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Сборник текстов для чтения и заданий по английскому языку для магистрантов ФСН

Практикум

К 18   Каминская Н.В.,   Мартьянова Т.В.,   Ширяева Е.П.   СБОРНИК ТЕКСТОВ ДЛЯ ЧТЕНИЯ И ЗАДАНИЙ ПО АНГЛИЙСКОМУ ЯЗЫКУ ДЛЯ МАГИСТРАНТОВ ФСН: Практикум. – Нижний Новгород: Нижегородский госуниверситет, 2017. – 53 с.

Рецензент: к.с.н., ст. преп. кафедры общей социологии и социальной работы **И.А. Исакова**

Данный практикум предназначен для магистрантов факультета социальных наук, изучающих английский язык. Цель данных учебно-методических материалов – формирование и совершенствование языковых и речевых компетенций, необходимых для решения ряда задач профессиональной деятельности. Особое внимание в практикуме уделяется развитию навыков аналитического и ознакомительного чтения, ведению аргументированного обсуждения, а также анализу научного текста.

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UNIT 1
SKIMMING AND SCANNING

Exercise 1. **Read the text and use the information to do the tasks in exercises 2 and 3.**

Good reading skills are of vital importance for academic studies. The main reading skills are scanning, skimming, understanding main ideas, reading for detail, understanding opinions.

Skimming means reading very quickly. It involves selective reading of the most important parts of the text to find out how the text is organized (the way it is divided into sections or paragraphs) and get a general idea of what the text is about. It helps us understand what is the most important part to read.

When you **scan** a text, you move your eyes over it very quickly in order to find something specific and easily recognizable. When scanning you are looking for particular information – names, places, dates, specific phrases, etc.

Before you read a text always skim and scan it.

Exercise 2. **Tick (*V*) what you should read to get a quick overview of a text.**
a) the title and sub-heading _____
b) the introduction _____
c) every part of the text _____
d) the first and last sentences of each paragraph in the main body _____
e) the conclusion _____
f) the middle of each paragraph _____

Exercise 3. **Which of these types of text would you normally scan? Which would you skim?**

	Skim	**Scan**
an Internet page to see the weather forecast		
a list of references to find a particular author		
a magazine article		
a research paper you might need for your study		
a survey report		

Exercise 4. **The text below highlights the areas you might read when skimming or scanning a text. Read through it quickly and answer the questions below.**

Text 1

SOCIAL FACTS

A. Crucial to understanding Durkheim's thinking and the development of modern sociology is his concept of social facts. He developed this idea because he was struggling to separate the then-new discipline of sociology from the existing fields of psychology and philosophy. While philosophers thought about abstractions, Durkheim argued that sociologists should treat social facts as things. As such, social facts were to be studied empirically; this practice distinguished sociologists from philosophers who merely speculated about abstract issues without venturing into the real world and collecting data on concrete social phenomena.

B. Durkheim also argued that social facts were external to, and coercive over, individuals.   distinguish them from

psychological facts   internal to individuals *(not* external) and were not necessarily coercive over them.

C. Durkheim also distinguished between two types of social facts. The first is material social facts.   materialized in   social world. An example is the structure   classroom

material reality   can touch and feel   external   and coercive

the structure   may encourage listening to, and taking notes on, lectures. It also serves to prevent you from, say, playing baseball in the room while a lecture is in process.

D. The second is not material social facts.   social facts that are external and coercive,   do not take a material form;
examples of nonmaterial social facts   norms and values. Thus,
unwritten and widely shared rules about how   behave in class. Furthermore, we have learned to put a high value on education, with the result that we are very reluctant to do anything that would adversely affect it.

E. But, although we can see how a nonmaterial social fact is coercive over us, in what sense is it also external to us?   norms and values   shared   collectivity.   internalized in the individual   socialization process,   no single individual   set of norms and values is in the sole possession of the collectivity. In this sense we can say they are external to us.

F. To this day, many sociologists concentrate their attention on social facts. However, we rarely use this term today. Rather, sociologists focus on social structures (material social facts) and social institutions (nonmaterial social facts). However, it has become clear that in his effort to distinguish sociology from psychology and philosophy, Durkheim came up with a too limited definition of the subject matter of sociology. Many sociologists study an array of phenomena that would not be considered Durkheimian social facts.

1. What is the article about?
A. E. Durkheim
B. social facts
C. Durkheim's concept of social facts

2. Which of the following areas do you think the writer will focus on?
A. collecting data for sociological studies
B. classroom behavior
C. types of social facts
D. youth's norms and values

3. Which paragraphs will you read more carefully to find out more about:
- the differences between sociology and psychology?
- norms and values?
- modern views regarding the Durkheimian concept of social facts?

Exercise 5. **Read the task below and underline the words which you could scan the text for.**
Then scan the text and do the tasks in the box.

Look at the descriptions. What or who do they refer to in the text?
1. speculated about abstractions
2. to Durkheim, they require empirical studies
3. take a material form in the external social world
4. do not take a material form
5. are acquired during the socialization process
6. the term is seldom used in sociology now

Exercise 6. **Skim and scan the edited version of *Text 1* and complete the summary below.**

The text is about **(1)____**. He developed this idea to distinguish sociology from **(2)____**. While **(3)____** speculated about abstract issues, Durkheim argued that sociologists should treat social facts as things to be studied empirically. To Durkheim, social facts were external to, and **(4)____** over, individuals. This distinguished sociologists from **(5)____**. Then, the differences between **(6)____** and **(7)____** social facts are described, with the structure of a **(8)____** and **(9)____** as examples. Further, it is explained in what sense nonmaterial social facts are **(10)____** to us. In the end, the author stresses that the term 'social fact' is **(11)____** used today and appears critical of Durkheim for his too limited definition of the subject matter of sociology.

See the full version of Text 1 in the ANSWER KEY section.

Exercise 7. **Look at the title and the first sentence of the text and say what it would be about.**

EXPLOITATION

To Marx, capitalism, by its very nature, leads to exploitation, particularly of the proletariat, or working class.

Exercise 8. **Look through the text and underline its most important parts and the key words. See the ANSWER KEY to compare the versions.**

Text 2

EXPLOITATION

To Marx, capitalism, by its very nature, leads to exploitation, particularly of the proletariat, or working class. His thinking on exploitation is derived from his labor theory of value, and more specifically the concept of surplus value, defined as the difference between the value of a product when it is sold and the value of the

elements (including worker's labor) consumed in the production of the product. Surplus value, like all value from the perspective of the labor theory of value, comes from the worker. It should go to the worker, but in the capitalist system the lion's share of it goes to the capitalist. The degree to which the capitalist retains surplus value and uses it to his own ends (including, and especially, expansion of his capitalist business) is the degree to which capitalism is an exploitative system. In a colorful metaphor, Marx describes capitalists as "vampires" who suck the labor of the proletariat. Furthermore, the more of proletariat's "blood" the capitalist sucks, the bigger, more successful, and wealthier he will become. In capitalism, the deserving (the proletariat) grow poorer, while the undeserving (the capitalist) grow immensely wealthy.

Exercise 9. **Answer the questions.**
1. What concept(s) is/are defined in the text?
2. In what sense, to Marx, is capitalism an exploitative system?

Exercise 10. **Summarize the text using your answers in exercises 8 and 9.**

Exercise 11. **Use the text to match the words and phrases below.**

to be derived from	development
consumed	the largest portion
perspective	to be drawn from
the lion's share	purpose, goal
to retain	used
end	to keep in one's possession
expansion (of a business)	viewpoint, approach

UNIT 2
MAIN IDEAS AND DETAILS

Exercise 1. **Read the text carefully. Explain the differences between main ideas and details.**

Texts are divided into paragraphs to make them easier to read. Usually a text is organized in the following way:

Introduction (para 1): statement of theme

Paragraph 2: supporting details

Paragraph 3: supporting details

Summary and re-statement of the main idea

In the introduction the writer outlines what he or she will write about and the main issues he or she intends to raise.

Each paragraph goes on to deal with one key issue. The writer may state the issue in a topic sentence or sentences and may summarize it in the last sentence. The writer uses supporting details to explain and develop the point the paragraph is making. Sometimes the point has to be understood from the details.

A **detail** is an 'important' or 'specific' piece of information that can be found in a text. Details are often facts and in academic texts these are used to support main arguments.

Exercise 2. **Read the following paragraph. Choose the main idea A, B or C. If there is a topic sentence, underline it.**

When philosophers debate what it is that makes humans unique among animals, they often point to language. Other animals can communicate, of course. But despite the best efforts of biologists working with beasts as diverse as chimpanzees, dolphins and parrots, no other species has yet shown the subtleties of syntax that give human languages their power. There is, however, another sonic medium that might be thought uniquely human and that is music. Other species can sing (indeed, many birds do so better than a lot of people) but birdsong and the song of animals such as whales, has a limited repertoire – and no other animal is known to have developed a musical instrument.

A. the differences between animals and humans

B. the characteristics of language and music

C. the importance of language to humans

Exercise 3. **In which order will you follow the steps to match the correct heading to each paragraph?**

a) look for the topic sentences

b) select the right heading

c) read through the list of headings

d) skim the whole text

Exercise 4. **Look though the edited text below and choose the most suitable heading for each paragraph from the list.**

NB! Two headings are extra.

1. The reasons of increase in anomic suicide

2. Four types of suicide

3. Other types of suicide

4. The concept of anomie

5. Conclusion

6. Anomie and suicide

Text 1-A

ANOMIC (AND OTHER) TYPES OF SUICIDE

A. The concept of anomie played a central role in Durkheim's famous work, *Suicide.* He argued that people are more likely to kill themselves when they do not know what is expected of them. In this situation, regulation of people is low and they are largely free to run wild. This mad pursuit of anything and everything is likely to prove unsatisfying and, as a result, a higher percentage of people in such a situation are apt to commit suicide, specifically anomic suicide.

B. But what causes the rate of anomic suicide to increase? Social disruption is the main cause, but

both positive and negative disruption.   economic boom and economic depression   anomic suicide.

negative disruptions   collectivity

control over the individual.   feel rootless;   in the changing

environment. The unease that this causes leads people to commit anomic suicide at a higher rate than in more stable times.

C. Interestingly, anomic suicide is just one of four types of suicide created by Durkheim in a broad-ranging theory of this behavior. The others are egoistic suicide, which occurs

they feel

free   to do anything,

In altruistic suicide**,**

collectivity   the group leads them,

to commit suicide

Finally, fatalistic suicide   excessive regulation

people are so distressed and depressed by their lack of freedom that they take their own lives more frequently than otherwise.

D. Thus, Durkheim offers a broad theory of suicide based on the degree to which people are regulated by, or integrated in, the collectivity.

Exercise 5. **Which of these areas do you think the writer will NOT discuss?**
- the differences between the types of suicide
- the causes of anomic suicide
- the role of collectivity in changing rates of suicide
- limitations of the Durkheimian concept

Exercise 6. **Read the sentences. Which one is the main idea? Which ones are details that support the main idea?**
a) Prices are stable.
b) The economy is booming.
c) Consumption rate is growing.
d) Interest rates are low.

Exercise 7. **Locate the main idea and the supporting details here.**
But what causes the rate of anomic suicide to increase? Social disruption is the main cause, but interestingly, we can see an increase in the rate of such suicide in times of both positive and negative disruption. That is, both an economic boom and economic depression can cause a rise in the rate of anomic suicide. Either positive or negative disruptions can adversely affect the ability of the collectivity to exercise control over the individual. Without such control, people are more likely to feel rootless; to not know what they are supposed to do in the changing and increasingly

strange environment. The unease that this causes leads people to commit anomic suicide at a higher rate than in more stable times.

Exercise 8. **Look through the paragraph and select the correct words to complete the summary below.**

Interestingly, anomic suicide is just one of four types of suicide created by Durkheim in a broad-ranging theory of this behavior. The others are egoistic suicide, which occurs when people are not well integrated into the collectivity. Largely on their own, they feel a sense of futility, meaninglessness, and more of them adopt the view that they are free (morally and otherwise) to choose to do anything, including kill themselves. In altruistic suicide, people are too well integrated into the collectivity and kill themselves in greater numbers because the group leads them, or even forces them, to commit suicide more frequently than they otherwise would. Finally, fatalistic suicide occurs in situations of excessive regulation (e.g., slavery) where people are so distressed and depressed by their lack of freedom that they take their own lives more frequently than otherwise.

Apart from (1)____ suicide, Durkheim identified egoistic, altruistic and fatalistic types of suicide. Egoistic and altruistic suicides depend on the degree of individuals' integration into the (2)____, while fatalistic suicide may result from distress and depression caused by (3)_____ and lack of (4)____.

Exercise 9. **Look through the full version of the text and say which paragraph A-D mentions the following.**
- the influence of economic changes on suicide rates
- the emotions individuals might experience in a novel situation
- one of the books Durkheim is renowned for
- what people deprived of personal liberty might feel
- the role of integration in the collectivity in suicide rates

Text 1-B
ANOMIC (AND OTHER) TYPES OF SUICIDE
A. The concept of anomie played a central role in Durkheim's famous work, *Suicide.* He argued that people are more likely to kill themselves when they do not know what is expected of them. In this situation, regulation of people is low and they are largely free to run wild. This mad pursuit of anything and everything is likely to prove unsatisfying and, as a result, a higher percentage of people in such a situation **are apt to** commit suicide, specifically anomic suicide.

B. But what causes the rate of anomic suicide to increase? Social disruption is the main cause, but interestingly, we can see an increase in the rate of such suicide in times of both positive and negative disruption. <u>That is, both an economic boom and economic depression can cause a rise in the rate of anomic suicide. Either positive or negative disruptions can **adversely affect** the ability of the collectivity to exercise control over the individual. Without such control, people are more likely to feel rootless; to not know what they are supposed to do in the changing and increasingly strange environment.</u> The unease that this causes leads people to commit anomic suicide at a higher rate than in more stable times.

C. Interestingly, anomic suicide is just one of four types of suicide created by Durkheim in a broad-ranging theory of this behavior. The others are egoistic suicide, which occurs when people are not well integrated into the collectivity. Largely on their own, they feel a sense of **futility**, meaninglessness, and more of them adopt the view that they are free (morally and otherwise) to choose to do anything, including kill themselves. In altruistic suicide**,** people are too well integrated into the collectivity and kill themselves in greater numbers because the group leads them, or even **forces** them, to commit suicide more frequently than they otherwise would. Finally, fatalistic suicide occurs in situations of excessive regulation (e.g., slavery) where people are so **distressed** and depressed by their lack of freedom that they take their own lives more **frequently** than otherwise.

D. Thus, Durkheim offers a broad theory of suicide based on the degree to which people are regulated by, or integrated in, the collectivity.

Exercise 10. **Use the context to guess the meaning of the highlighted words and match them with the words or phrases in column B.**

A	B
to be apt to	negatively
adversely	to make smb do smth
to affect	to be inclined to, tend to
futility	lack of purpose or meaning; void
to force	upset
distressed	to influence

Exercise 11. **Put the statements in the correct order and complete them.**

___	A. ____ is a key concept in Durkheim's work *Suicide*.
1	B. The article is about Durkheimian types ____.
___	C. Egoistic suicide occurs ____.
___	D. Thus, according to Durkheim, suicide rates are determined by ____.
___	E. Altruistic suicide refers to ____.
___	F. The rate of anomic suicide may increase ____.
___	G. Excessive regulation may lead to ____.

Exercise 12. **Translate the underlined sentences into Russian.**

Exercise 13. **Discuss the following statements and questions with your partner.**

1. Did you read Durkheim's *Suicide*? Does the paper remain important to modern social science?

2. Without control of collectivity over the individual, people are more likely to feel rootless. They do not know what they are supposed to do in the changing environment.

3. Lack of freedom always causes distress in individuals.

4. Give examples of altruistic suicide.

UNIT 3
UNDERSTANDING OPINIONS

Exercise 1. **Read for information and decide which of the statements below are opinions.**

How do opinions differ from facts? An **opinion** is someone's 'belief' or 'view'. Opinions are open to debate and cannot be proved to be true. They may also change over time.

Academic texts usually contain arguments and opinions. Sometimes a passage presents the writer's opinions on a subject; sometimes a passage presents the views of the writer and other experts.

1. Computers have had a negative impact on children's reading habits.

2. Equatorial regions of the Earth have warm climates.

3. Anomic suicide is one of four types of suicide created by Durkheim in his theory of this behavior.

4. Medical treatment has improved over the past century.

Exercise 2. **Read the paragraph and decide whether the statements below agree with the views of the writer in the text or no information is given.**

Weber created many important methodological ideas, but one of the most important is the ideal type. It is important to point out immediately that Weber did *not* mean that an ideal type is some sort of Utopian, or best possible, phenomenon. It is ideal because it is a one-sided exaggeration[1], usually an exaggeration of the rationality of a given phenomenon. Such one-sided exaggerations become concepts that Weber used to analyze the social world in all its historical and contemporary variation. The ideal type is a measuring rod to be used in comparing various specific examples of a social phenomenon either cross-culturally or over time.

1. Weber's contribution to sociology was nonsignificant.

2. Some people may misunderstand what Weber meant by 'the ideal type'.

3. The ideal type can be used to analyze social phenomena in the modern world.

4. This concept came under criticism.

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[1] exaggeration – преувеличение

Exercise 3. **Look through the paragraphs below and say in which of them the author expresses his/her opinion. Explain your viewpoint.**

Para 1

… In this context, deviance often takes the form of alternative, unacceptable, and sometimes illegal means of achieving economic success. Becoming a drug dealer or a prostitute in order to achieve economic success is an example of deviance generated by the disjunction between cultural values and social-structural means of attaining those values. This is one way in which the structural functionalist would seek to explain crime and deviance.

Para 2

Prior to the 9/11 attacks on the World Trade Center and the Pentagon, relatively little hostility was aimed at Muslims in the United States. They were simply yet another group of immigrants who had integrated, or were integrating, into the United States. It was other groups – mainly Blacks and Mexican immigrants (especially those here illegally) – that were often stigmatized; Muslims largely escaped this process. However, the heinous acts of September 11 – planned and committed largely, if not exclusively, by Muslims associated with Osama bin Laden and al-Qaeda – changed all that.

Exercise 4. **Read the text and decide whether the statements below are true (T), false (F) or the information is not given in the text (NI).**
Text 1

KNOWLEDGE INDUSTRY

Another sector of society that came under attack by the critical school was what they called the **knowledge industry.** Paralleling the idea of the culture industry, this term refers to those entities in society concerned with knowledge production and dissemination, especially research institutes and universities. Like the culture industry, these settings achieved a large measure of autonomy within society, which allowed them to redefine themselves. Instead of serving the interests of society as a whole, they have come to focus on their own interests; this means that they are intent on[1] expanding their influence over society. Research institutes help to turn out the technologies needed by the culture industry, the state, and the capitalists and, in so doing, help to strengthen their position in, and influence over, society. Universities

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[1] to be intent on sth – стремиться к чему-либо

come to serve a similar series of interests, but perhaps more importantly serve to foster technocratic thinking and, in the process, help to suppress reason. Universities are dominated by technocratic administrators who run the university much like any bureaucracy and who impose rules on professors and students alike. Furthermore, the universities become increasingly dominated, not by the liberal arts that might encourage reason, but by the business, professional, and technical schools that are dominated by technocratic thinking. Furthermore, instead of challenging students to think, universities become more like factories for the manufacture of students. The focus is not on making them reasonable human beings, but on processing as many students as possible in the most efficient way. Universities come to turn out students in much the same way that factories turn out automobiles or sausages.

1. The term *knowledge industry* was coined by the critical school.

2. The author criticizes knowledge industry as a part of society.

3. Research institutes and universities fail to serve social interests.

4. Research institutes strengthen their position in society by producing technologies.

5. Both professors and students are reluctant to follow the rules imposed by technocratic administrators.

6. According to the text, technocratic approach is unlikely to encourage reason and open-mindedness.

7. Most students are not keen on getting knowledge.

8. The author compares educational establishments with factories.

Exercise 5. **Read the sentences with the verb *turn out* to guess its meaning.**

Exercise **6. Complete the sentences. Use the text if necessary.**
1. The text is concerned with the criticism of …
2. The term refers to …
3. Research institutes influence … through …
4. Universities foster …, thus suppressing …
5. Being dominated by … the universities do not encourage … any longer.
6. Educational institutions are compared with … as they …

Exercise 7. **With your partner, make up a list of the 'knowledge industry' problems tackled upon by the critical school. Compare the list with those of your fellow students.**

Exercise 8. **Discuss the problems you have listed. Agree or disagree with the views expressed by the critical school.**

Use some of the phrases below. For more, see Appendices 1 and 2.

For all I know…

As far as I can see…

On the surface of it…

On the one hand…

On the other hand…

My own feeling (impression, opinion, viewpoint) is that…

I suppose it's too much to say that…

It is common knowledge that…

In this connection it is interesting to consider one more aspect.

I don't catch what you are saying

UNIT 4
SUMMARIZING

Exercise 1. **Discuss the following with your partner.**

1. What exactly do you do while summing up a text?

2. In what situations, apart from sitting your English exam, do you think summarizing a text might come useful?

3. Does it matter, while summarizing, how long the text is? Explain your viewpoint.

4. Are there any differences between summing up a piece of fiction and a piece of academic writing?

5. How long, do you think, a good summary should be?

Exercise 2. **Will you include in a summary**

- your opinion?
- as many facts and details as you remember?
- the most important points?
- the author's opinion?
- some examples given by the author?

Exercise 3. **Put the information you are expected to give in a summary in the correct order.**

a) the most important points _____

b) conclusion (if any) _____

c) the main idea _____

d) the title (if any) of the text _____

e) the theme _____

Exercise 4. **Look through the text.**

Text 1

ROLE DISTANCE

One of Goffman's interests was the degree to which an individual embraces a given role. In his view, because of the large number of roles, few people get completely involved in any given role. **Role distance** deals with the degree to which individuals separate themselves from the roles they are in. For example, if older children ride on a merry-go-round, they are likely to be aware that they are really too

old to enjoy such an experience. One way of coping with this feeling is to demonstrate distance from the role by, in a careless, lackadaisical way, <u>performing seemingly dangerous acts</u> while on the merry-go-round[1]. <u>In performing such acts</u>, the older children <u>are really explaining to</u> the audience that they <u>are not as immersed in the activity as</u> small children might be or that if they are, it is because of the special things they are doing.

One of Goffman's key insights is that <u>role distance is a function of one's social status</u>. High-status people often manifest role distance for reasons <u>other than those</u> of people in low-status positions. For example, a high-status surgeon may manifest role distance in the operating room <u>to relieve the tension</u> of the operating team. People in low-status positions usually manifest more defensiveness in exhibiting role distance. For instance, <u>people who clean toilets</u> may do so <u>in a lackadaisical and uninterested manner</u>. They may be trying to tell their audience that they are too good for such work.

Exercise 5. **In small groups, A, B or C, read and assess the summaries below (A, B or C correspondingly). Make up a list of problems for your summary, then compare it with those of your fellow students from other small groups.**

A. *The title of the text is "Role distance". Goffman was interested in the degree to which an individual embraces a given role. In his view, because of the large number of roles, few people get involved in any given role. Role distance is the degree to which individuals separate themselves from the roles they are in. For example, if older children ride on a merry-go-round, they don't enjoy this experience. They demonstrate distance from the role by, in a careless, lackadaisical way, performing seemingly dangerous acts while on the merry-go-round. In performing such acts, the older children are explaining to the audience that they are not as immersed in the activity as small children might be or that if they are, it is because of the special things they are doing. One of Goffman's key insights is that role distance is a function of one's social status. High-status people often manifest role distance for reasons other than those of people in low-status positions. For example, a high-status surgeon may manifest role distance in the operating room to relieve the tension of the operating team. People in low-status positions usually manifest more defensiveness in exhibiting role distance.*

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[1] merry-go-round – карусель

B. *The title of the text is "Role distance". This text is about role distance. Most people have a lot of roles, but few of them get involved in them. Role distance is the degree to which individuals separate themselves from the roles they are in. Older children perform dangerous acts while on the merry-go-round because they are too old to enjoy such an experience. They demonstrate distance from the role. Role distance is a function of one's social status. High-status people and low-status people manifest role distance for different reasons. For example, people who clean toilets do it in an uninterested manner. They are too good for such work.*

C. *The text "Role distance" deals with Goffman's approach to this notion. The definition of this term is offered and some examples are given. In the last paragraph the relation between one's social status and role distance manifestation is explained.*

Exercise 6. **With your fellow students, discuss what should be done to improve each of the texts in ex. 5.**

Exercise 7. **Look through Text 1 and find five ways to express the idea similar to '*to show*'.**

Exercise 8. **If you are to put ideas in short you should paraphrase the sentences from the text you are summarizing. The context will determine what words and structures you may use.**
Paraphrase the underlined parts in Text 1.

Exercise 9. **Certain vocabulary and structures are used to summarize texts (see Appendix 3). Look up the words in your dictionary, if necessary.**
With your partner, discuss the following:
- What are the structures used for?
- Which of the verbs can you use in Passive?

Exercise 10. **Paraphrase the sentences below using the words given.**

1. Goffman offers a definition of 'role distance'.
_____ *is offered by Goffman.*
2. The author gives some examples of this phenomenon.
_____ *are given.*

3. Older children riding on a merry-go-round, demonstrate distance from the role by performing seemingly dangerous acts.

While riding_____, older children may perform _____ to demonstrate_____.

4. One of Goffman's key insights is that role distance is a function of one's social status.

_____ believed that _____ depends on _____.

5. In the last paragraph the author explains the relation between one's social status and role distance manifestation.

_____ is explained.

6. The author considers the differences between sociology and psychology.

_____ are considered.

7. The author compares the most recent approaches to gender socialization.

_____ are compared.

8. The last paragraph focuses on the stigmatization of Muslims in Western societies.

In_____, the focus is on _____.

9. Social scientists believe that social conflict may serve many functions.

_____ is believed to serve _____.

It is believed that _____may _____.

10. He believes that social conflict may serve to enhance social integration.

_____ is seen as a means of _____.

Exercise 11. **Look through Text 1 again and summarize it using the ideas from ex-s 5-10.**

Exercise 12. **Skim and scan Text 2 and say a) what the author seeks to do; and b) what functions of social conflict are listed here.**

Text 2

THE FUNCTIONS OF SOCIAL CONFLICT

While structural functionalism and conflict theory are discussed separately, and are at odds with one another in many ways, it is possible to discuss them together. In this section we do that by discussing the functions of social conflict.

Conflict may serve to solidify a loosely structured group. In a society that seems to be disintegrating, conflict with another society may restore the integrative

core. The cohesiveness[1] of Israeli Jews might <u>be attributed</u>, at least in part, to <u>the longstanding conflict</u> with the Arab nations in the Middle East. The possible end of the conflict might well exacerbate[2] underlying strains in Israeli society. Conflict as an agent for solidifying a society is <u>an idea that has long been recognized by propagandists</u>, who may construct an enemy where none exists or seek to fan antagonisms toward an inactive opponent.

Conflict with one group may serve to produce cohesion by <u>leading to</u> a series of alliances with other groups. For example, conflict with the Arabs has led to an alliance between the United States and Israel. Lessening of the Israeli-Arab conflict might <u>weaken the bonds</u> between Israel and the United States.

Within a society, conflict can <u>bring some ordinarily isolated individuals into an active role</u>. The protests over the Vietnam War <u>motivated many young people to take vigorous roles in American political life</u> for the first time. With the end of that conflict <u>a more apathetic spirit emerged again among American youth.</u>

Conflict also serves a communication function. <u>Prior to conflict</u>, groups may <u>be unsure of their adversary's position</u>, but as a result of conflict, positions and boundaries between groups often become clarified. Individuals therefore are better able <u>to decide on a proper course of action</u> in relation to their adversary. Conflict also allows the parties to get a better idea of their relative strengths and may well increase the possibility of rapprochement, or peaceful accommodation.

From a theoretical prospective, it is possible <u>to wed functionalism and conflict theory</u> by looking at the functions of social conflict. Still, it must be recognized that conflict also has dysfunctions.

Exercise 13. **Rephrase the underlined fragments in Text 2.**

Exercise 14. **Summarize Text 2.**

Exercise 15. **With your partner, discuss and give examples of how conflict can be used to solidify a society.**

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[1] cohesiveness – *зд.* единение
[2] exacerbate – обострять, усложнять, усиливать (*кризис, конфликт*)

UNIT 5
READING AND SPEAKING

Exercise 1. **With your partner, answer the questions.**
- What do sociologists mean by 'stigma' and 'stigmatization'?
- Did you read Goffman's *Stigma*?
- What connection, do you think, these words might have with the text below: *dramaturgical interaction, tension, fat, deception*?

Exercise **2. Skim and scan Text 1 to see whether you were right or wrong.**
Text 1

STIGMA

Goffman was interested in *stigma,* or the gap between what a person ought to be, **virtual social identity,** and what a person actually is, **actual social identity. Stigma** involves a gap between virtual and actual social identity. Goffman focuses on the dramaturgical interaction between stigmatized people and normals. The nature of that interaction depends on which of two types of stigma an individual has. In the case of **discredited stigma,** the actor assumes that the differences are known by the audience members or are evident to them (e.g., a paraplegic[1] or someone who has lost a limb[2]). A **discreditable stigma** is one in which the differences are neither known by audience members nor perceivable by them (e.g., a person who has had a colostomy[3] or a homosexual passing as straight). For someone with a discredited stigma, the basic dramaturgical problem is managing the tension produced by the fact that people know of the problem. For someone with a discreditable stigma, the dramaturgical problem is managing information so that the stigma remains unknown to the audience.

Most of the text of Goffman's *Stigma* is devoted to people with obvious, often grotesque, stigmas (e.g., the loss of a nose). However, as the book unfolds, the reader realizes that Goffman is really saying that we are all stigmatized at some time or other, or in some setting or other. His examples include the Jew passing in a predominantly Christian community, the fat person in a group of people of normal weight, and the individual who has lied about his past and constantly must be sure that the audience does not learn of this deception.

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[1] a paraplegic – человек, страдающий параличом нижних конечностей
[2] limb – конечность
[3] colostomy – колостомия (*наложение свища на ободочную кишку*)

Exercise 3. **Say what each paragraph in Text 1 focuses on and sum up the text.**

Exercise 4. **Look through Text 1 and match the terms and their definitions.**

virtual social identity	what a person actually is
actual social identity	the stigma is neither known by audience members nor discernible by them
stigma	what a person ought to be
discredited stigma	a gap between virtual and actual social identity
discreditable stigma	the actor assumes that the stigma is known by the audience members or is evident to them

Exercise 5. **Say whether the statements are true (T) or false (F), or no information (NI) is given in Text 1.**
        1. Virtual social identity was Goffman`s interest.
        2. Goffman focuses on the contest between stigmatized people and normals.
        3. People's awareness of an individual's problem may produce tension in the course of their interaction.
        4. An individual with a discreditable stigma tends to conceal the information regarding his/her difference from the audience.
        5. In this text, Goffman's *Stigma* is summarized.
        6. The aim of Goffman's *Stigma* was to describe people with obvious, often grotesque, stigmas.
        7. Goffman disapproved of deceiving people.

Exercise 6. **With your partner, answer the questions and discuss the following:**
        1. According to Goffman, anyone is stigmatized at some time or other, or in some setting or other. Do you agree or disagree with the statement?
        2. Give your examples of a discredited stigma and a discreditable stigma.
        3. How do sociologists explain the nature of stigmatization?
        4. Read the paragraph in the box. Describe any similar process in any society.

Prior to the 9/11 attacks on the World Trade Center and the Pentagon, relatively little hostility was aimed at Muslims in the United States. They were simply yet another group of immigrants who had integrated, or were integrating, into the United States. It was other groups – mainly Blacks and Mexican immigrants (especially those here illegally) – that were often stigmatized; Muslims largely escaped this process. However, the heinous acts of September 11 – planned and committed largely, if not exclusively, by Muslims associated with Osama bin Laden and al-Qaeda – changed all that. There is an increasing and palpable tendency for many Americans to stigmatize Muslims both in and out of the United States. Some Muslims have a discredited stigma since their physical appearance, accent, mode of dress, and so on, make it clear to others (or seem to) that they are Muslims. Other Muslims whose appearance, accent, and way of dressing are not dissimilar from most other Americans are more likely to confront the stresses and strains of a discreditable **s**tigma. Because of this, others who are mistakenly thought to be Muslim are also stigmatized.

Exercise 7. **Answer the questions.**
- What is *the self*?
- Who introduced and developed the concept?

Exercise 8. **Read Text 2 and say what its main idea is.**
Text 2
HAVE WE BECOME OBSESSED WITH THE SELF?
A. George Herbert Mead offered great insight into the nature of the self, but he might have been surprised to see the degree to which the self has been transformed, and come to be the center of attention, even an obsession, in the contemporary world. We live today in a world in which we are increasingly likely to reflect on a greater number of things. The Internet and globalization, among other things, have put us in touch with many more things and we are increasingly able (because of such developments) to reflect on them. Indeed, we need to reflect on them because so many of them (e.g., global economic changes or health threats) are likely to have a profound effect on us. And among the things that we reflect on more these days is ourselves (Mead was very interested in the relationship between the self and reflexivity).

B. While self-reflection occurred in the past, people were less able and likely to do so than people (at least in developed countries) are today. For one thing, people were often too busy trying to survive and provide for their daily needs to engage in

all that much self-reflection. Furthermore, they lived in a culture that stressed material accomplishments and de-emphasized self-reflection and self-absorption, viewing them as excessive and not furthering the material needs of people and the larger society. However, as Anthony Giddens, a contemporary theorist, points out, today the self has become a project, perhaps even *the* project, for many people. For one thing, the self no longer simply emerges; it is something that we actively create. Who we are, who we think we are, are not given characteristics, or even set in childhood, but are things that we consciously and actively create throughout the course of our lives. Thus, the self is not created once and for all, but continually molded, altered, and even changed dramatically over time, and even from one time to another.

C. Thus, the self becomes something that we all need to watch over, monitor, and alter as needed. This makes us in many ways more flexible and adaptable. However, in many ways it is also a fearsome and difficult process. That is, a century or two ago people did not worry much about the self, but today it has become a constant source of a concern. We have become preoccupied with the self and adapting it to the changing society, our changing position in that society, and even from one situation to the next. This is not an easy task and it is one that is fraught with difficulties and tensions. There are many advantages to being in tune with the self, but there are also many costs.

Exercise 9. **Which paragraph A, B or C in Text 2 mentions the following?**
- self-reflection vs material needs
- self-reflection as characteristic of the modern way of life
- advantages and disadvantages of our preoccupation with the self
- the self actively created
- the influence of recent developments and changes on our lives

Exercise 10. **Sum up Text 2.**

Exercise 11. **Explain the statement below. Why is '*the*' highlighted?**
… the self has become a project, perhaps even *the* project, for many people.

Exercise 12. **Read the following statements based on Text 2. Give your opinion and support it with arguments.**
1. The self has become the center of attention in the contemporary world.

2. Today we are likely to reflect on a greater number of things than we used to due to the Internet and globalization.

3. Self-reflection and self-absorption are excessive and do not help to meet the material needs of people and the larger society.

4. The self is continually molded and altered over time.

5. There are many advantages to being in tune with the self, but there are also many costs.

Exercise 13. **Skim and scan Text 3 to explain what the following words and phrases mean:**
- invidious distinctions (between people)
- conspicuous consumption
- leisure
- conspicuous leisure

Text 3
CONSPICUOUS CONSUMPTION AND CONSPICUOUS LEISURE

What distinguishes Veblen from every other classical theorist is that he not only developed an important theory of production, but he also created a theory of consumption. Of enduring importance is his theory of the relationship between social class and consumption. At the turn of the 20th century Veblen argued that the motivation to consume a variety of goods (services were of little interest in Veblen's day, but the same idea would apply) is not for subsistence, but to create the basis for invidious distinctions (those designed to lead to envy) between people. The possession of such goods leads to higher status for those who possess them. In other words, the leisure class engages in **conspicuous consumption.** And the conspicuous consumption of the leisure class ultimately affects everyone else in the stratification system. In deciding what goods to consume, people in every other social class ultimately emulate[1] the behavior of the leisure class at the pinnacle of the stratification system. The tastes of that class eventually work their way down the stratification hierarchy, although most people end up emulating the acquisitions of the class immediately above them in the stratification system.

Veblen distinguished between conspicuous consumption and **conspicuous leisure.** He argued that leisure, or the nonproductive use of time, was an earlier way of making invidious distinctions between people; that is, people conspicuously

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[1] to emulate – to imitate, to copy

wasted time in order to elevate their social status. In the modem era, people consume conspicuously (i.e., waste goods rather than time) in order to create such distinctions. <u>Buying expensive goods when far less expensive commodities would have accomplished the same objectives is an example of waste in the realm of goods.</u>

<u>In the modern world, elites are more likely to engage in conspicuous consumption than conspicuous leisure because the former is more visible, and visibility is crucial if the goal is to elevate one's status and to make others envious.</u> Driving a new Rolls Royce around one's neighborhood is far more likely to be seen than whiling away one's hours in front of one's television set.

Exercise 14. **Use the information from Text 3 to complete the sentences.**

1. Veblen's theory of the relationship between social class and consumption __ important.

2. Veblen argued that various goods are consumed not only for subsistence, but also to ____.

3. According to Veblen the leisure class engages in conspicuous consumption, which influences ____.

4. The tastes of a class are ultimately determined by ____.

5. Veblen distinguished between ____.

6. Leisure was an earlier way of making invidious ____.

7. Elites are less likely to engage in ____ than ____ because ____.

Exercise 15. **Give synonyms to the words and word combinations below. Find them in Text 3 and rephrase the sentences.**

To lead to, to emulate the behavior, to elevate social status, visible, to while away one's hours.

Exercise 16. **Translate the underlined sentences in Text 3 and summarize the text**

Exercise 17. **With your partner, discuss the following:**

1. What is Veblen`s contribution to social sciences? What other concepts did he develop?

2. Explain the difference between conspicuous consumption and conspicuous leisure.

3. Give examples of conspicuous consumption in modern societies.

4. What is the role of advertising in the growth of consumption?

5. Do you think that conspicuous consumption contributes to the development of trade and industry? Explain your answer.

Exercise 18. **Work in two teams. Take turns to speak about pros and cons of conspicuous consumption.**
Team A Speak about the advantages it gives.
Team B Speak about the related problems and negative consequences.
The first team failing to give an argument loses.

Exercise 19. **Work in two groups.**
Group A Read Text 4
Group B Read Text 5

Read your text and answer the questions.
1. Whose theory is described in the text?
2. What concepts and notions are discussed?
3. What is the main idea of the text?
4. What examples or arguments are given to support the idea(s)?
Text 4

RISK SOCIETY

The idea of risk lies at the center of the work of a contemporary German theorist, Ulrich Beck (1944-), as reflected in the title of his best-known book, *Risk Society* (1992). Beck sees society today as being defined by risk and the ways in which it can be prevented, minimized, or channeled. Thus, instead of finding solidarity the way previous generations did in the pursuit of such great positive goals as greater equality, what unifies people today is the largely negative goal of being spared the dangers associated with various risks.

Many of today's risks stem from modern industry, but what makes them unique is not just that they are more dangerous than ever before (an accident at a nuclear power plant is far more dangerous than one in a conventional power plant), but that they are not restricted by place or time. For example, a nuclear accident, such as the one at Chernobyl in 1986, was not restricted to the geographic area around the plant, but affected many parts of the world, some quite remote from the original site. Furthermore, its impact was not restricted to the time at which the accident occurred, but its effects have lingered as the site and its environs remain dangerous to this day and, more importantly, people continue to suffer the ill effects of radiation exposure with some experiencing new symptoms or developing symptoms for the first time.

Risk, like many other things in the social world, is stratified. Rich nations and the upper classes in every nation are less likely to experience risk than poor nations and the lower classes. Risks are much more likely to exist in poor nations than rich (and the latter export risks to the former) and in areas where the lower rather than the upper classes live. Nevertheless, even the upper classes cannot be free from risk in the contemporary world. One reason is the **boomerang effect** whereby risks strike back on the upper classes and rich nations most responsible for their production. Thus, rich nations and upper classes seek to place factories that adversely affect the environment as far away from them as possible, but many of those risks find their way back to them in the form of polluted air and water, a widening hole in the ozone layer, global warming, and the like. Thus, in many ways, there is no way for anyone to hide from, or escape, the risk society.

Exercise 20. **When you have finished, find a partner from the other group and go through the questions together.**
Swap and compare the information.

Exercise 21. **Sum up your text for your partner from the other group.**

Exercise 22. **Read the other text quickly.**
With your partner, make up a list of the issues mentioned in the texts.
Choose two of the issues to dwell on.

Exercise 23. **Translate the underlined sentences in Text 4 and Text 5.**

Text 5
1. Whose theory is described in the text?
2. What concepts and notions are discussed?
3. What is the main idea of the text?
4. What examples or arguments are given to support the idea(s)?

SIGNIFICANT SYMBOLS AND LANGUAGE

One of the most famous ideas in Mead's conceptual arsenal, and in all of sociology, is the significant symbol. Significant symbols are those that arouse in the person expressing them the same kind of response (it need not be identical) that they are designed to elicit from those to whom they are addressed. Physical objects can be significant symbols, but vocal gestures, especially language, are the crucial significant symbols. In a conversation of gestures, only the gestures are

communicated. In a conversation involving language, gestures (the words) and most importantly, the meaning of those words are communicated.

Language (or, more generally, significant symbols) brings out the same response in both speaker and hearer. If I were to say the word *dog* to you, both you and I would have a similar mental image of a dog. In addition, words are likely to lead us to the same or similar action. If I yelled the word *fire* in a crowded theater we would both be driven to want to escape the theater as quickly as possible. Language allows people to stimulate their own actions as well as those of others.

Language also makes possible the critically important ability of people to think, to engage in mental processes. Thinking, as well as the **mind**, is simply defined as conversation that people have with themselves using language; this activity is like having a conversation with other people. Similarly, Mead believes that social processes precede mental processes; significant symbols and a language must exist for the mind to exist. The mind allows us to call out in ourselves not only the reactions of a single person, but also the reactions of the entire community.

Exercise 24. **Read Text 6 to match 3 of the headings with the paragraphs.**
1. New means of surveillance
2. Surveillance and security
3. A threat to privacy
4. Surveillance through history
5. Big Brother is watching over you

Text 6
THE EXPLOSION[1] IN THE SURVEILLANCE[2] OF OUR EVERYDAY LIVES

A. Surveillance of people is nothing new. It goes back to ancient times and over the last several centuries churches, states, factories, and bureaucracies have watched and collected increasingly detailed personal information on us. More recently private sector agencies related to medicine, banking, insurance, and business (especially credit card companies) have joined the fray. It is the latter agencies, in conjunction with an array of new technologies – the computer, video cameras, implanted chips, electronic location monitors, satellites, voluntary testing, and so on – that have greatly increased the ability to watch over people, especially via electronic

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[1]explosion – *зд.* бурный рост
[2] surveillance – надзор, наблюдение

means that no longer require one person watching another. The new forms of surveillance have all sorts of advantages over their **predecessors** including being invisible (or nearly so), manipulative (rather than coercive), inexpensive (for each unit of data collected), yielding data that are easy to organize and retrieve, and so on.

B. There is much that is positive about the new and increased ability to engage in surveillance. Many organizations and institutions need information to do what they do and these methods allow them to obtain it cheaply and sometimes **instantaneously**. Even families with small children benefit when surveillance cameras oversee the actions of babysitters and in daycare centers. Certainly the police are aided in their efforts to deter crime and to catch criminals. In this post 9/11 era, the use of advanced surveillance techniques may help deter, or even prevent, other terrorist attacks. To take an even more recent example, in 2005 the medical community is alert to early signs of **avian flu** in Southeast Asia. Careful monitoring of cases there for early signs of human-to-human transmission may help prevent a global pandemic, or at least allow us to be better prepared to deal with it and limit its effects.

C. Yet, with all of this, there is every reason to be fearful of this massive increase in the ability to intrude into our everyday lives and of the collection of huge bodies of information on all of us. It all brings to mind the great fears of science fiction literature such as George Orwell's *1984* with Big Brother watching over us all, knowing all there is to know about us, and as a result able to exercise great control over what we think and do.

Exercise 25. **Look through Text 6 again, read the summary below, find five mistakes (WI = wrong information) here and correct them.**

The title of the article is "The Explosion in the Surveillance of Our Everyday Lives". It deals with the most recent means of watching over people. The author is concerned about the fact that new technologies like the computer, video cameras, implanted chips, satellites, and so on enable private sector agencies such as banks, insurance companies and businesses to collect personal information on us. The new forms of surveillance are more effective than the old ones as they are invisible and relatively cheap, and the data obtained are easy to organize and use. Further, the advantages and disadvantages of surveillance are considered. On the one hand, law-abiding citizens can benefit from total control, for example, crimes, terrorist attacks and a global avian flu pandemic have been prevented. Moreover, according to the article, many organizations and institutions cannot function without a certain amount

of information on their clients or customers. However, these organizations and institutions intrude into our lives and exercise control over anything we think and do.

Exercise 26. **Match the verbs and nouns in the columns to make up phrases. What do the phrases mean? Use some of them to make up sentences.**

to exercise	the fray
to join	personal information
to yield	crime
to retrieve	our everyday lives
to deter	data
to intrude into	control over what we think and do
to be	under surveillance

Exercise 27. **From the surrounding context, guess the meaning of the highlighted words in Text 6.**

Exercise 28. **Which two of the words don't go with the word *surveillance?***
electronic / lawful / wiretap / scientific / overt / covert / social

Exercise 29. **With your partner, discuss the following:**
1. Did you read George Orwell's *1984* or any other antiutopia? What kind of society is described there?
2. Do you approve or disapprove of wiretap surveillance? Give your arguments for and against.
3. Do you ever watch reality shows or programmes like *Big Brother*[1] on TV? Explain why these programmes are so popular with youth.
4. Why, do you think, there has been a great increase in the number of such programmes and shows in our country?

Exercise 30. **Answer the questions.**
- Have you ever provided social work services for a child?
- In your opinion, who is it more challenging to work with – an adult or a child?

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[1] *Big Brother* – a television gameshow format in which a small number of people living in accommodation sealed off from the outside world are constantly monitored by TV cameras. Viewers vote each week to expel a person from the group until there is only one person left, who wins a cash prize.

Exercise 31. **Look through Text 7 and say which of the statements do NOT refer to this text.**

1. It provides recommendations to social workers.

2. It is explained here why a child is a special client.

3. Various intervention techniques are compared.

4. Problems and difficulties that may arise while working with kids are tackled upon.

5. According to the text, the child's age determines what techniques should be used.

6. Ethical issues regarding confidentiality are discussed in detail.

7. It is explained here how to treat the information a social worker can obtain from the child.

8. Practical advice on how to engage children in conversation and interact with them can be found here.

9. Personality requirements to social workers are listed.

Text 7

THE CHILD AS CLIENT
Planning the Interview

1. When planning an interview with a child, determine the child's age and probable level of development, and anticipate how this will affect the child's capacity to understand and use language. But realize that there will be much variation among the children at a particular age.

2. Be clear about why you are meeting with the child and what you need to accomplish during the meeting. Plan several alternative methods to accomplish your goal. Anticipate what might go wrong (e.g., child will not talk, child cries, child will not leave parent, etc.) and plan how you will handle such situations.

3. Prior to the interview, assemble the play materials that may be needed. Depending on the child's age, provide "open-ended" art materials (e.g., paints, markers, clay, water toys) as well as materials that can be used to portray themes (e.g., dolls, puppets, blocks or Legos for building, toy cars and trucks, toy animals, doll house, etc.). For older children, consider card or board games, puzzles, or simple electronic games. Because play is normal activity for children, it is also a child's natural method of communication.

4. Plan to hold the interview in a space that is familiar and comfortable for the child but that affords privacy. As an alternative, consider an accessible community space that allows some privacy (e.g., a spot in a park, walk in the schoolyard).

Introducing Yourself and Getting Started

5. When first meeting a child, explain who you are and how you want to be addressed (e.g., "My name is John Smith. Please call me John. My job is to help children who are having problems at home."). Place yourself at the child's physical level, (e.g., sit or squat so you do not tower over the child). Initiate some friendly interaction by showing an interest in items the child may be wearing or carrying, or ask about school, favorite games, or TV shows. If the child refuses to interact, engage in a parallel activity and gradually initiate conversation about the activity. For example, if the child does not talk but begins playing with a doll, pick up a doll and engage in similar play.

6. If the child appears frightened, attempt to normalize the situation (e.g., "If I was in your place. I would feel scared talking to a new person. You are acting brave by just coming here."). It may be necessary to allay the child's fear that he or she is in trouble and that the interview is some kind of punishment.

7. If the child is at least six or seven years of age, ask what he or she knows about the purpose of the interview. This will reveal what the child is expecting. Then, in language he or she understands, explain why you want to speak with the child. Ask if he or she had talked to anyone else about this meeting and what others have said about the meeting, or discuss what instructions the child was given.

8. Do not attempt to disguise a professional interview as recreation; this may confuse the child about who you are and your role. Also be cognizant that only very limited confidentiality can be provided to a child. Do not promise that you can keep secrets, but describe what you can do to keep the child protected and safe, as well as what might happen after the child shares information with you.

Gathering Information from a Child

9. Children between ages three and six are eager to please adults and easily and strongly influenced by an adult's leading questions; thus, you must be careful not to put words in their mouths or suggest what they are to say. Also, because they are influenced more by the context of the message (i.e., who said it and how, when and where it was said) than by the literal meaning of the words, you must be very concrete in your communication. Three- to six-year-olds are very sensitive to an adult's reactions to what they say. Thus, it is important to present an accepting, warm, empathetic attitude or else they may judge that you disapprove of what they are saying and cease talking.

10. If the child is below about age six, most of the information you gather will be from observations of the child's play and interactions with you and others. At this young age, a child will sometimes act out his or her thoughts and feelings. Clues that

something is troubling a child may be gleaned from observations, if you have the opportunity to observe the child in a variety of settings.

11. Use dolls or pictures to set up a situation relevant to the purpose of the interview and then ask the child to complete the story or describe how the dolls or characters in the picture feel and what they are thinking about. Children under about age six will often project their own thoughts and feelings onto the dolls or pictures. You may need to initiate the storytelling about the dolls or pictures but once they are attentive, you can ask them to continue the story. The techniques of active listening do not work with children below age six or seven.

12. If the child is older than about age six, he or she will be better able to use words to express thoughts and feelings and capable of responding to questions – if your questions are simple and age appropriate. Remember that children of this age frequently need assistance to describe their thoughts and feelings. For example, you may need to ask: What happened next? Then what did you do? How did you feel? However, children find it difficult to respond to "why" questions. Children will not be willing to talk at length about some past event if their attention is captured by something in the present. They may describe only once or with just a few statements what they think or feel, and then they are ready to move on to a different topic or activity. Encouraging them to stay with the original topic will often be unsuccessful. You may initiate a return to the original topic at a later time. Children will often become noncommittal (e.g., not answering, shrugging) when they are uncomfortable or unsure how to explain what they are thinking or feeling. Thus, it is important to facilitate the child's expression of thoughts and feelings without being so directive that the child withdraws or becomes uncomfortable when trying to put thoughts, feelings, and events in words. You can use play to help a child express himself or herself nonverbally. As a general rule, the less structured the play material, the better.

13. The nine- or ten-year-old is able to describe others using concepts of personality traits and attitudes. Because children this age can think conceptually, they pay more attention to the words and content of a message, rather than just its context or who said it and how it was said. Also, they are able to detect phony and become suspicious when they observe incongruency.

14. Story completions, dolls, and drawing are usually still necessary interviewing techniques for children between ages seven and ten; however, many children older than age nine will respond thoughtfully to an interviewer's questions if the interviewer is nonthreatening and unhurried. Children find it easier to talk about themselves if they can do so while playing a simple card game or a board game (e.g., checkers) that does not require a great deal of concentration. "Puppet to puppet"

interaction will often elicit involvement and communication. Talking on play telephones is often successful. Sentence completions (e.g., When at home, I am afraid that...) are also useful. Many children of this age respond well to humor.

Exercise 32. **Sum up a) Text 7; b) any two paragraphs from the text.**

Exercise 33. **Choose one of the relevant statements in ex. 31 to dwell on. Read Text 7 carefully to find as much information as possible.**

Exercise 34. **Role-play a conversation between an experienced social worker and a trainee social worker anticipating an interview with a child.**

SUPPLEMENTARY READING

Exercise 1. **Skim and scan the text to answer the questions:**
1. What is the text about?
2. What types of gestures are there?
3. How is 'gesture' defined?
4. What is the difference between nonsignificant and significant gestures?
5. What difference between humans and animals does the author focus on?

Text 1

GESTURES

An act involves only one person or lower animal, but both people and animals interact with others. The most primitive form of interaction involves **gestures** – movements by one party that serve as stimuli to another party. People and animals make gestures and also engage in a **conversation of gestures:** Gestures by one mindlessly elicit responding gestures from the other. In a dog fight, for example, the bared teeth of one dog might automatically cause the other dog to bare its teeth. The same thing could happen in a boxing match; the cocked fist of one fighter could lead the other to raise an arm in defense. In the case of both types of fight, the reaction is instinctive and the gestures are nonsignificant because neither party thinks about its response. Although both people and animals employ nonsignificant gestures, only people employ **significant gestures,** or those that involve thought before a response is made.

Among gestures, Mead placed great importance on vocal gestures. All vocal gestures of lower animals are nonsignificant (the bark of a dog to another dog) and some human vocal gestures may be nonsignificant (snoring). However, most human vocal gestures are significant, the most important of them involving language. This system of significant gestures is responsible for the great advances (control over nature, science) of human society.

One huge difference exists between a physical and a vocal gesture. When we make a physical gesture, we cannot see what we are doing (unless we are looking in a mirror), but when we make a vocal gesture, we can hear it in the same way as the person to whom it is aimed. Thus, it affects the speaker in much the same way it affects the hearer. Furthermore, people have far better control over vocal gestures; if they don't like what they are saying (and hearing), they can stop it or alter it in

midsentence. Thus, what distinguishes people from lower animals is not only their ability to think about a response before emitting it, but to control what they do.

Exercise 2. **Sum up the texts and translate the underlined sentences into Russian.**

Text 2

THE CONCEPTUAL CONTRIBUTIONS OF
CHARLES HORTON COOLEY

Charles Horton Cooley (1864-1929) is best known for his concept of the **looking-glass self.** We form our sense of ourselves by looking in some sort of mirror. That mirror is the other people with whom we interact. We use others as mirrors to assess who we are and how we are doing. We look at their eyes and their body language and we listen to their words. Looking in that mirror, we determine whether we are who we want to be and whether our actions are having the desired effect. If we see what we expect to see, if people evaluate us the way we hope, if they do what we want them to do, then the mirror confirms ourselves and we continue on as we have been thinking and acting. However, if the reverse occurs, then we may need to reassess our actions and even our sense of who we are. If the looking glass continues to show us a reflection that is different from what we think we are, then we may need to reevaluate our sense of who we are, in other words, reevaluate our self-images. The looking-glass self reflects Cooley's interest, like that of others associated with symbolic interactionism, in the mind, self, and interaction.

Another key concept associated with Cooley is the **primary group,** an intimate face-to-face group that plays a crucial role in linking the individual to the larger society. Of special importance are the primary groups of the young, mainly the family and friendship groups, within which the individual grows into a social being. It is mainly within the primary group that the looking-glass self develops and the child makes the transition from thinking mainly about himself to taking others into consideration. As a result of this transformation, the child begins to develop the capabilities that will enable him to become a contributing member of society.

Cooley also made an important methodological contribution arguing for the need for sociologists to put themselves in the place of the actors they were studying (usually in the real world) in order to better understand the operation of their mental processes. Cooley called this **sympathetic introspection** – putting oneself in the places and the minds of those being studied, doing so in a way that is sympathetic to who they are and what they are thinking, and trying to understand the meanings and

the motives that lie at the base of their behavior. This method continues to be one of the cornerstones of the study of everyday life, at least for some sociologists.

Text 3

SOCIAL STRUCTURE AND ANOMIE

One of the best-known contributions to structural functionalism, indeed to all of sociology, is Merton's analysis of the relationship between culture, structure, and anomie. Merton defined culture as the organized set of normative values shared by those belonging to a group or society that govern their behavior. Social structure is the organized set of social relationships in which societal or group members are involved. **Anomie** can be said to have occurred when there is a serious disconnection between social structure and culture, between structurally created abilities of people to act in accord with cultural norms and goals and the norms and goals themselves. In other words, because of their position in the social structure of society, some people are unable to act in accord with normative values. The culture calls for some type of behavior that the social structure prevents from occurring.

In American society, for example, the culture places great emphasis on material success. However, many people are prevented, by their position within the social structure, from achieving such success. If one is born into the lower socioeconomic classes and as a result is able to acquire, at best, only a high school degree, then one's chances of achieving economic success in the generally accepted way (e.g., through succeeding in the conventional work world) are slim or nonexistent. Under such circumstances (and they are widespread in contemporary American society) anomie can be said to exist, and, as a result, there is a tendency toward deviant behavior. In this context, deviance often takes the form of alternative, unacceptable, and sometimes illegal means of achieving economic success. Becoming a drug dealer or a prostitute in order to achieve economic success is an example of deviance generated by the disjunction between cultural values and social-structural means of attaining those values. This is one way in which the structural functionalist would seek to explain crime and deviance.

In this example of structural functionalism, Merton is looking at social (and cultural) structures, but he is not focally concerned with the functions of those structures. Rather, consistent with his functional paradigm, he is mainly concerned with dysfunctions, in this case, anomie. More specifically, as we have seen, Merton links anomie with deviance and thereby is arguing that disjunctions between culture and structure have the dysfunctional consequence of leading to deviance within society.

It is worth noting that implied in Merton's work on anomie is a critical attitude toward social stratification (e.g., for blocking the means of some to achieve socially desirable goals). Thus, although Davis and Moore wrote approvingly of a stratified society, Merton's work indicates that structural functionalists can be critical of a structure like social stratification.

Text 4

THE ADOLESCENT AS CLIENT

The developmental period between ages twelve and eighteen is stormy for many youths. It is a time of firsts – physical and sexual maturity, withdrawal from the protection of parents, and an emersion in relationships outside the family. Many parents experience serious conflicts with their adolescent children. Most of these conflicts revolve around issues of authority and control. Parents typically worry that their children will get into drugs, irresponsible sex, illegal activity, or become injured by recklessness. Some parents feel so stressed and angry that they physically abuse their adolescents or kick them out of the home. Adolescents are overloading the social service system and most agencies are ill equipped to deal with the complex and pressing needs of adolescents. Problems most likely to bring the adolescent to the attention of a social worker include running away, delinquency, pregnancy, drug abuse, threat of suicide, family conflict, and the need for foster care or residential treatment. We offer a number of guidelines for those working with adolescents. (…)

Text 5

THE CLIENT WITH MENTAL RETARDATION

Roughly 3% of the U.S. population is mentally retarded. Of those, about 80% are in the mild to moderate range and 20% are at the severe and profound levels. Most mentally retarded persons are never institutionalized. In fact, most have jobs (albeit low-paying ones) and many marry and have children. The term developmental disabilities encompasses mental retardation and certain related and often overlapping conditions, such as cerebral palsy, epilepsy, autism, dyslexia, and other neurological problems that are evident at birth or during childhood (hence, the word developmental). The person who is mentally retarded or developmentally disabled lives in a society that emphasizes intelligence, education, competition, and attractiveness. Consequently, many have experienced a lifetime of rejection and failure. Although society shows much concern for the mentally handicapped child, it tends to reject and avoid the mentally handicapped adult.

Proctor (1984) explains that "the extent to which interventive approaches need to be different for retarded clients depends upon both the clients' level of intellectual disability and the outcomes sought." The following guidelines will aid the social worker serving the client who is mentally retarded. (…)

Text 6

ASSESSMENT OF SUICIDE RISK

Given the high rate of suicide among teenagers, young adults, and the elderly, the social worker will encounter clients who are at risk of taking their own lives. Warning signs of suicide include depression, preoccupation with death and pain, giving away prized possessions, personality change, sudden increase in the use of drugs and alcohol, and impulsive or reckless behavior. Clinical data indicate that most suicide victims have consulted with a physician within six months of their suicide. Although not all people who end their lives are clinically depressed, studies reveal that depression is often present. Symptoms of depression include lack of interest in activities, expressions of hopelessness, loss of appetite, withdrawal from others, early waking from sleep or erratic sleep patterns, irritability, and unexplained crying. Whereas depression in adults usually results in a retardation of activity, depression in children and youth is often expressed in agitation. Legally and ethically, the social worker must make every reasonable effort to prevent a client's suicide. This includes providing counseling, staying with the person during times of high risk, and, if necessary, calling the police and arranging for involuntary hospitalization. If one has reason to believe that a client is at risk of suicide, draw on the experience of other professionals in making a decision on how best to proceed. The social worker must not allow himself or herself to be "hooked" by the suicidal client into a promise of complete confidentiality. Ordinary rules of confidentiality must be broken in order to prevent a death or a serious injury. (…)

APPENDIX 1

AGREEMENT AND CONFIRMATION

I fully (quite) agree with you	That's it
I side with you	That's right
I fall in with you	That's true
I can't agree more	That's just it
I'm of the same opinion	That's the thing
It goes without saying	Quite so
Beyond all doubt	Exactly so
There's no denying that…	Naturally so
That's just I was going to say	Indeed so
	Absolutely so

DISAGREEMENT AND PROTEST

Not exactly	On the contrary
Not really	Just the reverse
I shouldn't say so	Just the other way out
I'm afraid, you are mistaken	Far from it
I'm afraid, you are wrong	Nothing of the kind
Oh, but you've got it all wrong, I'm afraid	
I disagree with you on this point	
I differ from you	
I don't side with you	
I don't think so	
Do you really think so?	

SUPPOSITION, DOUBT, HESITATION, UNCERTAINTY

Perhaps (not)	In a way
It's hard to tell	It looks like that
You can never tell	It seems so
I rather doubt	I'm in two minds
I'm not (quite) sure	It all depends
I should say so	
Who knows?	

APPENDIX 2
PHRASES USED IN DISCUSSION

1. To begin with…

2. I will start by saying that…

3. I shall mainly concentrate / focus on…

4. It is common knowledge that…

5. For all I know… / As far as I know (remember, can see) …

6. If I'm not mistaken, …

7. Speaking about…

8. My own feeling (impression, opinion, viewpoint) is that…

9. What really matters is…

10. My point is that…/ I mean to say…

11. I'd like to make it clear that…

12. The point I wish to stress is…

13. I don't want to press my point, but/ You are free to disagree with me, but

14. To some extent you are right

15. That doesn't sound convincing enough / That sounds very doubtful to me.

16. I suppose it's too much to say that…

17. That's all very well, but…

18. Much depends on who (when, how etc.)

19. On the one hand…/ On the other hand…

20. On the surface of it…. However, …

21. It must be noted that…/ In this connection it is interesting to consider one more aspect

22. You are wandering from the point/ Keep to the point/ Don't get away from the point

23. May I have my say? / Let me have my say

24. Does it make any difference? / It makes all the difference

25. Let me see / Let me think

26 There are many pros and cons here

27. I don't catch what you are saying

28. To sum it up…/ In short…

29. Let's round off

30. I would like to summarize the discussion by saying that…/ In conclusion I'd like to say…

APPENDIX 3
STRUCTURES FOR SUMMARIZING

To start with
The title of the article is… / The article is entitled
The article (text / paragraph) is devoted to…
describes …
deals with…
focuses on…
looks on…
is based on…
tackles the problem(s) of …
is concerned (with such issues as) …

To sum up the contents and introduce the information
The author describes (the events in…/ the theory of …/ etc.)
tackles (the problem(s) of …/ etc)
considers (such issues as …)
outlines / lists (the factors…/ the reasons/ etc.)
stresses (the importance of…/ the differences between…/ etc.)
emphasizes that…
focuses on …
reveals a great interest in …
expresses his/her concern about…
states that…
mentions sth
views sth as …
argues / believes / considers / supposes that…
compares (contemporary approaches to…)
speculates on …
defines / gives a definition of / offers his(her) own definition...
refers to (the most recent studies into…/ etc.)

To refer to the source of information
According to the article, …/ As it is said in the article…
As stated here…

As far as the author is concerned…

In the author's opinion, …/ In his(her) mind …

As the author puts it, …

Linking your text

- also/ too/ as well/ Moreover, … / What is more, …/ More than that, … /Besides, …

- First,… / Next,… / Then,…/ Further… / Finally…/ In conclusion,…

- However, …/ Nevertheless, …/ whereas…

- Despite smth…/ in spite of smth…

- On the one hand…

- On the other hand…

ANSWER KEY

UNIT 1

Exercise 2. Tick a), b), d) and e).

Exercise 4. 1 C; 2 C; 3 Par. A and B to learn more about the differences between sociology and psychology; Par. D and E to find out more about norms and values; Par. F to learn about modern attitude to the Durkheimian concept of social facts.

Exercise 5. 1. speculated about <u>abstractions</u>; 2. to Durkheim, they require <u>empirical</u> studies; 3. take a <u>material form</u> in the <u>external</u> social world; 4. do <u>not</u> take a <u>material form</u>; 5. are acquired during the <u>socialization</u> process; 6. <u>the term</u> is seldom used in sociology now.

1. philosophers; 2. social facts; 3. material social facts; 4. nonmaterial social facts; 5. norms and values; 6. social fact.

Exercise 6. The text is about *Durkheim's concept of social facts*. He developed this idea to distinguish sociology from *psychology and philosophy*. While *philosophers* speculated about abstract issues, Durkheim argued that sociologists should treat social facts as things to be studied empirically. To Durkheim, social facts were external to, and *coercive* over, individuals. This distinguished sociologists from *psychologists*. Then, the differences between *material* and *nonmaterial* social facts are described, with the structure of a *classroom* and *norms and values* as examples. Further, it is explained in what sense nonmaterial social facts are *external* to us. In the end, the author stresses that the term 'social fact' is *hardly / rarely* used today and appears critical of Durkheim for his too limited definition of the subject matter of sociology.

Text 1, the full version
SOCIAL FACTS

A. Crucial to understanding Durkheim's thinking and the development of modern sociology is his concept of social facts. He developed this idea because he was struggling to separate the then-new discipline of sociology from the existing fields of psychology and philosophy. While philosophers thought about abstractions, Durkheim argued that sociologists should treat social facts as things. As such, social facts were to be studied empirically; this practice distinguished sociologists from philosophers who merely speculated about abstract issues without venturing into the real world and collecting data on concrete social phenomena.

B. Durkheim also argued that social facts were external to, and coercive over, individuals. This served to distinguish them from the things that psychologists studied. Psychologists were concerned with psychological facts that were internal to individuals *(not* external) and were not necessarily coercive over them.

C. Durkheim also distinguished between two types of social facts. The first is material social facts. These are social facts that are materialized in the external social world. An example is the structure of the classroom in which you are taking the course for which you are reading this book. It is a material reality (you can touch and feel the walls, desks, blackboard) and it is external to you and coercive over you. In terms of the latter, the structure of the room may encourage listening to, and taking notes on, lectures. It also serves to prevent you from, say, playing baseball in the room while a lecture is in process.

D. The second is not material social facts. These are social facts that are also external and coercive, but which do not take a material form; they are nonmaterial. The major examples of nonmaterial social facts in sociology are norms and values. Thus, we are also prevented from playing baseball while a lecture is in progress because of unwritten and widely shared rules about how one is supposed to behave in class. Furthermore, we have learned to put a high value on education, with the result that we are very reluctant to do anything that would adversely affect it.

E. But, although we can see how a nonmaterial social fact is coercive over us, in what sense is it also external to us? The answer is that the things like the norms and values of society are the shared possession of the collectivity. Some, perhaps most, of them are internalized in the individual during the socialization process, but no single individual possesses anything approaching all of them. The entire set of norms and values is in the sole possession of the collectivity. In this sense we can say they are external to us.

F. To this day, many sociologists concentrate their attention on social facts. However, we rarely use this now-antiquated term today. Rather, sociologists focus on social structures (material social facts) and social institutions (nonmaterial social facts). However, it has become clear that in his effort to distinguish sociology from psychology and philosophy, Durkheim came up with a much too limited definition of the subject matter of sociology. Many sociologists study an array of phenomena that would not be considered Durkheimian social facts.

Exercise 8, Text 2

EXPLOITATION

To Marx, capitalism, by its very nature, leads to exploitation, particularly of the proletariat, or working class. His thinking on exploitation is derived from his labor

theory of value, and more specifically the concept of **surplus value,** defined as the difference between the value of a product when it is sold and the value of the elements (including worker's labor) consumed in the production of the product. Surplus value, like all value from the perspective of the labor theory of value, comes from the worker. It should go to the worker, but in the capitalist system the lion's share of it goes to the capitalist. The degree to which the capitalist retains surplus value and uses it to his own ends (including, and especially, expansion of his capitalist business) is the degree to which capitalism is an exploitative system. In a colorful metaphor, Marx describes capitalists as "vampires" who suck the labor of the proletariat. Furthermore, the more of proletariat's "blood" the capitalist sucks, the bigger, more successful, and wealthier he will become. In capitalism, the deserving (the proletariat) grow poorer, while the undeserving (the capitalist) grow immensely wealthy.

UNIT 2

Exercise 2. A. The topic sentence is "When philosophers debate what it is that makes humans unique among animals, they often point to language."

Exercise 3. c), d), a), b).

Exercise 4. A-6, B-1, C-3, D-5.

Exercise 5. limitations of the Durkheimian concept

Exercise 6. The main idea: b); supporting details a), c), d).

Exercise 8. 1. *anomic*; 2. *collectivity*; 3. *excessive regulation*; 4. *freedom.*

Exercise 9. B, B, A, C, C.

Exercise 11. 1 B; 2 A; 3 F; 4 C; 5 E; 6 G; 7 D.

UNIT 3

Exercise 1. Statements 1 and 4 are opinions.

Exercise 2.

1. No (Weber created many important methodological ideas …)

2. Yes (It is important to point out immediately that Weber did *not* mean that an ideal type is some sort of Utopian, or best possible, phenomenon)

3. Yes (The ideal type is a measuring rod to be used in comparing various specific examples of a social phenomenon either cross-culturally or over time)

4. No information is given

Exercise 3. In Par. 2 (…the heinous acts of September 11…)

Exercise 4.

1. T (… what they <the critical school> called the knowledge industry)

2. F (…sector of society that came under attack by the critical school…)

3. T (Instead of serving the interests of society as a whole, …)

4. T (Research institutes help to turn out the technologies needed by the culture industry, the state, and the capitalists and, in so doing, help to strengthen their position in, and influence over, society. Universities come to serve a similar series of interests…)

5. NI

6. T (…not by the liberal arts that might encourage reason, but by the business, professional, and technical schools that are dominated by technocratic thinking)

7. NI

8. F (not the author, but the critical school)

UNIT 4

Exercise 3.

d) the title (if any) of the text __1__

e) the theme __2__

c) the main idea __3__

a) the most important points __4__

b) conclusion (if any) __5__

Exercise 7. to <u>demonstrate</u> distance from the role/ the older children <u>are </u>really <u>explaining to</u> the audience/ <u>manifest</u> role distance/ <u>exhibiting</u> role distance/ may be trying <u>to tell</u> their audience

UNIT 5

Exercise 5. 1F 2F 3T 4T 5F 6F 7NI

Exercise 9. Self-reflection as characteristic of the modern way of life; the influence of recent developments and changes on our lives – Para A; self-reflection vs material needs; the self actively created –Para B; advantages and disadvantages of our preoccupation with the self – Para C.

Exercise 24. A4 B2 C3

Exercise 25. *It deals with <u>the most recent means of watching over people. The author is concerned</u> ... <u>total control,</u> ... crimes, terrorist attacks and a global avian flu pandemic <u>have been</u> prevented. ... these organizations and institutions <u>intrude</u> into our lives <u>and exercise control</u> over anything we think and do.*

Exercise 28. scientific, social

Exercise 31. 3, 6, 7 and 9

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СБОРНИК ТЕКСТОВ ДЛЯ ЧТЕНИЯ И ЗАДАНИЙ ПО АНГЛИЙСКОМУ ЯЗЫКУ ДЛЯ МАГИСТРАНТОВ ФСН

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