verbs and Phrases Used with Infinitives and Gerunds**

1. Either gerunds or to- infinitives are used with little or no difference in meaning after: *begin, start, continue, like, love, hate, prefer, attempt, intend, bother, can't bear.*

*We intend buying/to buy some new equipment.*

*Don't bother locking/to lock the door.*

Note 1: After continuous forms of *begin* and *start*, infinitives are preferred.

*I'm beginning to learn German.*

Infinitives are also used with *understand, realize* and *know*.

*He started to realize that if you wanted to eat you had to work.*

Note 2: To talk about enjoying activities in general, we can use gerunds or infinitives after *like*.

*I really like walking/to walk in the woods.*

A gerund is used when we talk about enjoying something on one occasion. An infinitive is used to talk about choices and habits.

*I really liked working with you on the project last month.*

*I like to read my mail early in the morning.*

*I didn't like to disturb you at home.*

Note 3: When we say that we prefer one activity to another, two gerunds can be used.

*He prefers doing everything by himself to working in a team.*

*Prefer* can also be followed by an infinitive.

*She prefers to make toys for children rather than buy them.*

Note 4: After *would like*, *would love*, *would hate* and *would prefer* infinitives are normally used.

*I'd like to tell you something.*

*"Can I give you a lift" – "No, thanks, I'd prefer to walk.*

2. These verbs and phrases can be followed by gerunds or infinitives with a difference in meaning:

<b>GERUND</b>	<b>TO-INFINITIVE</b>
<b>remember/forget</b>	
<i>I clearly remember locking the door.</i> <i>I'll never forget going to Paris on summer holidays. — to look back at the past (at things that we did).</i>	<i>I remembered to lock the door when I left.</i> <i>Don't forget to type those papers, please. — to look forward in time (at things that we still have or still had to do at the moment of remembering or forgetting).</i>
<b>go on</b>	
<i>The boss went on talking for half an hour. — in the sense of "continue".</i>	<i>After discussing the performance, he then went on to talk about our plans. — to refer to a change of activity.</i>
<b>regret</b>	
<i>He regrets leaving school at 14. — to look back at the past (at something we are sorry we did).</i>	<i>We regret to say that we are unable to help you. — to report bad news, mostly with the verbs <b>announce, inform, say, tell.</b></i>
<b>advise, allow, permit, forbid, encourage, recommend</b>	
<i>I wouldn't advise taking the car — there's nowhere to park. — in active clauses if there is no object after these verbs.</i>	<i>I wouldn't advise you to take the car — there's nowhere to park. — in active clauses if there is an object after these verbs.</i> <i>People are not permitted to smoke in the lecture room. — in passive clauses.</i>

<b>try</b>	
<i>We tried apologizing and repairing the damages, but she still wouldn't speak to us.</i> – to talk about making an experiment (doing something to see what will happen).	<i>I tried to open the door, but the key wouldn't turn in the lock.</i> – to talk about making an effort to do something difficult.
<b>stop</b>	
<i>I stopped reading this journal.</i> – to refer to the end of some activity.	<i>I stopped to buy a newspaper.</i> – to refer to purpose.
<b>help</b>	
<i>I couldn't help overhearing them because they were talking very loudly.</i> – to mean that we can't stop ourselves even if we don't want to do it.	<i>Can you help me (to) move that table?</i> – in its usual meaning of “aid” or “assist”.
<b>need</b>	
<i>The batteries in the radio need changing.</i> – to say that something needs to be done.	<i>The batteries in the radio need to be changed.</i> – with passive infinitives. <i>He needs to work harder if he wants to make progress.</i> – to say that it is necessary for us to do something.
<b>mean</b>	
<i>If you want to pass the exam it will mean studying hard.</i> – in the sense of “involve”, “have a result”.	<i>I don't think she meant to insult you.</i> – in the sense of “intend”.
<b>learn, teach</b>	
<i>She goes to the courses twice a week to learn typing.</i> – to refer to lessons or subjects of study.	<i>She taught herself to type.</i> – to talk about the results of the study (about successfully learning a skill).
<b>be afraid/ashamed</b>	
<i>He doesn't like to make suggestions because he is afraid of being criticized or laughed at.</i> – to talk about fear of things that happen accidentally.	<i>I'm not afraid to tell her the truth.</i> – to talk about things we do intentionally.

<b>be sorry</b>	
<i>I'm sorry for/about losing my temper this morning.</i> – to refer to past things that we regret.	<i>I'm sorry to have woken you up.</i> – to refer to past things that we regret (with perfect infinitives)  <i>Sorry to disturb you. Could I speak to you for a moment?</i> – to apologize for current situations (things that we are doing or going to do, or that we have just done.)
<b>be/seem certain/sure</b>	
<i>He seems very sure of passing the exam.</i> – to refer to the feelings of the person we are talking about.	<i>He is sure to succeed (= I am sure that he will succeed)</i> – to refer to the speaker's or writer's own feelings.
<b>be interested</b>	
<i>I'm interested in working in Italy. Do you know anybody who could help me?</i> – to talk about a wish to do something.	<i>I was interested to read in the paper about that discovery.</i> – to talk about reactions to things we learned.

Note: To talk about a wish to find out something, both gerunds and infinitives are common.

*I'm interested in finding out/to find out how they coped with the task.*

### **Infinitive Constructions**

#### **1. For + to-infinitive structure**

- **For + noun/object pronoun + to-infinitive**

The above structure is very common in English. It is used when an infinitive needs its own “subject” and has the same functions in the sentence as the ordinary infinitive.

*For us to fail now would be a disaster.*

*It would make me very happy for this candidate to lose the election.*

- **Adjective + for + object + infinitive**

The *for + to-infinitive* construction can be used after certain adjectives which express wishes and other personal feelings about the importance or value of future events: *anxious, eager, delighted, reluctant, willing*.



*I'm eager for the presentation to be a success.*

- **It ... + adjective + for + object + infinitive**

For-structures with the preparatory *It* are common with many adjectives expressing possibility, importance, urgency, frequency and value judgements: *easy, essential, good, important, impossible, unnecessary, strange, usual, vital, necessary, pointless, unimportant, normal, rare, right, wrong*. Note that *likely* and *probable* are not used like this.

*It seems unnecessary for him to start work this week.*

*The manager is likely to arrive this evening.*

But: *It's probable that he will be in a bad temper.*

- **Noun + for + object + infinitive**

The structure can also be used after nouns in expressions with meaning similar to the adjectives listed above: *time, a good/bad idea, plan, aim, need, request, mistake, shame*.

*It's time for everybody to start working.*

- **Indefinite pronoun/adverb + for + object + infinitive**

*Something, anything, nothing, somebody, anybody, nobody, somewhere, anywhere, nowhere* are often followed by *for + object + infinitive*.

*I must find somewhere for my daughter to practice the piano.*

- **Verb+ for + object + infinitive**

Verbs which are normally followed by *for* can often be used with this structure: *arrange, ask, hope, look, pay, wait*. A few other verbs can be used like this: *suit, take (time)*.

*Anne asked for the designs to be ready by Friday.*

*When will it suit you for us to call?*

*It took twenty minutes for me to find the papers.*

- **After too and enough**

A for-structure is often used after *too* and *enough*.

*I explained enough for everybody to understand.*

*There are too many applicants for me to talk to all of them.*

- **For there to be**

The infinitive of *there (be)* structure can be used after *for*.

*I'm anxious for there to be plenty of time for discussion.*

## 2. Complex object: verb + object + infinitive

1. Some common verbs that can be followed by **object + to-infinitive**: *advise, allow, ask, (can't) bear, beg, get (= "cause, persuade"), cause, command, compel, encourage, expect, forbid, force, get, hate, help, instruct, intend, invite, like, love, mean, need, oblige, order, permit, persuade, prefer, recommend, request, teach, tell, tempt, trouble, want, warn, wish.*

*See if you can get the car to start.*

*Get George to help us if you can.*

*Our main task is to help the company (to) become profitable.*

*We do not wish our names to appear in the report.*

Some verbs that refer to thoughts, feelings and opinions can be followed by **object + to-infinitive** in a formal style: *believe, consider, feel, find, know, think, understand*. In an informal style, that-clauses are more common. *To be* can be dropped after *consider*.

*They believed her to be reliable. (= They believed that she was reliable.)*

*The testers found this bicycle to be the best value for money.*

*We considered him (to be) an excellent choice.*

2. *Let, make (= "cause"), have (= "cause, order, instruct"), see, hear, feel, watch, notice*, and sometimes *know (= "experience")* and *help* are followed by **object + bare infinitive**.

*She didn't let us see what she was doing.*

*I can't make the machine work.*

*I'm ready to see Mr Smith. Have him come in, please.*

*The manager had everybody fill out the form.*

*I've never known it (to) rain like this.*

*Can you help me (to) find my keys?*

Note 1: In passive structures the *to-infinitive* is used.

*She was made to repeat the whole story.*

Note 2: Verbs of perception can be followed by **object + bare infinitive or object + -ing form/-ed form**. After these verbs, an infinitive (and an *-ed* form for expressing a passive meaning) suggests that we hear or see the whole of an action or event; an *-ing* form suggests that we hear or see something in progress, going on. After *can/could see/hear*, only the *-ing* structure is used.

*I saw her cross the street. (= I saw her cross it from one side to the other.)*

*I saw her carried away by the ambulance. (She was carried away by the ambulance. I saw it.)*

*I saw her crossing the street. (=I saw her in the middle, on her way across.)*

*I could see John getting on the bus.*

### **3. Complex subject**

- **Subject + active verb + infinitive**

These verbs in the active form are followed by a to-infinitive: *appear, seem, prove, turn out, come out, happen, chance.*

*As it happened their advice proved to be wrong.*

*His statement turned out to be false.*

- **Subject + passive verb + infinitive**

These verbs in the passive form are followed by a to-infinitive: a) verbs of senses: *hear, see, observe, watch*; b) verbs of mental activity: *believe, know, consider, suppose, expect, think, understand*, c) verbs of reporting: *say, report*; d) verbs of permission and inducement: *make, force, allow, let*. We can use not only simple but also continuous and perfect forms of infinitives.

*For a long time his assumption was considered to be correct.*

*Seven people are understood to have been injured in the accident.*

- **Subject + (be) + adjective + infinitive**

Some adjectives are followed by a to-infinitive which denotes an action referring to the future: *due, liable, (not) likely, unlikely, certain, sure, bound*.

*The conference is due to start in three weeks' time.*

*My own feeling is that the decision is liable to offend many people.*

*I'm likely to be busy tomorrow.*

*He's unlikely to agree.*

*He is sure/certain to win – the other candidate hasn't got a chance.*

*You've done so much work that you are bound to pass the exam.*

## READING

### I

## ENVIRONMENT AND SOCIETY

The human species has prospered, rapidly expanding over the entire planet. An increasing share of the global population now lives in cities, complex settlements that offer the promise of a better life than that found in rural villages. But these advances have come at a high price. Never before in history have human beings placed such demands on the planet. This disturbing development brings us to the interplay between the natural environment and society. Like demography, ecology is another cousin of sociology, formally defined as the study of the interaction of living organisms and the natural environment. Ecology rests on the research of natural scientists as well as social scientists. This text focuses on the aspects of ecology that involve familiar sociological concepts and issues.

The natural environment is Earth's surface and atmosphere including living organisms, air, water, soil, and other resources necessary to sustain life. Like every other species, humans depend on the natural environment to survive. Yet with our capacity for culture humans stand apart from other species; we alone take deliberate action to remake the world according to our own interests and desires for better and for worse.

Why is the environment of interest to sociologists? Simply because environmental problems – from pollution by acid rain to global warming – do not arise from the natural world operating on its own. Such problems result from the specific actions of human beings, so they are *social* problems. The study of the natural environment requires a global perspective. The reason is simple: regardless of political divisions among nations, the planet is a single ecosystem, a system composed of the interaction of all living organisms and their natural environment.

The Greek meaning of *eco* is “house”, reminding us that this planet is our home and that all living things and their natural environment are interrelated. A change in any part of the natural environment ripples throughout the entire global ecosystem.

Consider, from an ecological point of view, North Americans' national love of eating hamburgers. People in North America (and,

increasingly, around the world) have created a huge demand for beef, which has greatly expanded the ranching industry in Brazil, Costa Rica, and other Latin American nations. To produce the lean meat sought by fast-food corporations, cattle in Latin America feed on grass, which requires a great deal of land. Latin American ranchers get the land for grazing by clearing thousands of square miles of forests each year. These tropical forests are vital to maintaining Earth's atmosphere. Deforestation ends up threatening everyone, including people in the United States enjoying their hamburgers.

Members of societies with simple technology – the hunters and gatherers – hardly affect the environment, because they are small in number, are poor, and have only simple technology. On the contrary, nature affects their lives as they follow the migration of game, watch the rhythm of the seasons, and suffer from natural catastrophes such as fires, floods, droughts, and storms.

Societies at intermediate stages of technological development have a somewhat greater capacity to affect the environment. Such societies are both larger and richer. But the environmental impact of horticulture (small-scale farming), pastoralism (the herding of animals), and even agriculture (the use of animal-drawn plows) is limited because people still rely on muscle power for producing food and other goods.

Humans' ability to control the natural environment increased dramatically with the Industrial Revolution. Muscle power gave way to engines that burn fossil fuels: coal at first and then oil. Such machinery affects the environment in two ways: we consume more natural resources, and we release more pollutants into the atmosphere. Even more important, armed with industrial technology, we are able to bend nature to our will, tunneling through mountains, damming rivers, irrigating deserts, and drilling for oil in the arctic wilderness and on the ocean floor. This explains why people in rich nations, who represent just 18 percent of humanity, now use 80 percent of the world's energy.

The environmental impact of industrial technology goes beyond energy consumption. Just as important is the fact that member of industrial societies produce 100 times more goods than people in agrarian societies

do. Higher living standards in turn increase problem of solid waste (since people ultimately throw away most of what they produce) and pollution (since industrial production generates smoke and other toxic substances).

From the start, people recognized the material benefits of industrial technology. But only a century later did they begin to see the long-term effects on the natural environment. Today, we realize that the technological power to make our lives better can also put the lives of future generations at risk, and there is a national debate about how to address this issue.

Evidence is mounting that we are running up an environmental deficit, profound long-term harm to the natural environment caused by humanity's focus on short-term material affluence. The concept of environmental deficit is important for three reasons. First, it reminds us that environmental concerns are sociological, reflecting societies' priorities about how people should live. Second, it suggests that much environmental damage to the air, land and water – is unintended. By focusing on the short term benefits of, say, cutting down forests, strip mining, or using throwaway packaging, we fail to see their long-term environmental effects. Third, in some respects, the environmental deficit is reversible. Societies have created environmental problems but can also undo many of them.

### **Reading Comprehension**

1. What, according to the author, can cause the disturbance of global ecosystem?
2. In your opinion, why are sociologists interested in environmental problems?
3. What is the situation with an environmental deficit like today?
4. Summarize the text in your own words.

## **II**

### **CULTURE: GROWTH AND LIMITS**

Whether we recognize environmental dangers and decide to do something about them is a cultural matter. Thus along with technology, culture has powerful environmental consequences.

When you turn on the television news, you might hear a story like this: “The government reported good economic news today, with economy-

growing by 3.2 percent during the first quarter of the year”. If you stop to think about it, our culture almost always defines growth as good. An economy that isn’t growing is “stagnant” (which is bad); one that is getting smaller is in a “depression” (which is very bad). More cars, more and bigger homes, more income, more spending – the idea of more is at the heart of our cultural definition of living well.

One of the reasons we define growth in positive terms is that we value material comfort, believing that money and the things it buys improve our lives. We also believe in the idea of progress, thinking the future will be better than the present. In addition, we turn to science to make our lives easier and more rewarding. In simple terms, “having things is good”, “life gets better” and “people are clever”. Taken together, such cultural values form the logic of growth.

An optimistic view of the world, the logic of growth holds that more powerful technology has improved our lives and new discoveries will continue to do so in the future. Throughout the history of the United States and other high-income nations, the logic of growth has been the driving force behind settling the wilderness, building towns and roads, and pursuing material affluence.

However, “progress” can lead to unexpected problems, including strain on the environment. The logic of growth responds by arguing that people (especially scientists and other technology experts) will find a way out of any problem that growth places in our path, for example, before the world runs short of oil, we will come up with hydrogen, solar, or nuclear engines or some other as yet unknown technology to meet the world’s energy needs.

Environmentalists counter that the logic of growth is flawed because it assumes that natural resources such as oil, clean air, fresh water, and topsoil will always be plentiful. We can and will exhaust these finite resources if we continue to pursue growth at any cost. Environmentalists warn that if we call on Earth to support increasing numbers of people, we will surely deplete finite resources, destroying the environment – and ourselves – in the process.

If we cannot invent our way out of the problems created by the logic of growth, perhaps we need another way of thinking about the world.

Environmentalists therefore counter that growth must have limits. Stated simply, the limits to growth thesis is that humanity must put in place policies to control the growth of population, production, and use of resources in order to avoid environmental collapse.

In *The Limits to Growth*, a controversial book that was influential in launching the environmental movement, Donella Meadows and her colleagues used a computer model to calculate the planet available resources, rates of population growth, amount of land available for cultivation, levels of industrial and food production, an amount of pollutants released into the atmosphere. The authors concede that any long-range predictions are speculative, and some critics think they are plain wrong. But right or wrong, the conclusions of the study call for serious consideration. First, the authors claim that we are quickly consuming Earth's finite resources. Supplies of oil, natural gas, and other energy sources are already falling sharply and will continue to drop, a little faster or slower depending on the conservation policies of rich nations and the speed with which other nations such as India and China continue to industrialize. Within the next 100 years, resources will run out and cripple industrial output, which will also cause a decline in food production.

This limits-to-growth theory shares pessimism about the future. People who accept it doubt that current patterns of life are sustainable for even another century. Perhaps we all can learn to live with less. This may not be as hard as you might think. Research shows, for example, that as material consumption has gone up in recent decades, there has been no increase in levels of personal happiness. In the end, environmentalists warn, either make fundamental changes in how we live, placing less strain on the natural environment, or widespread hunger and conflict will force change on us.

### **Reading Comprehension**

1. Speak of positive and negative impact of technology progress on the environment.
2. Define the difference between the logic of growth and the limits to growth.
3. What are the environmentalists' predictions as for Earth's finite resources?
4. Summarize the text in your own words.



### III

#### **SOLID WASTE: THE DISPOSABLE SOCIETY**

Across the United States, people generate a massive amount of solid waste – about 1.4 billion pounds every day. As a rich nation of people who value convenience, the United States has become a disposable society. This country consumes more products than virtually any other nation, and many of these products have throwaway packaging. For example, fast food is served with cardboard, plastic and Styrofoam containers that are thrown away within minutes. Countless other products, from film to fishhooks, are elaborately packaged to make the products more attractive to the customer and to discourage tampering and theft.

Manufacturers market soft drinks, beer, and fruit juices in aluminum cans, glass jars, and plastic containers, which not only consume finite resources but also generate mountains of solid waste. Then there are countless items intentionally designed to be disposal pens, razors, flashlights, batteries, even cameras. Other products, from light bulbs to automobiles, are designed to have a limited useful life and then become unwanted junk. Even the words we use to describe what we throw away – waste, lift trash, refuse, garbage, rubbish – show how little we value what we cannot immediately use.

Living in a rich society, the average person in the United States consumes hundreds of times more energy, plastics, lumber, water, and other resources than someone living in a low-income country such as Bangladesh or Tanzania and nearly twice as much as people in some other high-income countries such as Sweden and Japan. This high level of consumption means not only that people in the United States use a disproportionate share of the planet's natural resources but also that they generate most of the world's refuse.

We like to say that we throw things “away”. But 80 percent of our solid waste never goes away. Rather, it ends up in landfills, which are, literally, filling up. Material in landfills can pollute underground water supplies. Although in most places, laws now regulate what can be discarded in a landfill, the Environmental Protection Agency has identified 30,000 dump sites across the United States containing hazardous materials that are

polluting water both above and below the ground. In addition, what goes into landfills all too often stays there, sometimes for centuries. Tens of millions of tires, diapers, and other items are buried in landfills each year do not decompose but will remain as an unwelcome legacy for future generations.

Environmentalists argue that people should address the problem of solid waste by doing what many of their grandparents did: use less and turn “waste” into a resource. Part of the solution is recycling, reusing resources we would otherwise discard. Recycling is an accepted practice in Japan and many other nations, and it is becoming more common in the United States, where people now reuse about 30 percent of waste materials. The share is increasing as laws require the recovery and reuse of certain materials such as glass bottles and aluminum cans. But recycling is expanding slowly because the nation’s market-based economy encourages any activity only to the extent that it is profitable, and the recycling process is still quite costly.

### **Reading Comprehension**

1. What society can be called disposable?
2. How do specific ways of our living put more or less strain on the natural environment?
3. Is recycling the only technique to save the mankind from unwelcome consequences for future generations?
4. How does the text demonstrate that the state of ecology is a social issue?

## IV WATER AND AIR

Oceans, lakes, and streams are the lifeblood of the global ecosystem. Humans depend on water for drinking, bathing, cooking, cleaning, recreation, and a host of other activities.

According to what scientists call the hydrologic cycle, the Earth naturally recycles water and refreshes the land. The process begins as heat from the sun causes the Earth's water, 97 percent of which is in the oceans, to evaporate and form clouds. Because water evaporates at lower temperatures than most pollutants, the water vapour that rises from the seas is relatively pure, leaving various contaminants behind. Water then falls to the Earth as rain, which drains into streams and rivers and finally returns to the sea. Two major concerns about water, then, are supply and pollution.

Only about 1 percent of the Earth's water is suitable for drinking. It is not surprising, then, that for thousands of years, water rights have figured prominently in laws around the world. Today, some regions of the world, especially the tropics, enjoy plentiful fresh water, using a small share of the available supply. However, high demand, coupled with modest reserves, makes water supply a matter of concern in much of North America and Asia, where people look to rivers rather than rainfall for their water. In China, deep aquifers are dropping rapidly. In the Middle East, water supply is reaching a critical level. Iran is rationing water in its capital city. In Egypt, the Nile River provides just one-sixth as much water per person as it did in 1900. Across northern Africa and the Middle East, as many as 1 billion people may lack the water they need for irrigation and drinking by 2025.

Rising population and the development of more complex technology have greatly increased the world's appetite for water. The global consumption of water (now estimated at 4 billion cubic feet per year) has tripled since 1950 and is rising steadily. As a result, even in those parts of the world that receive plenty of rainfall, people are using groundwater faster than it can be replenished naturally. In the Tamil Nadu region of southern India, for example, so much groundwater is being used that the water table has fallen 100 feet over the last several decades. Mexico City which has sprawled to some 1,400 square miles has pumped so much water from its underground aquifer that the city has sunk

30 feet during the past century and continues to drop about 2 inches per year. Farther north in the United State, the Ogallala aquifer, which lies below seven states from South Dakota to Texas, is now being pumped so rapidly that some experts fear it could run dry in just a few decades.

In light of such developments, we must face the reality that water is a valuable and finite resource. Greater conservation of water by individuals (the average person consumes 10 million gallons in a lifetime) is part of the answer. However, households around the world account for just 10 percent of water use. It is even more crucial that we curb water consumption by industry, which uses 20 percent of the global total, and farming, which consumes 70 percent of the total for irrigation. Perhaps new irrigation technology will reduce the future demand for water. But here again, we see how population increase, as well as economic growth, strains our ecosystem.

In large cities from Mexico City to Cairo and Shanghai, many people have no choice but to drink contaminated water. Infectious diseases like typhoid, cholera, and dysentery, all caused by waterborne microorganisms, spread rapidly through these populations. Besides ensuring ample supplies of water, then, we must also protect the quality of water. In the United States it is generally good by global standards. However, even here the problem of water pollution is steadily growing.

A special problem is acid rain – rain made acidic by air pollution – which destroys plant and animal life. Acid rain (or snow) begins with power plants burning fossil fuels (oil and coal) to generate electricity, this burning releasing sulfuric and nitrous oxides into the air.. As the wind sweeps these gases into the atmosphere, they react with the air to form sulfuric and nitric acids, which turns atmospheric moisture acidic. Acid rain is truly a global phenomenon because the regions that suffer the harmful effects may be thousands of miles from the original pollution.

### **Reading Comprehension**

1. Why has the demand in water on our planet increased?
2. Some analysts suggest that in the centuries to come, water will be as valuable as oil is today. Show your vision of the problem.
3. What parts of the world suffer from the lack of water supply today?
4. Summarize the text in your own words.

## V

### DECLINING BIODIVERSITY

Clearing rain forests also reduces Earth's biodiversity because rain forests are home to almost half the planet's living species.

On Earth, there are as many as 30 million species of animals, plants, and microorganisms. Several dozen unique species of plants and animals cease to exist every day. Given the vast numbers of living species, why should we be concerned by the loss of a few? Environmentalists give four reasons. First, our planet's biodiversity provides a varied source of human food. Using agricultural high technology, scientists can "splice" familiar crops with more exotic plant life, making food more bountiful as well as more resistant to insects and disease. Thus biodiversity helps feed our planet's rapidly increasing population.

Second, Earth's biodiversity is a vital genetic resource used by medical and pharmaceutical researchers to produce hundreds of new compounds each year that cure disease and improve our lives. For example, children in the United States now have a good chance of surviving leukemia, a disease that was almost a sure killer two generations ago, because of a compound derived from a tropical flower called the rosy periwinkle. The oral birth control pill, used by tens of millions of women in this country, is another product of plant research involving the Mexican forest yam.

Third, with the loss of any species of life – whether it is the magnificent California condor, the famed Chinese panda, the spotted owl, or even a single species of ant – the beauty and complexity of our natural environment are diminished. And there are clear warning signs of such loss: three-fourths of the world's 10,000 species of birds are declining in number.

Finally, unlike pollution, the extinction of any species is irreversible and final. An important ethical question, then, is whether we who live today have the right to impoverish the world for those who live tomorrow.

#### **Environmental Racism**

Conflict theory has given rise to the concept of environmental racism, patterns of development that expose poor people, especially

minorities, to environmental hazards. Historically, factories that spew pollution have stood near neighborhoods of the poor and people of color. Why? In part, the poor themselves were drawn to factories, in search of work, and their low incomes often meant they could afford housing only in undesirable neighborhoods. Sometimes the only housing that fit their budgets stood in the very shadow of the plants and mills where they worked.

### **Reading comprehension**

1. Using the information in the text prove that
  - a) with its focus on inequality, environmental racism is linked to the social-conflict approach;
  - b) declining biodiversity is a threat to our collective future.

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