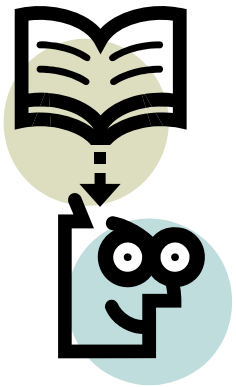
English for Sociologists



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ФГБОУ ВПО «Удмуртский государственный университет»

English for Sociologists

Учебно-методическое пособие

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Рецензент кандидат педагогических наук М.И.Малетова

Составитель Ф.К.Мингазова

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Настоящее пособие адресовано бакалаврам заочной формы обучения философско-социологического факультета. Пособие содержит аутентичные тексты социологической тематики и направлено на развитие навыков чтения и перевода оригинальной специализированной литературы.

В пособие также включен коррективный курс грамматики с целью развития у студентов профессионально ориентированной грамматической компетенции.

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Предисловие

Данное учебное пособие имеет целью развитие коммуникативной компетенции – умения получать, перерабатывать и передавать информацию научного и научно-популярного характера. Практическое назначение пособия обусловливает его структуру и содержание.

Первая часть представляет собой корректив ный курс грамматики, организованный и отобранный по принципу функционирования в научной и научно-популярной речи. Грамматические правила иллюстрируются примерами, содержащими специальную лексику и сопровождаются упражнениями на узнавание грамматического явления, а также закрепление языкового и речевого навыка.

Вторая часть содержит аутентичные тексты социологической направленности, предназначенные для формирования навыков ознакомительного и изучающего чтения, а также тезисного изложения содержания в письменном виде.

В третьей части представлены оригинальные тексты для развития навыков письменного перевода.

Данное пособие также предусматривает развитие межкультурной компетенции. Использование аутентичных материалов позволяет знакомить студентов с культурой, общественными процессами, особенностями менталитета и жизни социума страны изучаемого языка. Осознание учащимися того, что они имеют дело с источником информации, которыми пользуются носители языка, повышает практическую значимость владения иностранным языком.

Материалы пособия апробированы на занятиях со студентами заочной формы обучения факультета социологии и философии.

Данное пособие может быть использовано для занятий с бакалаврами дневной формы обучения, а также для самостоятельного приобретения навыков чтения и перевода научных текстов социологической направленности.

Part I. Grammar revision

The Simple Sentence

Таблица 1. Порядок слов в повествовательном предложении

0	1	2	3	4
Обстоятельство времени	**Подлежащее**	**Сказуемое**	**Дополнение**	**Обстоятельство**
	Scholars	have identified	four models of migration	since 1945.
In recent years	globalization	has become	a hotly debated topic.	
	Sociologists	obtain	information	by different means.

Прямое дополнение употребляется непосредственно после глагола:

Auguste Comte invented **the word "Sociology".**

Беспредложное косвенное дополнение всегда стоит между глаголом и *прямым дополнением:*

Auguste Comte gave **sociology** *its name*.

Предложное косвенное употребляется после *прямого:*

A sociologist reports *the research findings* **to the wider academic community.**

Sociology has *many practical implications* **for our lives.**

Порядок следования обстоятельств: образа действия, места, времени.

Other groups are clustered **disproportionately *in substandard accommodation or the social housing sector.***

Herbert Spenser published the first of his three-volume "Principles of Sociology" **in England *in 1876.***

Определение может относиться к любому существительному независимо от его функции в предложении и стоять как перед определяемым существительным, так и после него.

В научной литературе часто встречаются препозитивные определения, выраженные существительным в общем падеже. На русский язык такое существительное обычно переводится прилагательным:

satellite communication
data on **German income** patterns
government organizations

Порядок расстановки прилагательных-определений перед существительным:

- сначала прилагательное, выражающее субъективное мнение: **nice, interesting, beautiful**
- затем перманентные объективные характеристики в следующем порядке: **how big? how old? what shape? what colour? where from? what is it made of? what for?**

Прилагательные-определения после существительного

1. Некоторые прилагательные могут ставиться как перед определяемым существительным, так и после него, обычно – с разницей в смысле:

The **person responsible** was asked to come.
Попросили прийти ответственное лицо.
Give the task to **a responsible person.**
Дайте это задание человеку ответственному.
Другие подобные прилагательные: **present, concerned, involved, possible, available, conceivable, suitable, proper.**

2. Прилагательные всегда ставятся после неопределенных местоимений типа *somebody/something.*

something **important**
nothing **new**

Место наречий в предложении

1. Наречия, выражающие частоту или регулярность событий: **often, seldom, sometimes, always, ever, never**; относительное время: **just, still;** степень: **almost, nearly, hardly;** местоимения **all, both** занимают место перед знаменательным глаголом и после вспомогательного или модального глагола, или be.

2. Наречие **enough** ставится перед существительным и после прилагательного или наречия.

The Complex Sentence

Виды придаточных предложений

1. **Придаточное предложение-подлежащее**

Вводятся союзами **whether, if, that** и союзными словами **who, what, which, when, where, how, why**. Оканчивается перед вторым сказуемым в сложном предложении.

1) **That working women continue to be primarily responsible for domestic work** has lead the American sociologist Arlie Hochschild to speak of the “second shift”.

2) **Whether or not women have dependent children** has a major impact on their participation in the paid labour force.

2. **Придаточное предложение – предикативный член**

Вводятся союзами и **whether, that, if, as if** и союзными словами **whether, if, that, where, how, why**. Всегда стоят после глагола-связки, чаще всего **to be.** При переводе часто применяется коррелятивная частица **то** в соответствующем падеже, которая ставится перед союзом.

1) One of the main debates within the sociology of organizations is **whether we are witnessing the process of debureaucratization or if bureaucracies remain the typical organizational form within society.**

2) One of the results of more women entering paid work is **that certain traditional family patterns are being renegotiated.**

3. **Придаточное дополнительное предложение**

Вводятся союзами **whether, if, that** и союзными словами **who, what, which, when, where, how, why**. Обычно придаточное дополнительное стоит после сказуемого. Перевод затруднений не вызывает.

1) Weber did not believe **that structures existed external to or independent of individuals.**

2) He argued that **human motivation and ideas were the forces behind change.**

4**. Придаточное определительное предложение**

Относится только к существительным (и заменяющим их частям речи) и стоит обычно после определяемого существительного, независимо от того, каким членом предложения оно является. Вводится союзными словами **that, which, who, where, when.**

Оно может относиться *к подлежащему*. Запятыми не выделяется. Признак определительного предложения – положение после существительного; начинается союзным словом, заканчивается перед вторым сказуемым. Например:

1) Clients **who are met with smiles and told to "have a nice day"** are more likely to become repeat customers. (Подлежащим этого определительного придаточного предложения является **who**, так как оно стоит перед сказуемым **are met**).

2) *A particularly important cultural influence* **that affects the character and pace of change** is the nature of communication system.

3) *The view* **that class inequalities largely govern gender stratification** was often an unstated assumption until quite recently.

Определительное придаточное относится к *дополнению:*

1) In contrast to other social sciences, sociology emphasizes *the influence* that **society has on people's attitudes and behaviour.**

2) By contrast, sociologists focus on *the social networks* **that develop among many gamblers.**

3)Weber identified *key sociological debates* **that remain central for sociologists today.**

5. **Обстоятельственные придаточные предложения**

Обычное их место – в начале или конце сложного предложения. Внешний признак – специфические союзы (**when, as, as soon as, while, after, until, since, although, so that, in order to, where, because, if, provided, unless, how, in what degree**) и запятая, которой они обычно отделяются от главного, если придаточное стоит перед главным. Придаточные обстоятельственные предложения, стоящие внутри главного, выделяются запятыми с двух сторон. Если после главного – запятая не ставится. На русский переводятся придаточными обстоятельствами с соответствующими союзами.

Придаточное уступки:

Although Marx focused most of his attention on capitalism and modern society, he also examined how societies had developed over the course of history.

Придаточные времени:

1) **While Merton emphasized individual deviant responses to the tension between values and means**, Cohen saw the responses ocurring collectively through subcultures.

2) **As societies grew more complex**, it became impossible for status always to be accorded in this way.

Придаточное причины:

Enrico's work was typical of many jobs in the industrial era, **because it involved physical labour that produced tangible results.**

Придаточное цели:

In order to test a hypothesis and determine if it is supported or refuted, researchers need to collect information.

Бессоюзное присоединение придаточных:

The conclusion **they made** confirmed the original hypothesis.

The 13, 881 men and women **the researchers questioned** had registered at least once in the Salvation Army during a 14-month period.

Translate the sentences:

1. Sociologists focus on the social networks.
2. Sociology deals with families, religions, political parties, business firms, etc.
3. It is concerned with poverty, discrimination, alienation, overpopulation and community.
4. Sociologists identify patterns of social behaviour.
5. The sociological perspective provides explanations for these patterns.
6. Sociological imagination can bring new understanding to daily life around us.
7. Economists explore the ways in which people produce and exchange goods and services.
8. Historians are concerned with the peoples and events of the past.
9. Psychologists investigate personality and individual behaviour.
10. Political scientists study international relations.
11. Sociology emphasizes the influence that society has on people's behaviour.

12. Sociologists scientifically examine our social relationships with other people.
13. They test each piece of information and analyze it in relationship to other data.
14. Social scientists view social phenomena from several perspectives.
15. Sociological approach involves seeing through the outside appearances of people's actions.
16. Sociologists attempt to understand the shared feelings of people.
17. Anthropologists are interested in the cultures of the past.
18. Macrosociology concentrates on large-scale phenomena.
19. Microsociology stresses study of small groups.
20. Sociologists employ both of these approaches.
21. Criminologists specialize in illegal behaviour, while sociologists are concerned with the whole range of human behaviour.
22. Many people questioned have suddenly discovered hidden skills and their desire to achieve something.
23. When the Canadian sociologists analyzed their data on female status attainment, they also found some surprising results.
24. Although the furnishings and the equipment in this home for the terminally ill show that the Moscow authorities have invested considerable funds in this project, the city budget is still limited.
25. Since cultural norms affect such a wide range of human activities, the concept of deviance is correspondingly broad.

The Noun

Имя существительное

В предложении имя существительное может употребляться в функции любого члена предложения, а также в качестве именной части сказуемого.

В английском языке два падежа: **общий и притяжательный.**

Английские имена существительные в **общем** падеже с предлогами выражают отношения, передаваемые всеми русскими косвенными падежами без предлогов:

- русский родительный падеж передается английским существительным с предлогом **of;**
- русский дательный падеж передается английским существительным с предлогом **to;**
- русский творительный падеж передается английским существительным с **by, with;**
- русский предложный падеж передается английским существительным с предлогом **about.**

В **притяжательном** падеже употребляются, как правило, только одушевленные существительные. Однако в форме притяжательного падежа могут также употребляться:

1. **страны, города, суда**, слова **earth, world, country, city, ship**.

London is *Great Britain's* greatest industrial and cultural centre.
the earth's rotation
the world's population
the city's authorities

2. существительные, обозначающие **время:**

A month's holiday
A week's absence
An hour's walk

3. существительные, обозначающие **расстояние:**

a mile's distance

4. существительные, обозначающие **организации:**

The government's decision
The company's success

5. некоторые **наречия и местоимения:**

today's newspaper
yesterday's business talks
somebody's cargo

The plural

Множественное число существительных

Таблица 2. Образование множественного числа

ед.ч	**перевод**	**мн.ч**
a man a woman a person	*человек, мужчина* *женщина* *человек, персона*	**Hbv** m**e**n wom**e**n people (person**s**)
a people a study a survey a datum a curriculum an index a memorandum	*народ, нация* *исследование* *опрос, анкетирование* *данная величина* *учебный план* *индекс, показатель* *меморандум, служебная записка*	people**s** stud**ies** surv**eys** dat**a** curricul**a** ind**ices** memorand**a**
a basis a crisis a phenomenon a criterion a formula	*основа, базис* *кризис* *явление* *критерий* *формула, формулировка*	bas**es** cris**es** phenomen**a** criter**ia** formul**ae**

Следующие существительные употребляются в единственном числе: money, progress, vacation, information, knowledge, advice, news, athletics, gymnastics, mathematics, physics, electronics, economics, politics

Следующие существительные имеют одинаковую форму для единственного и множественного числа: a means – means, a series – series, a species – species, a headquarters – headquarters, a works – works, a staff – staff.

The Adjective

Имя прилагательное

Таблица 3. Степени сравнения многосложных имен прилагательных:

Положительная	**Перевод**	**Сравнительная**	**Превосходная**
Effective	*эффективный*	**more** effective	**the most** effective
Significant	*значительный*	**more** significant	**the most** significant
Important	*важный*	**more** important	**the most** important
Modern	*современный*	**more** modern	**the most** modern
Popular	*популярный*	**more** popular	**the most** popular
Accessible	*доступный*	**more** accessible	**the most** accessible
Fruitful	*плодотворный*	**more** fruitful	**the most** fruitful
Advantageous	*выгодный*	**more** advantageous	**the most** advantageous
Serious	*серьезный*	**more** serious	**the most** serious
Substantial	*существенный*	**more** substantial	**the most** substantial
Considerable	*значительный*	**more** considerable	**the most** considerable
Vulnerable	*уязвимый*	**more** vulnerable	**the most** vulnerable
Responsible	*ответственный*	**more** responsible	**the most** responsible
Available	*доступный*	**more** available	**the most** available
Controversial	спорный	**more** controversial	**the most** controversial
Productive	продуктивный	**more** productive	**the most** productive
useful	полезный	**more** useful	**the most** useful
recent	недавний, свежий	more recent	**the most** recent

TO BE + прилагательное, соответствующее в русском языке глаголу

(не употребляются в функции определений)

to be absent	отсутствовать	to be ill	болеть
to be afraid	бояться	to be interested in	интересоваться
to be angry	сердиться	to be late	опаздывать
to be anxious	беспокоиться	to be mistaken	ошибаться
to be aware	осознавать	to be nervous	нервничать
to be busy	заниматься	to be present	присутствовать
to be cold	мерзнуть	to be proud of	гордиться
to be confused	смущаться	to be sleepy	хотеть спать
to be content	довольствоваться	to be sorry	сожалеть
to be delighted	восхищаться	to be surprised	удивляться
to be disappointed	разочароваться	to be tired	устать
to be engaged in	заниматься	to be upset	огорчаться
to be fond of	увлекаться	to be used to	привыкнуть
to be frightened	испугаться	to be worried	беспокоиться
to be glad	радоваться	to be worth	стоить
to be hungry	быть голодным		

Субстантивированные прилагательные

1. THE + прилагательное = группа лиц

the young the old the elderly
the rich the poor the unemployed the homeless
the sick the disabled the injured the dead

2. THE + прилагательное = абстрактное понятие

The ridiculous is only one step from **the sublime**.

От великого до смешного – один шаг.

The Verb
Глагол

Таблица 4**.** Видо-временные формы действительного залога. Active Voice

	Present	**Past**	**Future**	**Future in-the-Past**
Simple (Indefinite)	He **writes** letters every day	He **wrote** a letter yesterday	He **will wri**te a letter tomorrow	(He said that) he **would write** a letter the next day
Continuous (Progressive)	He **is writing** a letter now	He **was writing** a letter at 5 o`clock yesterday	He **will be writing** a letter at 5 o`clock tomorrow	(He said that) **he would be writing** a letter at 5 o`clock the next day
Perfect	He **has** already **written** a letter	He **had written** a letter by 5 o`clock yesterday	He **will have written** a letter by 5 o`clock tomorrow	(He said that) he **would have written** a letter by 5 o`clock the next day
Perfect Continuous (Perfect Progressive)	He **has been writing** a letter since morning	He **had been writing** a letter for two hours when I came	He **will have been writing** a letter for two hours when I come	(He said that) he **would have been writing** a letter for two hours when I came

PRESENT SIMPLE

1..***Change the following sentences according to the model:***

Pattern: I **study** social psychology.

He **studies** social psychology.

1. I want to achieve good results.
2. I deny his point of view.
3. I consider his theory to be true.
4. I make conclusions after each experiment.

5. I apply new methods of research.
6. I make testing at the laboratory.
7. I compare the results of the experiment.
8. I reject this hypothesis.

2. ***Change the following sentences into general questions****:*

Pattern: He **makes** testing at the laboratory.
Does he **make** testing at the laboratory?

1. He applies the new method for his investigation.
2. The psychologist rejects this idea.
3. The scientist applies new devices.
4. The investigator uses testing in his research.
5. He considers them to be right.
6. She gives instructions to the students.
7. He gradually achieves good progress in his studies.
8. She denies such hasty conclusions.

3. ***Make the following sentences negative****:*

Pattern: I **consider** him to be right.
I **don't consider** him to be right.

1. I reject his position.
2. I make proper conclusions.
3. I apply his method for my experiments.
4. I study the problem of group dynamics.
5. I compare the experimental data.
6. I use the latest data in my research.
7. I deny their approach.
8. I achieve good results on the basis of his method.

4. ***Ask your partner:***

1. where he makes experiments;
2. what problem he investigates;
3. where he applies his method of research;
4. what latest data he uses;
5. whose position he considers to be right;
6. whose approach he denies;
7. what results he wants to achieve;

8. when he goes to the psychological laboratory

PRESENT PROGRESSIVE

1. ***Answer the question:*** *«What are you doing now?»*

Pattern: **I am answering** the questions.

1. measure weight
2. perform a task
3. solve a problem
4. make testing
5. compare experimental results
6. make an inquiry
7. investigate the effects of environment
8. watch the conduct of the respondents

2. Complete the following sentences:

Pattern: He is . . (measure the length).

He **is measuring** the length now.

1. She is ... (make an experiment).
2. She is ... (watch the testing process).
3. He is ... (solve a problem).
4. She is ... (register the students' answers).
5. The student is ... (copy the experimental data).
6. The subject is ... (perform a task).
7. The scientist is ... (compare the data).
8. He is …(investigate the data)

3. ***Change the following sentences into general questions:***

Pattern: They **are working** in the laboratory now.

Are they **working** in the laboratory now?

1. They are reading the data of the device.
2. You are making an inquiry.
3. They are testing the students.
4. We are solving a complex problem.
5. You are watching their behaviour.
6. We are recording the data.
7. You are making an experiment.

8. They are comparing the data.

4. ***Change the following sentences by using the model «to be going to»:***

Pattern: We **intend** to make an experiment.
We **are going to** make an experiment.

1.1 plan to watch his behaviour.
2. He intends to interview a group of students.
3. She wants to solve this problem by all means.
4. We intend to take part in his investigation.
5. They plan to apply a new method.
6. I want to use his analysis.
7. He intends to compare the new data.
8. She plans to finish the experiment soon.

5. ***Answer the following questions:***

Pattern: What **are you going** to do tonight?
(**to work** at the library)
I **am going to** work at the library.

1. What is he going to do today?
(to perform a task)
2. What is she going to do next week?
(to make an experiment)
3. What are they going to do now?
(to observe this phenomenon)
4. What is he going to do tonight?
(to finish his work)
5. What is she going to do next year?
(to continue her investigation)
6. What are they going to do tomorrow?
(to copy experimental data)

PAST SIMPLE

1. ***Change the following sentences by using the verb in Past Simple instead of the model «used to»:***

Pattern: I **used to** make inquiry in the laboratory.

I **made** inquiry in the laboratory.

1. He used to behave quite well.
2. We used to obtain good results.
3. They used to present the data in due time.
4. I used to settle such questions easily.
5. He used to pose interesting problems.
6. She used to apply various methods.
7. We used to introduce new factors.
8. They used to display good knowledge.

2. ***Change the following sentences into a negative form:***

Pattern: He **displayed** good knowledge of this subject.

He **didn't display** good knowledge of this subject.

1. Last time he behaved well.
2. They obtained interesting data.
3. She applied a new approach.
4. We introduced new subjects.
5. I settled this question easily.
6. He made a great contribution to developing science.
7. She differentiated these factors by a new scheme.
8. They presented interesting conclusions.
9. We analyzed his behaviour.
10. I accepted their point of view.

3. ***Change the following sentences into an interrogative form:***

Pattern: He **rejected** her point of view.

Did he **reject** her point of view?

1. I obtained certain conclusions.
2. He applied a new way of thinking.
3. She accepted his approach.
4. We presented our position.
5. She made a great contribution to this research.
6. He achieved new results.

7. They displayed good knowledge of this problem.
8. We described a new method in detail.

4. ***Ask questions starting with «when».***

Pattern: He **described** this phenomenon last year.

When did he **describe** this phenomenon?

1. They applied the new approach last Monday.
2. He came to this conclusion yesterday.
3. She obtained interesting results after her investigation.
4. I settled this question in the evening.
5. He observed her behaviour after testing.
6. They interviewed a group of students before the classes.
7. She achieved a certain step in her observation last week.
8. We studied their behaviour in the process of the experiment.

5. ***Ask questions starting with «where».*** **Pattern:**

Pattern: She **introduced** new elements into the experiment.

Where did she **introduce** new elements?

1. He obtained new data in the laboratory.
2. We got various results in the investigation.
3. She applied his approach to this problem in her inquiry.
4. They presented the new material in their paper.
5. He introduced new testing at the plant.
6. We asked a lot of questions at the office.
7. She made a great contribution to sociology.
8. He carried out a survey in this region.

PRESENT PERFECT

1. ***Change the predicates in the sentences from Present Progressive into Present Perfect:***

Pattern: I **am not writing** a report now.

I have written it already.

1. We are not analyzing the data now.
2. I am not making an experiment now.
3. I am not comparing the data now.
4. We are not recording the results now.
5. I am not observing his behaviour now.
6. We are not solving **a** problem now.
7. We are not discussing his approach now.
8. I am not reporting on my conclusions now.

2. ***Change the sentences from Present Progressive into Present Perfect negative:***

Pattern: He **is** solving **a** problem now.

He **hasn't solved** the problem **yet.**

1. She is considering this hypothesis now.
2. He is making analyses now.
3. He is thinking the matter over now.
4. She is watching this phenomenon now.
5. He is describing his pictures now.
6. She is demonstrating some experiments now.
7. He is introducing a new device now.
8. She is performing a task now.

3. ***Change the following sentences into an interrogative form:***

Pattern: We **have finished** this experiment.

Have you **finished** this experiment?

1. I have applied the new approach lately.
2. He has achieved good knowledge.
3. She has obtained productive results.
4. We have considered the issue already.
5. They have just spoken to the leading sociologist.
6. I have accepted his point of view.
7. He has rejected his hypothesis.

8. They have demonstrated their method recently.

4. *Change the following indirect questions into direct ones:*

Pattern: Ask your friend why he has finished his experiment.

Why **have** you **finished** your experiment?

1. Ask your friend where she has made measurements.
2. Ask your friend why he hasn't taken part in the interview.
3. Ask your friend what conclusion he has made.
4. Ask your friend what results they have achieved.
5. Ask your friend what she has obtained under new conditions.
6. Ask your friend where they have applied this technique.
7. Ask your friend why she hasn't reported on her data.
8. Ask your friend why he has rejected his hypothesis.

Таблица 5**. Видо-временные формы английского глагола в страдательном залоге. (PASSIVE VOICE)**

	Present	**Past**	**Future**	**Future in-the-Past**
Simple (Indefinite)	Books **are written** every day. Книги пишутся каждый день	The book **was written** yesterday. Книга была написана вчера	The book **will be written** tomorrow. Книга будет написана завтра	(He said that) the book **would be written** the next day. (Он сказал что), книга будет написана завтра
Continuous (Progressive)	The book **is being written** now. Книга пишется сейчас	The book **was being written** at 2 o`clock yesterday. Книга писалась вчера в 2 часа	Не используется	Не используется

Perfect	The book **has** just **been written**. Книга только что была написана	The book **had been written** by 2 o`clock yesterday. Книга была написана вчера к 2 часам	The book **will have been written** by 2 o`clock tomorrow. Книга будет написана завтра к 2 часам	(He said that) the book **would have been written** by 2 o`clock the next day. (Он сказал, что) книга будет написана к 2 часам завтра

Translate the following sentences:

1. In ancient times science was treated simply as a system of statements.
2. This simple rule is followed by the majority of authors.
3. This problem has been approached by many scholars on various grounds in different countries.
4. The method I have been describing in the text is, of course, one that is followed by all of us.
5. Men are distinguished from other forms of life on earth by their social production of the material means of life.
6. Sensations are not merely passively received, but are obtained in the course of human activity.
7. Two answers have been given to this question, neither of
8. them satisfactory.
9. The investigations of living organisms showed how all forms of life are developed from cells.
10. Special attention is being given to this phenomenon.
11. The problem cannot be finally solved.
12. Hypotheses have to be tested by all means.
13. A person's roles are to be understood in the light of his own pattern of hereditary and environmental influences.
14. There are circumstances which cannot be avoided.
15. Nearly all people in the world are being used, with or without their knowledge, in the struggle between ideologies.

Conditional sentences

Условные предложения

Таблица 6.

Тип	Придаточное предложение	Главное предложение	Пример	Перевод
Реальное условие, относящееся к настоящему или будущему времени	Present Simple	Future Simple	If I have money I will buy a car	Если у меня будут деньги, я куплю машину
Нереальное условие, относящееся к настоящему или будущему времени	Past Simple	Future Simple-in-the Past	If I were a princes I would live in a palace	Если бы я была принцессой, я бы жила во дворце
Нереальное условие, относящееся к прошлому времени	Past Perfect	Future Simple-in-the Past	If I had had money last year I would have bought a car	Если бы у меня были деньги в прошлом году, я бы купил машину
Смешанный тип условных предложений	Past Simple	Future Simple-in-the Past	If you knew English you would have got good job last year	Если бы ты знал английский (вообще) ты бы получил хорошую работу в прошлом году

***1*.Tr*anslate the sentences*:**

1. The problem would be very simple if that solution were possible.
2. If we had analyzed the results of the experiment in time we should have taken another course in our studies.
3. Provided we had at least two experimental groups we should start the investigation at once.
4. If the subjects were given all the necessary instructions they would respond in a right way.
5. If he had chosen a definite aim he would have succeeded in research.
6. Unless the poll were carried out on a national level the data would not be true.
7. If he had been more careful he would have received more concrete results.
8. If I were you I should never accept his offer.
9. I could have agreed with you if you had been right.
10. But for the circumstances they would not have taken such a decision.
11. They would be only glad if you participated in the work at this project.
12. In case of his success he would be invited to take that office.
13. If he had more time at his disposal he would do this job with pleasure.
14. If the ecological problems had been solved in due time we should not have spoken too much of the pollution.
15. If his story had been told about beforehand some urgent measures would have been taken.

2.Ttranslate the sentences:

1. She speaks as if she were an expert in this particular field of psychology.
2. They look as if they were working at this problem all night long.
3. His survey was so accurate and detailed as if he had been investigating this subject all his life.
4. They are discussing this matter as if they were engaged in this project for a long time.
5. His business turned out to be a success as if he had had a great experience in such affairs before.
6. He speaks English so fluently as though he had lived in England since his childhood.
7. He was reasonable jn his offer as though he had been taught to communicate effectively.

8. 8. The situation at the labour market is so drastic as though nothing could be done to relieve it.

The Modal verbs

Модальные глаголы

Таблица 7**.**

Verb	Перевод	Present	Past	Future
Can	Умение, способность, возможность, разрешение, просьба в вежливой форме	You **can** do it	You **could** do it	You **will be able to** do it
May	Разрешение, при not – запрещение, предположение с сомнением	We **may** go	We **might** go	We **will be allowed** to go
Must	Обязанность, долженствование, твердая необходимость, логич. заключение	We **must** do it. We **need not** do it	We **had** to do it. We **were no** to come here	We **will have** to do it
Shall	Намерение, предположение	I **shall** do it	You **should** read it	
Will	Желание, твердое намерение, воля, уверенность в будущем	I **will** go there	I **would** go there	
Ought to	Моральный долг, настоятельный совет, строгая рекомендация	You **ought** you write this letter		
Need	Отсутствие необходимости, необязательность	**Need** he work so late? We **need not** have hurried		

Dare	Сметь, посметь (в вопросе и отрицании - не сметь), дерзнуть, осмелиться	How **dare** you speak to me? He **dare not** tell it to me		
Used to	Бывало (обозначает повторявшееся в прошлом действие)		He **used** to live in Leeds. **Used** he?	
Should	Обязанность (менее сильная, чем must), совет, рекомендация, упрек, порекание, сожаление	He **should not** smoke so much. You **should not** cut your hair		
Would	Желание (с глаг. like), вежливая просьба, прошлая привычка	**Would** you like to come again? **Would** you mind coming again?		
Have to	Вынужденность, обязанность	I **have** to read this book	I **had** to read this book yesterday	I **will have** to read this book tomorrow
Be to	Долженствование в силу договоренности или плана	I **am** to study English	I **was** to study English	I **will be** to study English

***Translate the sentences**:*

1. Good research should help us to understand our social lives in a new way.
2. To achieve these aims, we must know the most useful research methods to apply in a given study and how best to analyze the results.
3. In sociology we need to look not only at existing societies in relation to one another, but also to compare their present and past.
4. We always need to interpret what facts mean, and to do so we must learn to pose theoretical questions.

5. To understand the nature of the modern world, we have to look at previous forms of society and analyze the main direction that processes of change have taken.
6. Thus we can investigate, for example, how the first prisons originated and what they are like today.
7. On the basis of her research with the flight attendants, Hochschild was able to add a new dimension to the way sociologists think about the world of work.
8. As liberal democracy is becoming so widespread, we might expect it to be working in a highly successful way.
9. The census data should also give a more accurate assessment of Britain' Muslim population, which has been estimated at between 1 and 3 million people.
10. Secularization can be evaluated according to a number of aspects or dimensions.
11. Churches and temples have to be sold off, or are in a state of disrepair.
12. First, religion should not be identified with monotheism.
13. We need to recognize the diversity of religious beliefs and modes of conduct.
14. According to some observers, which women tend to perform – domestic work, childcare, professional responsibilities – may increase the stress on women and contribute to higher rates of illness.
15. The impact of science and technology on how we live may be largely driven by economic factors, but it also stretches beyond the economic sphere.
16. Like Marx, Max Weber cannot simply be labeled a sociologist; his interests and concerns ranged across many areas.
17. There are a large number of possible causes that could be invoked to explain any given correlation.
18. A sociologist carrying out ethnographic research might work or live with a group organization or community for a period of months or even years.
19. This was because it was believed that an ethnographer could present objective pictures of the things they studied.
20. Those who conduct the interviews and those who analyze the results could not do their work effectively if they constantly had to check with each other about ambiguities in the questions or answers.

The Gerund

Герундий

Герундий – неличная форма глагола, обозначающая действие и имеющая свойства как глагола, так и имени существительного. Он образуется от основы неопределенной формы глагола прибавлением окончания **–ing**. Герундий переводится на русский язык при помощи отглагольного существительного, инфинитива или придаточного предложения

Таблица 8. **Формы герундия:**

залог / вид	Active	Passive
Simple	He likes **telling** tales. рассказывать	He likes **being told** tales. чтобы ему рассказывали
Perfect	He is proud of **having spoken** to this person. что поговорил	He is proud of **having been spoken** to. что с ним поговорили

Предлоги, после которых может употребляться герундий:

as a result of	besides	in spite of	by
in favour of	without	despite	for
against	what about	instead of	after
as well as	how about	on	before

Прилагательные, после которых употребляется герундий:

to be afraid of	to be interested in
to be busy	to be responsible for
to be engaged in	to be tired of
to be fond of	to be used to
to be good at	to be worth

Глаголы, после которых употребляется герундий:

to avoid	to keep
to admit	to like
to burst out	to mind (в вопросит. и отриц. предлож.)
cannot help	to need
to consider	to postpone
to deny	to practise
to dislike	to prefer
to excuse	to put off
to forgive	to regret
to give up	to remember
to go on	to stop
to involve	to try

Глаголы и выражения, требующие после себя герундия с определенными предлогами:

to accuse of	to insist on
to agree to	to look forward to
to apologize for	to object to
to approve of	to persist in
to congratulate on	to prevent from
to depend on	to rely on
to dream of	to succeed in
to feel like	to suspect of
to give up the idea of	to thank for
to inform of	to think of

The Gerundive constructions

Обороты с герундием

His being tired after his hard work is quite natural.

То, что он устал после тяжелой работы, вполне естественно.

His having been absent at the meeting is easily explained.

То, что он отсутствовал на собрании, легко объяснимо.

I heard **of the bridge being built**.

Я слышал, что мост строится.

I heard **of the bridge having been built.**

Я слышал, что мост уже построен.

We understood the importance **of this problem being solved practically.**

Мы поняли важность того, чтобы эта проблема была решена практически.

By listening attentively we at last understood everything.

Слушая внимательно, мы наконец поняли все.

Translate the sentences:

1. He couldn't leave without receiving necessary information.
2. They couldn't come to an agreement without hearing his opinion.
3. Sleeping rough is a dangerous business.
4. They found out the reason rather easily without making any efforts.
5. They couldn't help hurrying with this project.
6. Deciding how far informal procedures generally help or hinder the effectiveness of organizations is not a simple matter.
7. Their having violated this taboo may lead to tense relationships.
8. His having misinterpreted their nonverbal behaviour led to complete misunderstanding.
9. The subjects will be tested individually by being given simple problems to solve.
10. Without trying to determine the direction of the discussion we shall mention the problems touched upon in the papers presented.
11. There are two ways of studying social mobility.
12. His having been invited to participate in the international conference on the problems of violating human rights is an evident fact.
13. They are surprised at their having obtained such unexpected results after having tried a great number of different methods.
14. There is no special need in using a trial-and-error method.
15. They succeeded in having achieved the desired conclusions.

16. His being an expert in this particular field of science is known to everybody.
17. She insisted on his having been included into the working group.
18. By making experiments in compliance with new demands you will obtain necessary data.
19. He is greatly interested in collecting and analyzing the data.
20. One of the results of more women entering paid work is that certain traditional family patterns are being renegotiated.

The Participle

Причастие

Причастие – это неличная форма глагола, которая соответствует в русском языке причастию и деепричастию. Причастие подразделяется на причастие I (причастие настоящего времени) и причастие II (причастие прошедшего времени). Причастие I образуется прибавлением к инфинитиву окончания **–ing,** и имеет время, вид и залог.

Таблица 9. **Формы причастия I**

залог / вид	Active	Passive
Simple	**reading** читающий; читая	**being read** читаемый; будучи читаемым
Perfect	**having read** прочитав (уже, до чего-то)	**having been read** будучи прочитанным (уже; до чего-то)

Причастие II – это 3 форма глагола. Оно имеет страдательное значение, его форма неизменяема, то есть не имеет ни временных, ни залоговых, ни видовых различий.

read - прочитанный
done - сделанный
founded – основанный

Participial constructions

Обороты с причастиями

Working at this problem, the scientists have made interesting discoveries.

Работая над этой проблемой, ученые сделали интересные открытия.

Being built in a modern style, the house looked very beautiful.

Будучи построенным в современном стиле, этот дом выглядел очень красивым.

Having been subjected to all the tests, the machine was accepted.

Будучи подвергнут всем испытаниям, станок был принят.

The professor spoke of the achievements in our economy, **his lecture being illustrated by diagrams.**

Профессор говорил о достижениях в нашей экономике, и его лекция иллюстрировалась диаграммами.

The professor having finished his lecture, we began to discuss it.

После того, как профессор закончил свою лекцию, мы начали обсуждать ее.

It being dark, we could see nothing.

Так как было темно, мы ничего не могли увидеть.

Translate the sentences:

1. Investigating the given problem he came to rather interesting conclusions.
2. It was a great forum, scientists of many countries participating in its work.
3. This achievement founded on empirical principles was the elaboration of a new kind.
4. Having established interaction between these phenomena, they started to describe it.
5. He received interesting results, his speculation being based on logical analysis.
6. Religion based on ignorance is an unscientific world outlook.
7. Having received the necessary data, he published the results of his work.
8. The four methods discussed here are all expressions of the logic of science.
9. Two commonly used techniques are questionnaires and interviews.

10. Being open to change, these two men have adapted to the turbulent times and have become affluent as a result.
11. The experiments being made now are very important.
12. Taking a historical approach, Marshall traced the evolution of citizenship in Britain and identified three key stages.
13. In this respect, the rights associated with social citizenship greatly advanced the idea of equality for all.
14. Taken over a woman's lifetime, the wage gap produces striking differences in overall earnings.
15. Among young graduates currently entering the labour market, occupational segregation by gender is less pronounced.
16. In our current information age, social movements around the globe are able to join together in huge regional and international networks comprising non-governmental organizations, religious and humanitarian groups, human rights associations, consumer protection advocates, environmental activists and others who campaign in the public interest.
17. In some situations, a nation-state may accept the cultural differences found among its minority or minorities and allow them a certain amount of active development.
18. Any piece of information, including pictures, moving images and sounds, can be translated into "bits".
19. For several years, the internet remained confined to universities.
20. The internet is transforming the contours of daily life – blurring the boundaries between the global and local, presenting new channels for communication and interaction, and allowing more and more everyday tasks to be carried out online.

The Infinitive

Инфинитив

Инфинитив является одной из неличных форм глагола. Он соответствует в русском языке неопределенной форме глагола; по значению отвечает на вопросы: что делать? что сделать? Формальным признаком инфинитива является частица **to**.

Таблица 10. **Формы инфинитива**

залог / вид	Active	Passive
Simple	1 am glad **to tell** you this news. Я рад рассказать вам ...	I am glad **to be told** the news. Рад, когда мне рассказывают.
Continuous	I am glad **to be telling** you... Рад, что рассказываю вам...	
Perfect	I am glad **to have told** you... Рад, что рассказал вам ...	I am glad **to have been told** the news. Рад, что мне рассказали.
Perfect-Continuous	I am glad **to have been telling** you. Рад, что рассказываю вам (все это время)...	

Translate the sentences:

1. In order to explain this we have to study the facts of the case.
2. So as to understand development we must understand the distinction between quantitative change and qualitative change.
3. To think dialectically is to think concretely.
4. The purpose of this book is to provide a clear understanding of his theory.
5. The only evidence to be accepted is that to be tested by experience.
6. Research to be carried out now is of great importance.

7. The problem to be solved is under discussion now.
8. The aim of this lecture is to determine the ties of sociology with other disciplines.
9. The sociologists try to find stable principles of man's behavior.
10. To understand this method one must know something about its specific principles.
11. He proceeded to carry out careful experiments.
12. The function of scientific theories is to explain empirical laws and to predict new ones.
13. The work has not progressed far enough to give a complete survey of the poll.
14. It should be noted that his first research was on a more scientific basis.
15. For science to move forward there must be a constant interchange between observation and theory.
16. Yet at the same time as it provides exciting new opportunities to explore the social world,
17. the internet also threatens to undermine human relationships and communities.
18. Many factories employed Taylorist techniques in order to maximize industrial output and to raise the level of worker productivity.
19. There is little consensus among sociologists about how to understand changes in organizational structures.
20. Welfare services have to be funded through taxation.
21. They see the welfare state as expensive, ineffective and too bureaucratic and call for it to be reduced.

The Complex object

Сложное дополнение

Сложное дополнение состоит из двух частей: первая часть – существительное в общем падеже (или местоимение в объектном падеже), обозначающее лицо или предмет, вторая часть – инфинитив, который выражает действие, производимое этим лицом. Сложное дополнение употребляется лишь после некоторых глаголов и часто переводится на русский язык с помощью дополнительного придаточного предложения.

Глаголы, после которых инфинитив в составе сложного дополнения употребляется с частицей to: *to want, to expect, to wish, to desire, would like, to mean, to find, to consider, to believe, to think, to suppose, to assume, to prove, to know, to understand, to order, to tell, to ask, to allow, to permit, to like, to hate*, и некоторые другие.

Например:

a) He *wants* **you to help** him.

Он хочет, чтобы вы помогли ему.

b) She *asked* **him to finish** this work tomorrow.

Она попросила его закончить эту работу завтра..

c) I *don't expect* **them to get back** before next Monday.

Я полагаю, что они не вернутся раньше понедельника. (Я не жду, что они вернутся).

d) We believed **him to have been sent** to the conference as out representative.

Мы полагали, что его послали на конференцию в качестве нашего представителя.

e) I'*d like* **you to be responsible** for the whole project.

Я хотел бы, чтобы вы были ответственным за весь проектю

f) He *found* **the book (to be)** too difficult for him.

Он нашел, что книга слишком трудна для него.

g) I *considered* **her (to be)** an intelligent girl.

Я считала ее умной девушкой.

Глаголы, после которых инфинитив в составе сложного дополнения употребляется без частицы to: *to see, to hear, to watch, to notice, to observe, to feel, to make, to let.*

Например:

a) He *watched* **children play** in the yard.

Он наблюдал, как дети играют.

b) *See* **them dance.**

Смотри, как они танцуют.

c) What *made* **him give up** smoking?

Что заставило его бросить курить?

d) Will you *let* **me give** this book to Peter?

Разреши мне дать эту книгу Питеру.

Инфинитив в составе сложного дополнения может стоять в страдательном залоге:

Например:

a) Mr.Jones asked for **the letter to be typed** at once.

М-р Джоунз попросил, чтобы письмо было напечатано немедленно.

b) The captain ordered **the vessel to be discharged**.

Капитан приказал, чтобы судно было разгружено.

I want **the work to be done** -I want **the work done.**

В составе сложного дополнения вместо инфинитива может употребляться причастие I, которое выражает действие в процессе его совершения:

Сравните

They saw Mr. Jones **crossing** the street. Они видели, как м-р Джоунз **переходил** улицу.	They saw Mr. Jones **cross** the street. Они видели, как м-р Джоунз **перешел** улицу.

Translate the sentences:

1. Analysts of the Russian Research Center maintain the proportion of the middle class to have reached 10 percent.
2. They would like the public opinion poll to be carried out as soon as possible.
3. They want the problems of juvenile delinquency to be discussed at the coming session.

4. The sociologists made the polled respond to the questions spontaneously.
5. She has heard him occupy a leading position in the research center.
6. They saw her prepare for the experiment under new conditions.
7. They consider brain drain to be a social phenomenon as well as a psychological one.
8. They say the term *diaspora* to have been historically used for characterizing people who are drawn to one another across a distance.
9. They expect medical and social assistance to be provided for those who are in need.
10. The Code of Professional Ethics expects sociologists to disclose all funding sources.

The Complex Subject

Сложное подлежащее

Сложное подлежащее представляет собой сочетание существительного в общем падеже (или местоимения в именительном падеже) с инфинитивом. Этот оборот употребляется, когда сказуемое выражено следующими глаголами в страдательном залоге: *to say, to report, to consider, to believe, to know, to think, to understand, to suppose, to find.* Перевод предложения нужно начинать со сказуемого, переводя его на русский язык неопределенно-личным оборотом:

Например:

a) **He** *is expected* **to come back** tonight.

Ожидают, что он вернется сегодня вечером.

b) **She** *is said* **to have gone**.

Говорят, что она уже уехала.

c) **He** *is known* **to be preparing** for the exams.

Известно, что он готовится к экзаменам.

d) **She** *is supposed* **to be slimming**.

Предполагают, что она худеет.

Следующие глаголы употребляются в предложениях со сложным подлежащим не в страдательном, а действительном залоге: *to happen, to seem, to chance, to prove, to turn out, to appear.*

Например:

a) **He** *seems* **to have been speaking** for quite a while.

Кажется, он уже довольно долго говорит.

b) Do **you** *happen* **to know** his name?

Вы случайно не знаете, как его зовут?

c) **The girl** *turned out* **to be** a good dancer.

Оказалось, что девушка хорошо танцует.

Нередко сложное подлежащее употребляется со сказуемым, выраженным прилагательными *likely, unlikely, sure, certain* и глаголом связкой *to be.*

Например:

a) **He** *is sure* **to come**.

Он точно придет.

b) **Their plans** *are likely* **to change**.

Их планы, похоже, изменятся.

Translate the sentences:

1. He proves to be a leading scientist in this field of sociology.
2. His poll proved to be conducted on the basis of the latest questionnaire.
3. Discovering the cause of social phenomena is said to be the task of sociology.
4. The problem of science and religion is known to have been the subject of long discussions.
5. A social group is said to have been defined as a group of people with common interests and duties.
6. Sociology as a science is known to be concerned with social groups and institutions.
7. All of these statistics are widely believed to underestimate the true situation by 10 percent.
8. Less attractive personalities are likely to experience less rewards in the social situations.
9. Auguste Comte is considered to be the father of the sociological studies.
10. 10.Water and air pollution is recognized to have caused dramatic changes in the environment.
11. Religious skeptics seem to have been found in most cultures? Particularly in the larger traditional societies.
12. Smokers are more likely to contract lung cancer than non-smokers, and very heavy smokers are more likely to do so than light smokers.

Part II Texts for summarizing

Text 1.
1.Read and translate the text.

Sociology

The name sociology was first suggested in the 1830s by the French philosopher Auguste Comte, but for many years it remained only a suggestion. Comte urged others to study sociology.

It was not until late in the 19th century that we can identify people who called themselves sociologists and whose work contributed to the development of the field.

Among these were Herbert Spencer in England who published the first of his three-volume <<Principles of Sociology>> in 1876 and Ferdinand Tonnies in Germany.

A decade later, Emile Durkheim published <<Suicide.>>

The first sociologists studied moral statistics. Their work proved so popular that it led to the rapid expansion of census questions. However, sociology as an academic speciality was imported from Germany. The progressive uncovering of social causes of individual behavior-in response to the questions raised by moral statistics-produced the field called sociology.

Sociology is one of the related fields known as the social sciences. They share the same subject matter: human behavior. But sociology is the study of social relations, and its primary subject matter is the group, not the individual.

There is a close connection between sociology and other disciplines such as psychology, economy, anthropology, criminology, political science, and history. But sociologists differ from psychologists because they are not concerned exclusively with the individual, they are interested in what goes on between people. They differ from economists by being less interested in commercial exchanges; they are interested in the exchange of intangibles such as love and affection. Sociologists differ from anthropologists primarily because the latter specialize in the study of preliterate and primitive human groups, while sociologists are interested in modern industrial societies.

Criminologists specialize in illegal behavior, while sociologists are concerned with the whole range of human behavior. Similarly, political scientists focus on political social organizations. Finally, sociologists share

with historians an interest in the past but are equally interested in the present and the future.

Sociology is a broader discipline than the other social sciences. IN a sense, the purpose of sociologists is, in general, to find the connections that unite various social sciences into a comprehensive, integrated science of society.

Sociology consists of two major fields of knowledge: micro sociology and macro sociology. Micro sociologists study the patterns and processes of face-to-face interaction between humans. Macro sociologists attempt to explain the fundamental patterns and processes of large-scale social relations. They concentrate on larger groups, even on whole societies.

Sociologists attempt to use research to discover if certain statements about social life are correct. The basic tools of their research are tests, questionnaires, interviews, surveys, and public opinion polls.

2. Answer the following questions:

1. Who was the first to suggest the name sociology?
2. Who were the first sociologists?
3. What were they mainly interested in?
4. What country was sociology as an academic discipline imported from?
5. What is the subject matter of sociology?
6. What other disciplines is sociology closely connected with?
7. What differs sociology from psychology and anthropolody?
8. What is the goal of sociologists?
9. What fields of knowledge does sociology consist of?
10. What are the basic tools of sociological research?

3. Write a short summary of the text.

Text 2.

1. Read and translate the text

Sociological theory

The discipline of sociology involves more than a distinctive point of view. The sociological perspective illuminates new facts in countless familiar situations; but linking specific observations together in a meaningful way involves another element of the discipline, theory. In the simplest terms, a theory is an explanation of the relationship between two or more specific

facts. To illustrate the use of theory in sociology, recall Emile Durkheim's study of suicide. Durkheim attempted to explain why some categories of people (males, Protestants, the wealthy, and the unmarried) have higher suicide rates that do others (females, Catholics, the poor, and the married). To do so, he linked one set of facts — suicide rates — to another set of facts — the level of social integration characteristic of these various categories of people. Through systematic comparisons, Durkheim was able to develop a theory of suicide, namely, that people with low social integration are more prone to take their own lives.

To provide another illustration, how might we explain the sociological observation that college science courses in the United States typically contain more men than women? One theoretical approach would suggest that the sciences are more attractive to males than to females; perhaps males simply have a greater inborn interest in science. Another possibility is that American society encourages males to develop an interest in science while simultaneously discouraging this interest in females. A third theoretical approach might suggest that the educational system has some formal or informal policy that limits the enrollment of women in science courses.

As this example suggests, there may be more than one theoretical explanation for any particular issue. Therefore, the ability to link facts together into a meaningful theory does not in itself mean that theory is correct. In order to evaluate contrasting theories, sociologists make use of various methods of scientific research.

As sociologists use these scientific methods to gather more and more information, they are able to confirm some theories while rejecting or modifying others. In the early decades of this century, several sociologists interested in the rapid growth of cities developed theories that linked city living to distinctive patterns of human behaviour such as pronounced impersonality and even mental illness. However, research completed during subsequent decades has found that living in a large city does not necessarily result in social isolation, nor does it diminish mental health. Within any discipline therefore, theory is never static, because sociologists are continually carrying out research, sociological theory is always being refined.

2. *Answer the following questions:*

1. What is meant by theory?
2. What did E. Durkheim base his research on?
3. What is the essence of his suicide theory?
4. What sociological observation was made among college science students?
5. What do sociologists make use of to evaluate contrasting theories?
6. Is a theory static or changeable within any discipline?
7. Do you agree with the point that men are more prone to science study?

Text 3.

1. Read and translate the text

Social Barometer

A great part of sociological research consists of quantitative experimenting. The system of techniques used for that purpose is that of statistical methods. These methods are necessary to examine the data, analyse them and draw certain conclusions. The results of the sociological survey are published then.

Sociological research is usually conducted by a working group under the supervision of the leading sociologists of the All-Ukrainian Centre for the Study of Public Opinion. The public opinion poll is a criterion of the current social life within the society. It is the so-called social barometer of the country. In fact our fast-moving life makes it necessary to analyse things. So it is useful to examine the results of sociological surveys.

The public opinion poll is carried out nationwide or in some definite regions, cities, institutions. It may be verbal in the form of an interview. But more often the opinion poll is conducted by means of tests or questionnaires. The questionnaires contain some items to be chosen by the subjects. In other cases the questionnaires present a set of questions to be answered by the respondents in their individual way. The respondents may express their own opinions verbally or in writing. The assessments may be optimistic, pessimistic, dramatic, positive, negative. They expose and reassess our ideals and values.

The polls are very popular nowadays throughout the country. In general, they are directed to assess current social and political situation, political

figures, the most important events, economic perspectives, our losses and gains and so on. All data are given in percentages.

2. Answer the following questions:

1. What methods are the basic tools in every sociological research?
2. Who conducts sociological research?
3. What is considered to be a social barometer?
4. Where is the public opinion poll carried out?
5. In what form may it be conducted?
6. What are the questionnaires like?
7. How do the respondents express their opinions?
8. What do assessments expose?
9. What is the aim of the polls?
10. How are all data given?

3. Write a short summary of the text.

Text 4.

1. Read and translate the text

Kinds of Groups

We have already found out that sociology, as one of its main objects, studies social institutions and social relations, social bodies and social groups. Sociologists were early concerned with the problem of classifying groups as well. They have proposed many different classificatory schemes for the specific groups. They make up their classifications on the basis of selecting a few properties and define 'types'of groups on the principle whether these properties are present or absent.

Among the properties most often employed are size (number of members), amount of physical interaction among members, degree of intimacy, level of solidarity, focus of control of group activities and tendency of members to react on one another as individual persons. On the basis of these properties the following kinds of groups have been identified: formal- informal, primary – secondary, small- large, autonomous – dependent, temporary - permanent.

Sometimes sociologists make up their classifications of the groups according to their objectives or social settings. These are such groups as

work groups, therapy groups, social groups, committees, clubs, gangs, teams, religious groups, and the like.

3. Answer the following questions:

1. What does sociology study as one of its main objects?
2. What were sociologists early concerned with?
3. They have proposed many different classificatory schemes, haven't they?
4. What is the basis of their classification?
5. What properties are most often employed?
6. What kinds of groups are identified on the basis of these properties?
7. What other principle do sociologists employ in their classifications?
8. Give examples of formal groups, informal groups, primary groups, secondary groups.

3. Write a short summary of the text.

Text 5.

1. Read and translate the text

Sociologists' Views on Marriage

What is the criterion when choosing a mate? From many sociological surveys taken, it is unanimous that social, national, religious or other similar considerations have very little influence on the choice.

As for the nationality of those marrying, 14 per cent (every seventh) of the marriages in this country are mixed marriages, and this trend is growing.

An extensive sociological survey showed that 94 per cent of those about to get married say that love is the only ideal of marriage, which friendship and respect supplement. Only three per cent of those polled mentioned financial consideration as a possible motivation for marriage. The overwhelming majority said there can be no happiness where there is no emotional and intellectual attraction.

The result of a sociological survey in Moscow show that young people are attracted most by kindness, then sociability, openness, modesty, and finally, ability for good house-keeping.

The figures on the age of marriage are also interesting: young women in the under 20 group figure in 25 per cent of the marriages; 20-23 – 61 per

cent; 23-26 – 12 per cent; and over 26 – only two per cent. Young men don't seem in such a hurry to marry: the 20 group figure is only 15 per cent of the marriages; those in the 21-23 age group – 16 per cent, 23-26 – 49 per cent, and over 26 – 20 per cent.

Sociological results over the past 20 years indicate that most young people in this country do go into marriage with understanding and a sense of responsibility, and are eager to keep the marriage together.

According to the statistics, there are 33 divorces per every 100 marriages in this country (compared to 60 per 100 in Sweden, and 44 in the United States). What is the cause for divorce?

The prime reason for the comparatively high divorce rate in the country is the unequal sharing of domestic responsibilities, say many sociologists. Two factors are relevant here: the rising educational standards, and the greater intellectual and moral demands young women make of their men.

2. Answer the following questions:

1. What are the criteria for the marriage?
2. Do national considerations influence the choice?
3. And what about financial considerations?
4. What are the young people attracted by?
5. What do the figures on the age of marriage show?
6. What do sociological results over the past 20 years indicate?
7. What does the statistics show on the divorce?
8. What is the prime reason for the high divorce rate?

3. Write a short summary of the text.

Text 6.

1.Read and translate the text

Even in the USA we May Be Socially Backward

by Russell Watson

The first of my ancestors who came to North America, in the 17th century, were Dutch. They settled in a colony called New Amsterdam. Then the English took over. New Amsterdam became New York and New Jersey, and my ancestors had to put aside their Dutchness.

Today, even Americans who live in old New Amsterdam no longer consider the Netherlands a mother country. When we think of the Dutch, we

picture a small, oddball nation that permits many of the things we still regard as unlawful: prostitution, marijuana, same-sex marriages.

Yet, without knowing it, Americans are becoming a little more Dutch all the time – a society embroiled in rapid change, breaking down old structures and trying out best ways to live. The latest US Census shows that the presumed bedrock of our society, the nuclear family – Mom, Dad and 2.4 kids – is breaking down fast. Fewer than 25 percent of all US households now consist of married couples raising children, according to Census figures. In part, that's a consequence of societal aging: a growing portion of the US population is now beyond the child-rearing stage. But it also reflects a steep decline in the popularity of marriage, even for people who want to have children.

About a third of all babies are now born to unmarried women, compared with only 3.8 percent in 1950. The number of families headed by single women has risen 25 percent since 1990, to more than 7.5 million households. (The number of fathers raising kids on their own has increased at an even faster rate, to just over 2 million families). Demographers predict that more than half of the American children born in the 1990s will spend at least part of their childhood in a single-parent home.

Today's single mothers don't fit the old stereotype of dark-skinned teenagers on welfare. Though many are employed, they are still likely to be financially insecure, but they could be any age and any race. The median age for unmarried mothers is the late 20s, and white women make up the fastest-growing element of the group.

Instead of getting married – or staying married – many people are just living together. Unmarried cohabitation, involving both same-sex and opposite-sex couples, rose from 72 percent between 1990 and 2000, to 5.5 million households. Thanks to artificial insemination and adoption, a man in residence is no longer needed to produce a baby.

It's easy to understand why adult Americans are acting this way. With so many marriages ending in divorce, formal commitment strikes many people as a bad idea. And with so many women in the work force, fewer of them feel compelled to economic pressure to settle for Mr. Almost Right. It isn't clear whether all this unmarried parenthood is good for the children involved.

Single parents generally have less time to spend with their children than two parents. Cohabiting relationships are less stable than marriages, which means that children living in such families are more likely to grow up with a revolving set of adults in their lives. And the offspring of single parents are

more likely to reject marriage for themselves, perpetuating the pattern of their childhoods. For better or worse, Americans are reinventing the family. If the children of single-parent or cohabiting households end up receiving less guidance and support from their elders, family life will become a new form of Dutch treat. You're on your own, kids.

("NEWSWEEK" 2001)

2. Answer the following questions:

1. What are demographers worried about?
2. Why do young people prefer live together instead of getting married?
3. Why is sometimes a man no longer needed to produce a baby?
4. Are cohabiting relations a good model for the offspring?
5. What expects Americans?

3. Write a short summary of the text.

Text 7.

1.Read and translate the text

Networks

The term social network designates social ties that link people without the intensity of social interaction and common identity of a social group.

A social network resembles a social group in that it joins people in social relationships; it differs from a social group because it is not the basis for consistent social interaction and generates little sense of common identity or belonging. Social networks also have no clear boundaries, but expand outward from the individual like a vast web.

Social ties within some networks may be relatively primary, as among people who attended college together and have since maintained their friendships by mail and telephone. More commonly, network ties are extremely secondary relationships that involve little personal knowledge. A social network may also contain people we know of or who know of us- but with whom we interact infrequently, if at all. As one woman with a reputation as a community organizer explains, << I get calls at home, someone says, Are you Rosenn Navarro? Somebody told to call you. I have this problem…>>. For this reason, Mark Granovetter has described social networks as clusters of weak ties.

Even though social ties within networks may not be strong, these relationships represent a valuable resource that can be used to personal advantage. Perhaps the most common example of the power of networks involves finding a job. Albert Einstein, for example, sought employment for a year after completing his schooling, and only succeeded when the father of one of his classmates put him in touch with the director of an office who was able to provide a job. Thus, even in the case of a person with extraordinary ability, who you know may still be just as important as you know.

Nan Lin and her associates produced evidence of the extent of such network- based opportunities. Conducting a survey of 399 men in an urban area of the United States, Lin found that almost 60 percent had used social networks in finding a job; this approach was much more common that any other. But although social networks may be widespread, Lin found that they do not provide equal advantages to everyone. In her study networks afforded the greatest advantages to men whose fathers held important occupational positions. This reflects the fact that networks tend to contain people with similar social characteristics and social rank, thereby helping to perpetuate patterns of social inequality.

2. Answer the questions:

1. What does the term <<social network>> designate?
2. What are the differences and similarities between a social network and a social group?
3. Are social ties within networks strong or weak?

3. Write a short summary of the text.

Text 8.

1.Read and translate the text.

Character and communication.

Communication is the most important skill in life. We spend most of our waking hours communicating. But consider this: You've spent years learning how to read and write,years learning how to speak. But what about listening? What training or education have you got that enables you to listen so that you really, deeply understand another human being from the individual's own frame of reference?

Comparatively few people have had any training in listening at all. And, for the most part, their training has been in the personality ethic of technique, truncated from the character base and the relationship base absolutely vital to authentic understanding of another person.

If you want to interact effectively with me, to influence me- your spouse, your child, your neighbor, your boss, your coworker, your friend-you first need to understand me. And you can't do that with technique alone. If I sense you're using some technique, I sense duplicity, manipulation. I wonder why you're doing it, what your motives are. And I don't feel safe enough to open myself up to you.

The real key to your influence with me is your example, your actual conduct. Your example flows naturally out of your character,or the kind of person you truly are- not what others say you are or what you may want me to think you are.

It is evident in how I actually experience you.

Your character is constantly radiating, communicating. From it, in the Long run, I come to instinctively trust or distrust you and your efforts with me.

If your life runs hot and cold, if you're both caustic and kind, and, above all, if your private performance doesn't square with your public performance, it's very hard for me to open up with you. Then, as much as I may want and even need to receive your love and influence, I don't feel safe enough to expose my opinions and experiences and my tender feelings. Who knows what will happen?

But unless I open up with you, unless you understand me and my unique situation and feelings, you won't know how to advise and counsel me. What you say is good and fine, but it doesn't quite pertain to me.

You may say you care about and appreciate me. I desperately want to belive that. But how can you appreciate me when you don't even understand me? All I have are your words, and I can't trust words.

I'm too angry and defensive- perhaps too guilty and afraid- to be influenced, even though inside I know I need what you could tell me.

Unless you're influenced by my uniqueness, I'm not going to be influenced by your advice. So if you want to be really effective in the habit of interpersonal communication, you cannot do it with technique alone. You have to build the skills of empathic listening on a base of character that inspires openness and trust. And you have to build the Emotional Bank Accounts that create a commerce between hearts.

2. Answer the following questions:

1. What are the basic types of communication? There are four of them, aren't there?
2. Is it possible or impossible to learn communication skills for a short period of time?
3. What training or education should you have in order to communicate properly?
4. What is meant by effective interaction?
5. How would you interact with your spouse (your neighbor, your boss, your coworker, your child)?
6. Is there direct or indirect connection between character and communication?
7. Must we trust completely the words we hear in a conversation with the other person?
8. Are you in favor of or against empathic listening?

3. Write a short summary of the text.

Part III. Texts for written translation

Text 1.

Education and Ethnicity

Sociologists have carried out a good deal of research into the educational fortunes of ethnic minorities in Britain. Governments have also sponsored a series of investigations, including Education for all, the report of the Swan Committee. The Swann Report found significant differences in average levels of educational success between groups from different backgrounds. Children from West Indian families tended to fare worst at school, as measured by formal academic attainments. They have improved from ten years earlier, however. Asian children were equal to white children, in spite of the fact that on average the families from which they came were economically worse off than white families (Swann committee 1985).

Subsequent research indicates that the picture has shifted, however. Trevor Jones (1993) carried out research which indicated that children from all minority group backgrounds were more likely to continue on in full-time education from sixteen to nineteen than were white children. Only 37 per cent

of white children stayed on in education in 1988-90, compared to 43 per cent from West-Indian backgrounds, 50 per cent of South Asians and 77 percent of Chinese.

In spite of this apparently positive picture, Jones suggested something of a negative reason. Many members of ethnic minority groups might stay on in education because of the problem of finding a job.

On the whole, members of ethnic minority groups are not under-represented in British higher education. In 19998, 13 per cent of students under the age of twenty who were enrolled in higher education were from ethnic minority backgrounds. Among the overall population of the same age, ethnic minorities comprise only 9 per cent of the population. Young people from Indian and Chinese backgrounds are more likely to carry on in higher education, while black Caribbean men and women and Bangladeshi and Pakistani women remain under-represented (HMSO 2000).

Text 2.

Lifelong Learning

New technologies and the rise of the knowledge economy are transforming traditional ideas about work and education. The sheer pace of technological pace is creating a much more rapid turnover of jobs than once was the case. Training and the attainment of qualifications is now occurring throughout people's lives, rather than just once early in life. Mid-career professionals are choosing to update their skills through continuing education programmes and internet-based learning. Many employers now allow workers to participate in on-the-job training as a way of enhancing loyalty and improving the company skills base.

AS our society continues to transform, the traditional beliefs and institutions that underpin it are also undergoing change. The idea of education – implying the structured transmission of knowledge within a formal institution – is giving way to a broader notion of "learning" that takes place in a diversity of settings. The shift from "education" to "learning" is not an inconsequential one. Learners are active, curious social actors who can derive insights from a multiplicity of sources, not just within an institutional setting. Emphasis on learning acknowledges that skills and knowledge can be gained through all types of encounters – with friends and neighbours, at seminars and museums, in conversations at the local pub, through the internet and other media, and so forth.

The shift in emphasis towards **lifelong learning** can already be seen within schools themselves, where there are a growing number of opportunities for pupils to learn *outside* the confines of the classroom. The boundaries between schools and the outside world are breaking down, not only via cyberspace, but in the physical world as well. “Service learning”, for example, has become a mainstay of many American secondary schools. As part of their graduation requirements, pupils devote a certain amount of time to volunteer work in the community. Partnerships with local businesses have also become commonplace in the US and UK, fostering interaction and mentor relationships between adult professionals and pupils.

Lifelong learning should and must play a role in the move towards a knowledge society. Not only is it essential to a well-trained, motivated workforce, but learning should also be seen in relation to wider human values. Learning is both a means and an end to the development of a rounded and autonomous self-education in the service of self-development and self-understanding. There is nothing utopian in this idea; indeed it reflects the humanistic ideals of education developed by educational philosophers. An example already in existence is the “university of the third age”, which provides retired people with the opportunity to educate themselves as they choose, developing whatever interests they care to follow.

Text 3.

Immigration and Ethnic Relations on the Continent

Like Britain, most other European countries have been profoundly transformed by migration during the twentieth century. Large-scale migrations took place in Europe during the first two decades after World War Two. The Mediterranean countries provided the nations in the north and west with cheap labour. Migrants moving from areas like Turkey, North Africa, Greece and Southern Spain and Italy were for a period actively encouraged by host countries facing acute shortages of labour. Switzerland, Germany, Belgium and Sweden all have considerable populations of migrant workers. At the same time, countries that used to be colonial powers experienced an influx of immigrants from their former colonies: this applied primarily to France (Algerians) and the Netherlands (Indonesians), as well as the UK.

Labour migration into and within Western Europe slowed down appreciably two decades ago, as the boom turned into a recession. But since the fall of the Berlin Wall in 1989 and the transformations occurring in the

countries of Eastern Europe and the former Soviet Union, Europe has witnessed the birth of what has been termed the **new migration.** This “new migration” has been marked by two main events. First, the opening of borders between East and West led to the migration of some 5 million people in Europe between 1989 and 1994. Second, war and ethnic strife in the former Yugoslavia has resulted in a surge of approximately 5 million refugees into other regions of Europe. The geographical patterns of European migration have also shifted, with the lines between countries of origin and countries of destination becoming increasingly blurred. Countries in Southern and central Europe have become destinations for many migrants, a notable departure from earlier immigration trends.

Another feature of the “new migration” is that of ethnic “unmixing”. In the former Soviet Union, the former Yugoslavia, and in some Central European states, shifting borders, changing political regimes or the outbreak of conflict have led to migrations on the principle of “ethnic affinity”. A clear illustration of this can be seen in the case of the thousands of ethnic Russians who found themselves living in newly independent countries – such as Latvia, Kazakhstan and Ukraine – following the break-up of the Soviet Union. Many of them are choosing to migrate back to Russia as part of a process of ethnic unmixing.

Text 4.

Refugees, Asylum-Seekers and Economic Migrants

With the tightening of EU borders, submitting an application for asylum has become one of the remaining channels through which non-EU citizens can gain permission to settle in the EU. An **asylum-seeker** is a person who requests refuge in a foreign country due to a fear of persecution in his or her country of origin. The right to apply for asylum is accepted as a universal one, yet the policies aimed at reviewing asylum cases have become highly controversial in many EU states. Critics charge that asylum applicants are treated no better than criminals – forced to live in overcrowded prison-like detention centres while their applications are processed. Lengthy backlogs of cases have built up in many countries, including the UK, where more than 100,000 asylum-seekers were awaiting decisions on their applications in early 2000.

EU governments, however, stress the need to prevent “bogus” applications for asylum while protecting the rights of those with a genuine and

well-founded fear of persecution in their country of origin. Because the EU is home to some of the highest wages, welfare services and standards of living in the world, some “economic migrants” not in fear of persecution but seeking a better life, and who cannot gain entry by other means, may seek to do so by applying for asylum. Strict policies on asylum have led many to speak of **fortress Europe** – protected zone which acts collectively to protect its assets and high standard of living against an “assault” by migrants from other parts of the world who seek to share in its prosperity.

Many West European countries have witnessed campaigns for migrants to be returned to their countries of origin, and threats of deportation should they be unemployed or commit an offence.

Moral panics portraying migrants as criminals and dependent on the welfare state are prompting a further tightening of immigration policies in many countries. Robin Cohen (1994) uses the phrase “frontiers of identity” to refer to the way that public debates promote a particular vision of national heritage and throw up barriers against people who are “foreign” or “different”.

The racism associated with anti-immigration sentiment has produced some explosive incidents in Europe in the 1990s. In the newly unified Germany hundreds of attacks on foreigners – and on Turkish workers, some of whom had been in the country for more then twenty years – took place in 1991 and 1992. Violent attacks on Roma (gypsy) populations in many countries of central and eastern Europe have become more frequent.

Text 5.

Ethnic Integration and Ethnic Conflict

Many states in the world today are characterized by multiethnic populations. Often they have evolved in this way over the course of centuries. Some Middle Eastern and Central European states, for example, like Turkey or Hungary, are ethnically diverse as a result of long histories of changing borders, occupations by foreign powers and regional migration. Other societies have become multiethnic more rapidly, as a result of deliberate policies encouraging migration, or by way of colonial and imperial legacies.

In an age of globalization and rapid social change, the rich benefits and complex challenges of ethnic diversity are confronting a growing number of states. International migration is accelerating with the further integration of the global economy; the movement and mixing of human populations seems sure to intensify in years to come. Meanwhile, ethnic tensions and conflicts

continue to flare in societies around the world, threatening to lead to the disintegration of some multiethnic states and hinting at protracted violence in others. How can ethnic adversity be accommodated and the outbreak of ethnic conflict averted? Within multiethnic societies what should be the relation between ethnic minority group and the majority population? There are three primary models of ethnic integration that have been adopted by multiethnic societies in relation to these challenges.

Text 6.

Models of Ethnic Integration

The first avenue is **assimilation,** meaning that immigrants abandon their original customs and practices, moulding their behaviour to the values and norms of the majority. An assimilationist approach demands that immigrants change their language, dress, lifestyles and cultural outlooks as part of integrating into a new social order. In the United States, which was formed as a “nation of immigrants”, generations of immigrants were subjected to pressure to become “assimilated” in this way, and many of their children became more or less completely “American” as a result. Most official policies in the UK have been aimed at assimilating immigrants into British society.

A second model is that of the melting pot. Rather than the traditions of the immigrants being dissolved in favour of those dominant among the pre-existing population, they become blended to form new, evolving cultural patterns. Not only are differing cultural values and norms “brought in” to a society from the outside, but diversity is also created as ethnic groups adapt to the wider social environments in which they find themselves.

Many have believed that the **melting pot** model is the most desirable outcome of ethnic diversity. Traditions and customs of immigrant populations are not abandoned, but contribute to and a constantly transforming social milieu. Hybrid forms of cuisine, fashion, music and architecture are manifestations of the melting pot approach. To a limited degree, this model is an accurate expression of aspects of American cultural development. Although the “Anglo” culture has remained the pre-eminent one, its character in some part reflects the impact of the many different groups that now compose the American population.

The third model is that of **cultural pluralism**. In this view, the most appropriate course is to foster the development of a genuinely plural society, in which the equal validity of numerous different subcultures is recognized. A

pluralist approach regards ethnic minority groups as equal stakeholders in society, meaning that they enjoy the same rights as the majority population. Ethnic differences are respected and celebrated as vital components of larger national life. The United States and other Western countries are pluralistic in many senses, but ethnic differences have for the most part been associated with inequalities rather than equal but independent membership in the national community.

In Britain and elsewhere in Europe the leaders of most ethnic minority groups have increasingly emphasized the path of pluralism. To achieve “distinct but equal” status will demand major struggles, and as yet this is a very distant option. Ethnic minorities are still perceived by many people as a threat: a threat to their job, their safety and the “national culture”. The scapegoating of ethnic minorities is a persistent tendency. With the young in Western Europe quite often still holding similar prejudices to those of older generations, ethnic minorities in most countries face a future of continued discrimination, in a social climate characterized by tension and anxiety.

Text 7.

Education and New Communications Technology

The spread of information technology is already influencing education in schools in a number of different ways. The knowledge economy demands a computer literate workforce and it is increasingly clear that education can, and must, play a critical role in meeting this need. While household computer ownership has risen sharply in recent years, many children still do not have access to a computer at home. For this reason, schools are a crucial forum for young people to learn about and become comfortable with the capabilities of computers and online technology.

Over the past decade, the use of technology in schools has been utterly transformed, with a series of national initiatives aimed at modernizing and computerizing British schools. The average number of computers per school has increased dramatically; some 96 per cent of children aged five to fifteen have access to computers at school. By 1998 British secondary schools had an average of 101 computers apiece, while in primary schools the average was sixteen.

By 1998-9, 93 per cent of British secondary schools and 62 per cent of primary schools could access the Internet. The National Grid for Learning, which was launched in 1998, is designed to connect all schools, colleges,

universities and libraries in the country by 2002. According to the 1997 policy paper, Connecting the Learning Society, the grid will allow educational institutions across the country to collect and share data with each other. Teachers will be able to discuss curriculum development and share teaching successes with counterparts in other schools. Students can access the grid – even from home computers – for additional materials to provide help in developing literacy and numeracy skills. Schools in isolated regions will be able to make links with institutions in other parts of the country and share learning activities. Students of foreign languages will be able to access native speakers of the language for practice and assistance.

Text 8.

Dimensions of Globalization

You have probably heard many references to globalization, even if you are not entirely sure what it means. The concept of globalization is one that has become widely used in debates in politics, business and the media over the past few years. A decade ago, the term “globalization” was relatively unknown. Today it seems to be on the tip of everyone’s tongue. Globalization refers to the fact that we all increasingly live in “one world”, so that individuals, groups and nations become more *interdependent.*

Globalization is often portrayed solely as an economic phenomenon. Much is made of the role of transnational corporations (TNCs) whose massive operations stretch across national borders, influencing global production processes and the international distribution of labour. Others point to the electronic integration of global financial markets and the enormous volume of global capital flows. Still others focus on the unprecedented scope of world trade, involving a much broader range of goods and services than ever before.

Although economic forces are an integral part of globalization, it would be wrong to suggest they alone produce it. Globalization is created by the coming together of political, social, cultural and economic factors. It has been driven forward above all by the development of information and communication technologies that have intensified the speed and scope of interaction between people all over the world. As a simple example, think of the last football world cup, held in France. Because of global television links, some matches were watched by over 2 billion people across the world.

Text 9.

The subject matter of sociology

Spencer did not provide a developed, formal definition of sociology or of its relation to other social sciences. But in The Study of Sociology he paid much attention to demonstrating the possibility of its existence as a science; This possibility depended on the existence (1) of a universal law of «natural causality» which operated in society to the same extent as in nature, and (2) of a regular connection of the elements and structure of any phenomenon. By examining in detail the objective and subjective difficulties (including class prejudices) of shaping sociology as a science, Spencer anticipated a number of the theses of the future sociology of knowledge. The most complicated methodological task for him was to demarcate sociology from history. When studying the laws of the development of society, sociology is, in spirit, a historical science. But in Spencer's opinion, it was related to traditional, narrative, descriptive history in the same way as anthropology to biography. While biography recorded all the chance circumstances in a human life, anthropology studied the state and conditions of the development of the organism. In the same way sociology, even though it rested on historical facts, was closer methodologically to biology.

In contrast to Comte, Spencer not only set out his understanding of the subject-matter and tasks of sociology but also, in fact, realised the principles he proclaimed. His Principles of Sociology was essentially the first attempt to construct an integral sociological system on ethnographic material. Under the heading «The Data of Sociology» he tried to reconstruct theoretically the physical, emotional, intellectual, and especially the religious life of primitive man, and to bring out the origin of his main ideas and notions, Later, as "the inductions of sociology» which consisted in a kind of general theory of society, he analysed the concepts of society, social growth, social structure, social functions, various systems and organs of social life. In the second volume of *Principles of Sociology* he examined the evolution of domestic relations (primitive sexual relations, forms of the family, the position of women and children), ritual institutions (including customs), political institutions. His sociology was thus an all-embracing science that included anthropology, ethnography, and a general theory of historical development.

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Составитель:
Мингазова Фарида Касимовна

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