

Министерство науки и высшего образования Российской Федерации
Ярославский государственный университет им. П. Г. Демидова
Кафедра иностранных языков гуманитарных факультетов

АНГЛИЙСКИЙ ЯЗЫК
для студентов факультета
социально-политических наук

Учебно-методическое пособие

Ярославль
ЯрГУ
2020

УДК 811.111(075.8)
ББК Ш143.21я73
А64

Рекомендовано
Редакционно-издательским советом университета
в качестве учебного издания. План 2020 года

Рецензент
кафедра иностранных языков гуманитарных факультетов
Ярославского государственного университета
им. П. Г. Демидова

Составитель
Е. В. Новожилова

А64 **Английский язык : для студентов факультета социально-политических наук** : учебно-методическое пособие /
сост. Е. В. Новожилова ; Яросл. гос. ун-т им. П. Г. Демидова.
— Ярославль : ЯрГУ, 2020. — 40 с.

Учебно-методическое пособие рекомендуется студентам для развития навыков устной речи на материале текстов профессиональной направленности. Часть I включает тексты для ознакомления и активизации лексики, относящейся к основным социально-политическим аспектам современного общества. Часть II содержит дополнительные тексты для чтения, перевода и аннотирования. Тексты сопровождаются заданиями на активизацию тематического словаря. В пособие включены итоговые тесты, которые студенты могут использовать для подготовки к контрольным работам, зачету и экзамену.

Предназначено для студентов 2-го курса факультета социально-политических наук (дисциплина «Иностранный язык»).

УДК 811.111(075.8)
ББК Ш143.21я73

© ЯрГУ, 2020

Введение

Учебно-методическое пособие по дисциплине «Иностранный язык» (английский) предназначено для бакалавров, обучающихся по направлениям: 39.03.01 «Социология», 39.03.02 «Социальная работа», 39.03.03 «Организация работы с молодежью», 41.03.04 «Политология», 41.03.06 «Публичная политика и социальные науки». Целью пособия является формирование компетенций, владение которыми позволяет решать разнообразные задачи межличностного и межкультурного взаимодействия в устной и письменной формах на иностранном языке.

Содержание пособия направлено на формирование у бакалавров 2-го курса углублённых знаний профессиональной терминологии, развитие навыков, необходимых для успешной профессиональной деятельности на иностранном языке, в т. ч. навыков публичной речи (сообщение, доклад, дискуссия); развитие навыков чтения специальной литературы и поиска информации на иностранном языке.

Для успешного освоения дисциплины студентам необходимы знания, умения и навыки по иностранному языку, сформированные на базовом уровне в школе и на первом курсе бакалавриата.

Компетенции, формируемые в процессе работы с данным пособием, могут применяться студентами для успешного освоения других дисциплин ООП. Связь с социально-политическими дисциплинами ООП осуществляется благодаря использованию в пособии материалов профессиональной направленности на иностранном языке. Способность к коммуникации для решения задач межличностного и межкультурного взаимодействия, формируемая в рамках компетенций, может использоваться для участия в международных конференциях, для дальнейшего обучения по программам академической мобильности, а также при обучении в магистратуре и аспирантуре.

I. MEANING OF SOCIETY

Первый раздел данного учебно-методического пособия предназначен для аудиторной и самостоятельной работы и состоит из 6 уроков, каждый из которых включает текст профессиональной направленности, лексический минимум и упражнения для усвоения лексики. Студентам рекомендовано работать с материалом уроков этого раздела следующим образом: прочитать и перевести на русский язык текст и лексический минимум (topical vocabulary), выполнить упражнения после текста и подготовить связное монологическое высказывание по теме урока на английском языке.

Socialization: the key to human society

We are all born into a society that has lasted for many hundreds of years. It is, in a real sense, external to us. It surrounds us. One is tempted to call it a prison; yet that is not quite accurate, for somehow we come to accept its ways, its values, its morals, and its truths. It gets inside us, and we come to control ourselves according to what it teaches. That which is external – society – is internalized, and as we internalize it we are shaped to look and act like others around us. We increasingly take on human qualities.

The key to all this is the process which sociologists call socialization. Socialization is the process by which the representatives of society (parents, teachers, media, political leaders, religious leaders, and so on) teach the individual their ways. For a moment contrast this process to other animals. The vast majority of other animals live according to instinct; they «know» what to do through the commands of nature. If they live in societies, their societies do not depend on socialization but on instinct. They do not need to «understand» anything: they do what they must do. Many animals do learn from experience; they are conditioned by their environment how to act in order to survive. Some animals are able to learn from imitating parents. Fewer still learn from adults who actually teach their children, and those which do teach, normally teach behaviors characteristic

of the whole species (and thus their actions appear to be instinctive). Very few actually seem to learn from parents and others who pass down the rules of a particular society, and almost none pass down ideas, knowledge, values, morals, and so on, characteristic of an individual society. As magnificent as other societies might seem, they do not appear to depend on very much, if any, socialization. The intentional attempts by parents, teachers, and others to teach the ways of society is what is meant here by socialization, and this is characteristic of what human society depends on.

It is very important to view socialization from the standpoint of society. In order for society to continue its population must be socialized. Society depends far more on the voluntary conformity of its citizens than on threats for violating its rules.

When we say that an individual is socialized, we mean that the individual has successfully taken on the rules and ideas of his or her society. We might say that through socialization the individual becomes social, since the individual learns what is necessary to cooperate with others. Almost all human beings are socialized (either to accept the ways of the dominant society or a smaller community), but occasionally - too often, perhaps - we discover individuals who have been deprived of close warm relationships and lack the ability to control themselves in line with others. We might say that these individuals have not been adequately socialized. From the standpoint of society, socialization is the process by which the individual is taught, learns, and internalizes society. Through socialization the individual is able to control his or her actions according to the needs of society.

Topical vocabulary

<i>Nouns</i>	<i>Verbs</i>	<i>Word expressions</i>
Socialization	to socialize	from the standpoint
Society	to accept	to get inside
Sociologist	to deprive	vast majority
Process	to internalize	to take on the rules and ideas
Environment	to cooperate	ability to control
Representative	to lack	according to needs of society
Relationship	to survive	adequately socialized

Individual	to depend	to pass down ideas
Attempt	<i>Adjectives</i>	voluntary conformity
Behavior	external	human qualities
Environment	intentional	
Violation	magnificent	

EXERCISES

Ex. 1. Find the pairs of synonyms:

1. to surround	a. to break
2. contrast	b. caused
3. conditioned	c. great
4. particular	d. point of view
5. magnificent	e. sometimes
6. to appear	f. to bereave
7. standpoint	g. accordance
8. conformity	h. difference
9. to violate	i. to besiege
10. occasionally	j. sufficiently
11. to deprive	k. to show up
12. adequately	l. special

Ex. 2. Complete the following sentences:

1. We are all born into a society that has lasted for ...
2. It gets inside us, and we come to control ourselves according to ...
3. That which is external – society - is internalized, and as we internalize it we are shaped to ...
4. We increasingly take on ...
5. The key to all this is the process which ...
6. The vast majority of other animals live according to ...
7. If they live in societies, their societies ...
8. Many animals do learn from experience; they are conditioned by their environment how ...

9. As magnificent as other societies might seem, they do not appear to ...

10. Society depends far more on the voluntary conformity of its citizens than ...

11. When we say that an individual is socialized, we mean that the individual has successfully taken on ...

12. From the standpoint of society, socialization is the process by which ...

Ex. 3. Make a summary of the text.

Primary and Secondary Socialization

Sociologists make a distinction between primary and secondary socialization. **Primary socialization** is the “*first socialization an individual undergoes in childhood*, through which he becomes a member of society” (Berger and Luckmann, 1966:130; emphasis added). **Secondary socialization** *occurs after the child has become a member of society*, that is, after forming a generalized other. During primary socialization the child has no choice of significant others; in secondary socialization, he or she does. The child’s first contact with society is extremely important (hence, “primary”), since all future contacts will be filtered through that primary socialization, welcomed or rejected in part because of that earlier influence. Primary socialization is much more firmly entrenched in consciousness because at that point the individual knows only that world and cannot consider alternatives. Berger and Luckmann describe primary socialization as “the most important confidence trick that society plays on the individual,” for it does everything possible to make it appear that what one learns is not an alternative but a necessity .

It is an error, however, to overemphasize the importance of primary socialization because human beings change continuously as they interact with others. We enter a host of social situations, adopt new significant others and perspectives, and change our views of the world and our self all the time. Primary socialization’s importance grows when it is reinforced by secondary socialization and when it influences

who we decide to interact with as we grow. But, especially in a complex society such as ours, individuals change because their interaction is so varied, because they enter so many different groups, organizations, and communities, and because the different roles they play in life call for change.

Secondary socialization differs in important ways from primary socialization. It is comparative ; the perspectives of significant others must be judged alongside those the individual has already learned elsewhere. New significant others must consciously try to convince the individual that a new perspective is better; it must be sold, unlike primary socialization, which requires little argument. Finally, because the new perspectives must be put alongside old ones, secondary socialization presents problems of consistency for the individual to work out.

Through primary socialization reality first arises ; and through secondary socialization, reality is perpetuated and transformed. Significant others are very important to what we become, but so too are a host of other people we do not regard as very important to us and may not even know, people we see walking down the Street or at the air terminal or on television. Together these others help confirm our definitions through what they say and do. Our truths, in a sense, are tested against a huge chorus, a number of people individually unimportant but collectively very important. The collective judgment can even cause us to question our significant others. Usually, however, the chorus sings right along with the soloist, largely because those who are part of our world interact among themselves, so relationships crisscross and perspectives tend to overlap .

Topical vocabulary

<i>Nouns</i>	<i>Verbs</i>	<i>Adjectives and adverbs</i>
Distinction	to undergo	significant
consciousness	to occur	comparative
confidence	to entrench	Extremely
necessity	to reject	consciously
host	to overemphasize	continuously

reality	to adopt	Word combinations
definition	to confirm	primary socialization
perspective	to perpetuate	Secondary socialization
consistency	to arise	collective judgment
argument	to convince	views of the world

EXERCISES

Ex. 1. Find the pairs of antonyms:

Distinction, to admit, interrupted, unattainable, to convince, confidence, continuous, reality, significant, to adopt, similarity, hesitation, to reject, to deny, to disappear, to discourage, interrupted, fantasy, collective, to confirm, separate, to arise, possible, trivial.

Ex. 2. Complete the following sentences:

1. Primary socialization is the “*first socialization an individual undergoes in childhood*, through which he becomes ...

2. During primary socialization the child has no choice of significant others; in secondary ...

3. Berger and Luckmann describe primary socialization as “the most important confidence trick that society plays on the individual,” for it does ...

4. We enter a host of social situations, adopt new significant others and perspectives, and change our views of ...

5. Primary socialization’s importance grows when it is reinforced by secondary socialization and when it influences who we decide to ...

6. Secondary socialization differs in important ways from ...

7. Finally, because the new perspectives must be put alongside old ones, secondary socialization presents ...

8. Through primary socialization reality first arises ; and through secondary socialization, reality ...

9. Together these others help confirm our definitions through ...

10. Our truths, in a sense, are tested against a huge chorus, a number of people individually unimportant but ...

Ex. 3. Agree or disagree with the following statements. Use the phrases: “You are wrong” or “I can’t agree with you” and “As far as I know...” or “According to the text...”.

1. The child’s future contacts will be filtered through secondary socialization, welcomed or rejected.

2. Primary socialization is less firmly entrenched in consciousness because at that point the individual knows only that world and cannot consider alternatives.

3. Berger and Luckmann describe primary socialization as “the most important confidence trick that society plays on the individual,” for it does everything possible to make it appear that what one learns is not an alternative but a necessity .

4. We enter a host of social situations, reject new significant others and perspectives, and can’t change our views of the world and our self all the time.

5. Primary socialization’s importance grows when it is reinforced by secondary socialization and when it influences who we decide to interact with as we grow.

6. Individuals change because their interaction is so varied, because they enter a few different groups, organizations, and communities, and because the different roles they play in life call for change.

7. Secondary socialization differs in important ways from primary socialization.

8. Through primary socialization, reality is perpetuated and transformed.

9. Significant others are very important to what we become, but so too are a host of other people we regard as very important to us and may not even know.

10. Our truths, in a sense, are tested against a huge chorus, a number of people individually unimportant but collectively very important.

Ex. 4. Discuss with your partner the importance of primary and secondary socialization.

Meaning of Social Patterns

Social patterns refers to the fact that as people interact and get used to each other, interaction becomes *organized, rule bound, less spontaneous, more structured, predictable*. People understand what to do around each other.

A new force is created, unexplainable by just considering the individual actors or even the interaction itself. Something new is *established among those who interact*, something that they create, but also something that, once created, comes to influence those in the interaction. Interaction becomes set, bound by shared rules, ideas, values, roles. Over time such patterns take on a life of their own — no one knows who made them, but they are there. New actors who enter into the interaction encounter these patterns and must reckon with them.

When people interact over time, they are not only influenced by each other's specific acts but also by the patterns they have developed mutually. When a boy and a girl date, they are influenced not only by each other but by the rules and the ideas they have come to accept in the relationship: no outside dating, openness in sharing personal problems, casual dress, a certain kind of humor, a sharing of dating costs, a right mixture of seriousness and humor in given situations, certain codes of behavior around parents, adults, friends, employers, and other people they know.

Examples of patterns are almost endless. People come to share values such as honesty, or belief in God, or material things, and when such values become patterns, they dominate those in the interaction and are not easily violated. Values are important in the lives of the individual members, at least when they are together, and the more important the interaction, the more likely the values will be applied elsewhere. People in interaction also come to share ideas concerning what is true and proper; they even develop a common language. Each person finds a place in the interaction—as clown or leader or thinker—and others come to expect specific things from him or her because of that position. Social life is filled with patterns that arise among people as they interact. To understand what people do,

we must trace their action back to their social patterns and the patterns back to interaction.

Patterns are even more obvious when people interact over time. A family with children must develop patterns so that the three or four or more will know what to expect from each other when they are together. Sometimes patterns are written down; laws, rules, contracts, marriage certificates. The army provides a good example of what seems to be millions of rules written down, amended, amended again, and superseded. Even in the army, however, those written rules can be always traced to interaction. Patterns allow interaction to continue with fewer and fewer problems by taking the guesswork out of interaction. Patterns mean routine; they do not encourage surprise, novelty, or marvel, but they can help maintain order in the interactions we enter. Once we learn the social patterns, we know what we are supposed to do and think. Patterns bring organization, order, stability, and routine to everyday existence.

Social patterns are emergent characteristics: (1) they are something new that arises out of individual parts (human actors), and (2) they are not explainable through knowing the parts alone. We cannot simply add up the parts: the interaction of the parts has created a new force that becomes important. The whole is larger than simply the sum of the parts. Social patterns are more than a bunch of individuals - it is what arises among them as they interact. "When the consciousness of individuals, instead of remaining isolated, becomes grouped and combined, something in the world has been altered" (Durkheim, 1897:310). An additional cause of human action has arisen.

Topical vocabulary

Nouns

pattern
force
structure
interaction
thinker
guesswork
routine

Verbs

to consider
to create
to establish
to encounter
to reckon
to violate
to dominate

Adjectives

spontaneous
predictable
emergent
additional
explainable
common
specific

novelty	to amend	individual
marvel	to encourage	
consciousness	to alter	

Word expressions

Social patterns	marriage certificate
To get used to smth	to reckon with smth
Rule bound	to share ideas
Code of behavior	bunch of individuals

EXERCISES

Ex. 1. Complete the following sentences:

1. A new force is created, unexplainable by ...
2. New actors who enter into the interaction encounter ...
3. When people interact over time, they are not only influenced by each other's specific acts but also by ...
4. People come to share values such as ...
5. Each person finds a place in the interaction—as clown or leader or thinker—and others come to expect ...
6. To understand what people do, we must ...
7. Patterns are even more obvious when people ...
8. The army provides a good example of ...
9. Patterns allow interaction to continue with ...
10. Patterns bring organization, order, stability, and
11. Social patterns are emergent characteristics: (1) they are something new that arises out of individual parts (human actors), and (2) ...
12. Social patterns are more than a bunch of individuals - it is what ...

Ex. 2. Answer the following questions:

1. What does “social patterns” refer to?
2. How is «a new force» created according to the text?
3. What do social patterns take on over the time?
4. What affects people when they interact over the time?
5. What are a boy and a girl influenced by when they date?

6. What are the values people usually come to share?
7. When are patterns even more obvious?
8. Why must a family with children develop patterns?
9. What are the examples of written down patterns?
10. Why are social patterns emergent characteristics?
11. Why are social patterns more than a bunch of individuals?

Ex. 3. Make a short summary of the text.

Society as Social Organization

Society is, first of all, one type of social organization. It is, like the dyad, group, formal organization, and community, made up of actors who interact with one another and who have developed patterns over time.

To define or identify a society, we depend on both mutual interaction and common patterns. People in the United States, for example, interact with one another far more regularly than they interact with those outside the United States. We travel regularly to other communities in American society and interact with individuals in those communities, and, through media, we interact as a society. Typically, people in Detroit are more aware of Los Angeles than Montreal, although Montreal is much closer. People in society interact regularly in the economic world, in travel, and in their many daily activities. Interaction crisscrosses society, and that means people in a society tend to interact with each other much more often than they interact with those outside the society. Boundaries between a society and other societies have the effect of facilitating interaction within; borders, language, media, roads, telephone cables, formal rules governing leaving and entering society, and the economic system create an interdependence among actors.

Patterns too define society. A society has a common set of laws, customs, a heritage, a class structure, and a host of institutions. Its patterns make us similar to each other and different from people in other societies.

Society's patterns affect almost every organization inside it. Most social organizations, in turn, contribute to society's continuation by reinforcing its patterns. Society, for example, influences how families are organized, (for example, equal partners, monogamous, child centered), and each family teaches boys how to be men, and girls how to be women in society. Society influences businesses: to offer stock on the New York Stock Exchange if they want more capital and to combine into conglomerates. Businesses, in turn, encourage employees to accept the American «free enterprise» system.

Actors enter society at birth, through immigration, or by being conquered. They leave through expulsion, emigration, or death. Each is socialized by family, school, media, religion, friends, and neighborhood into existing patterns. Each is socialized to believe that belonging to society is worthwhile and that he or she should obey its rules, fight for it, and even die for it. Although over a lifetime society's patterns change, compared to the whole sweep of a society's history, the change is gradual and relatively minor. Society is *simultaneously the longest enduring, most abstract, and most all-embracing social organization that influences our action, thinking, and being.*

Society, in summary, is a social organization, and, as such, it is characterized by interaction and social patterns. It is the largest social organization whose patterns make an important difference to the individual's life. It influences social organizations within it, and almost all social organizations within it work for its continuation.

Topical vocabulary

<i>Nouns</i>	<i>Verbs</i>	<i>Adjectives</i>
boundary	to crisscross	similar
dyad	to facilitate	mutual
heritage	to affect	equal
continuation	to contribute	abstract
interdependence	to reinforce	gradual
expulsion	to identify	relatively
sweep	to obey	simultaneously

Word expressions

free enterprise system	stock exchange
set of laws	common patterns
daily activities	formal rules
all-embracing social organization	host of institutions

EXERCISES

Ex. 1. Find the synonyms in the text:

Association, to determine, template, reciprocal, cooperation, borders, assisting, legacy, strengthening, to inspire, to unite, defeated.

Ex. 2. Complete the following sentences:

1. Society is, first of all, one type of ...
2. People in the United States, for example, interact with one another far more regularly than ...
3. Interaction crisscrosses society, and that means ...
4. A society has a common set of laws, customs, a heritage, a class structure, and ...
5. Society, for example, influences how families ...
6. Businesses, in turn, encourage employees to ...
7. Actors enter society at birth, through immigration, or ...
8. Each is socialized to believe that belonging to society is worthwhile and that he or she should ...
9. Society is simultaneously the longest enduring, most abstract, and most all-embracing social organization that ...
10. It is the largest social organization whose patterns make an important difference to ...

Ex. 3. Agree or disagree with the following statements. Use the phrases: "You are wrong" or "I can't agree with you" and "As far as I know..." or "According to the text..."

1. To define or identify a society, we depend only on mutual interaction.
2. Typically, people in Detroit are more aware of Los Angeles than Montreal, although Montreal is much closer.

3. People in society seldom interact in the economic world, in travel, and in their many daily activities.

4. Boundaries between a society and other societies complicate interaction within.

5. Patterns don't define society.

6. Society's patterns affect almost every organization inside it.

7. Society influences businesses: to offer stock on the New York Stock Exchange if they want more capital and to combine into conglomerates.

Ex. 4. Answer the following questions:

1. What do we depend on to define or identify a society?
2. Where do people in society interact regularly?
3. What facilitates interaction within a society?
4. Why do patterns too define society?
5. How do most social organizations contribute to society's continuation?
6. How does society influence businesses?
7. What do businesses, in turn, encourage employees to do?
8. How can actors enter society?
9. What are the ways of socialization of actors into existing patterns?
10. What is society characterized by?
11. What works within society for its continuation?

Ex. 5. Make a short summary of the text.

What is a political myth?

A political myth is a narrative, usually in the form of a dramatic story, which relates to a political topic. A political myth might claim to explain how a particular state came to be or describe the relationship between two groups as part of a larger, legendary narrative. Political myths, whether they have any basis in historical fact or not, satisfy a group's need to have a current political situation legitimized by inclusion in a larger story.

The term «political myth» was coined in 1975 in Henry Tudor's book of the same name. Tudor described this type of myth as a myth in which the hero or protagonist was not a single person but a group. The group might be a nation, an ethnic group or a social class. Political myths relate to history but are not necessarily historical; group members accept the myth as valid in philosophical terms rather than as historically accurate.

One common type of political myth is the national origin story or ethnogenesis. Many nations have semi-legendary accounts, often based to some extent on historical fact, of how they came into existence. For example, early medieval historians recounted the arrival of the English in England under two mythical leaders, Hengist and Horsa, while medieval historian Snorri Sturluson created a mythic origin for the Scandinavian peoples that linked them to Classical mythology. A more modern example of this type of myth would be the story of Puritans sailing to the New World to escape religious persecution and founding what would become America.

Not every political myth is an origin story. Other political myths provide a grand narrative to frame political and cultural movements. For instance, the westward expansion of the United States in the 19th century was accompanied by the creation of a political myth known as Manifest Destiny. This narrative explained American territorial acquisition as part of an inevitable growth. Proponents perceived reaching the Pacific ocean as the United States's «destiny.» The US itself became the protagonist of this myth, with resistance to American expansion perceived as being a threat to the national destiny.

The role of political myth is to unite the community and instill a sense of belonging. This can have both positive and negative consequences. Political myths often serve as rallying points in times of national crisis, but they can also be used as tools of oppression. For instance, the «dolchstosslegende,» or «stab-in-the-back legend,» was a narrative which claimed that Germany had lost the First World War due to betrayal by internal enemies. It was a major element of Nazi propaganda and encouraged support for the regime.

Topical vocabulary

Nouns	Verbs	Adjectives
Narrative	to relate	inevitable
inclusion	to claim	legendary
protagonist	to legitimize	current
ethnogenesis	to coin	ethnic
account	to recount	valid
arrival	to create	medieval
persecution	to escape	mythic
acquisition	to frame	Word expressions
destiny	to accompany	to serve as rallying points
resistance	to perceive	to some extent
threat	to instill	to come into existence
consequence	to encourage	sense of belonging

EXERCISES

Ex. 1. Find the pairs of synonyms:

Consequence, acquisition, inevitable, story, specific, betrayal, to approve, presence, feudal, maltreatment, narrative, medieval, existence, to escort, resistance, procurement, to accompany, unavoidable, opposition, effect, persecution, to legitimize, treachery, particular.

Ex. 2. Complete the following sentences:

1. A political myth is a narrative, usually in the form of a dramatic story, which relates to ...
2. Political myths, whether they have any basis in historical fact or not, satisfy a group's need to have ...
3. Tudor described this type of myth as a myth in which the hero or protagonist was not a ...
4. Many nations have semi-legendary accounts, often based to some extent on historical fact, of ...
5. Snorri Sturluson created a mythic origin for the Scandinavian peoples that linked them to ...

6. A more modern example of this type of myth would be the story of Puritans sailing to the New World to escape religious ...

7. Not every political myth is an ...

8. For instance, the westward expansion of the United States in the 19th century was accompanied by the creation of a ...

9. The US itself became the protagonist of this myth, with resistance to American expansion perceived as ...

10. Political myths often serve as rallying points in times of national crisis, but they can also ...

Ex. 3. Answer the following questions:

1. What might a political myth claim to explain?
2. When was the term «political myth» coined?
3. Who described this type of myth?
4. What is one common type of political myth?
5. What did early medieval historians recount?
6. What was the westward expansion of the United States in the 19th century accompanied by?
7. What did Manifest Destiny explain?
8. What is the role of political myth?
9. What do political myths often serve?
10. What is «dolchstosslegende» about?

Ex. 4. Make a short summary of the text.

A Job Interview

When you apply for a job, you will need to go on interviews to meet with employers face to face. Personal characteristics are evaluated through interviews. The interview helps the employer to find out if you are the best person to hire for the job. The interview is probably the hardest part of getting a job. If you are invited to attend an interview, confirm the appointment by letter, telephone or email. There are some recommendations, which can help you. If you're to go to an interview tomorrow, sleep well before it. Take your CV

and application form to the interview. Sometimes the person who is interviewing you has not seen it. You should choose corresponding dress code for the interview – first impressions are important. Read annual report of the company, use the Internet to research about the company to show your understanding of the corporate strategy on the interview. Prepare answers for questions which you think the interviewer may ask you. In particular, think of examples of your achievements in previous jobs or while at university, and how you have managed difficult situations. Think about your personal strengths and weaknesses, and how you would describe your personality.

Prepare a list of questions which you may want to ask the interviewer. Possible subjects include the company, the job, working hours and holidays, responsibilities. Ask yourself why the company should choose to employ you, instead of the other people who are applying. The first interview may be followed up over the phone. From there it is a short wait until the company calls back with their offer, or mails a rejection. Statistics say that personal characteristics are often more important than professional qualifications on the interview. Show willingness to study and work and show loyalty to the company. Speak loudly and emphasize important aspects of your education and work experience. On the interview you are asked questions, and the way you answer will show what kind of person you are and if your education, skills and experience are suitable for the job and match what they're looking for.

Tips for a Successful Interview

Job interviews can be stressful; however, with the proper planning and preparation, you can get the job. Before the Interview: Research the company and prepare relevant questions. Interviewers appreciate when job candidates demonstrate interest in the company and the available position. Organize all paperwork, including your resume, and references from previous employers. Plan responses to common interview questions. Prepare for questions about your salary expectations by finding out how much employees in the position you are applying for are typically paid. During the Interview: Make a good first impression by arriving on time for the interview. Make sure to

dress in clean and professional attire. Be polite and use the interviewer's name when speaking. Respond to all questions clearly. Interviewees should provide solid examples of how their previous experience relates to skills needed for the new position. Also, be sure to explain your future career goals. After the interview: Follow up immediately with a thank-you note restating your interest in the position. Employers may request a call-back to obtain more information.

Topical vocabulary

Nouns

requirement

interview

rejection

appointment

Strength

weakness

Word combinations

to meet the requirements

to attend an interview

to manage a situation

to make an appointment

to be suitable for the position

to evaluate through interviews

Memorize the following expressions:

Invitation to the interview.

We would be grateful if you could come for an interview with Mr. Muller on Tuesday 5th April at 10 o'clock.

References to the approval.

We are pleased to inform you that ...

We have pleasure in informing you that ...

Your application for the position of ... has been successful. You have been accepted.

References to the rejection.

We regret to inform you that your application has not been accepted.

I am sorry to inform you that the position has already been filled.

We are sorry but we have no vacancies at the present time.

EXERCISES

Ex. 1. Study the sample of an Interview and compose your own dialogue dealing with the topic:

Andrew Brandon has a job interview

Interviewer: Good morning, Mr. Brandon. My name is Ms. Martin. Please have a seat.

Andrew: Good morning, Ms. Martin. It's pleasure to meet you.

I.: You've applied for the Saturday position, haven't you?

A.: Yes, Ms. Martin.

I.: Can you tell me what made you reply to our advertisement?

A.: Well, I am looking for a part-time job to help me through university. I think that I'd be really good at this kind of work.

I.: Do you know exactly what you would be doing as a shop assistant?

A.: Well, I imagine I would be helping customers, keeping a check on the supplies in the store, and preparing the shop for business.

I.: What sort of student do you regard yourself as? Do you enjoy studying?

A.: I suppose I'm a reasonable student. I passed all my exams and I enjoy my studies a lot.

I.: Have you any previous work experience?

A.: No. I've been too busy with all the subjects to get a good result. But last summer holidays I worked part-time at a take-away food store.

I.: Now, do you have any questions you'd like to ask me about the position?

A.: Yes. Could you tell me what hours I'd have to work?

I.: We open at 9.00, but you would be expected to arrive at 8.30 and we close at 6.00 pm. You would be able to leave then. I think I have asked you everything I wanted to. Thank you for coming to the interview.

A.: Thank you, Ms. Martin. When will I know if I have been successful?

I.: We'll be making our decision next Monday. We'll give you a call.

A.: Thank you. Goodbye.

I.: Goodbye, Mr. Brandon.

Ex. 2. Job Interview. Decide the best response to your interviewer's questions:

1. Why should we hire you and not someone with experience?
a) I offer energy, intelligence and loyalty. b) First come, first served. c) You need to hire me to get the answer.
2. What do you consider loyalty to a firm?
a) No stealing stationery. b) Confidentiality and dependability. c) Coming to work.
3. What are your weaknesses?
a) I can't resist chocolate cake. b) Expecting others to be as honest as I am. c) Always arriving late for meetings.
4. Why do you want this job?
a) It is a job with prospects. b) It pays well. c) My friend works here; he likes the company.
5. Where would you like to be in five years?
a) I don't know. b) Running the company. c) In a challenging position with responsibility.
6. Why do you want to work for this company?
a) I've been unemployed for too long. b) Well, I've heard that it's a company that pays its employees well. c) It's a company with future.
7. How did you hear about this vacancy?
a) I researched your company and rang Human Resources. b) A friend of a friend told me about it. c) My brother works here.
8. Have you looked at our website?
a) Yes. It is very comprehensive. b) Not yet, but I will after the interview. c) Do you have a website?

9. We need someone now, not in three months. Could you begin earlier if you were offered the job?

a) My present company will not allow it. b) Well, that is a question I didn't expect. c) If I were offered this job, I would try.

10. Do you like working with your current boss?

a) No. I think he can't manage people. b) No. He is too aggressive and lazy. c) No. However, I've learnt a lot from him.

11. During the busy summer period we all work every weekend. Would you have a problem with this?

a) I would hope to arrange a system so that not everyone has to work every weekend. b) I'm a team player and would be prepared to work when necessary. c) I have holidays booked and enjoy my free time too much.

12. Why do you think we should employ you?

a) Some other company will if you don't. b) I believe you won't find anyone better than me. c) I believe I'm the best person for the job.

II. TEXTS FOR SUPPLEMENTARY READING

Данный раздел учебно-методического пособия содержит тексты профессиональной направленности для дополнительного внеаудиторного чтения. Студентам предлагается самостоятельно прочитать и перевести текст на русский язык, составить план текста, вопросы и резюме с элементами анализа (задания могут варьироваться). Контроль выполнения заданий периодически осуществляется преподавателем во время аудиторных занятий.

What is Public Policy Theory?

Public policy theory is the study or discussion of public policy. Public policy itself includes any policies that are concerned with the public, at the federal, state, or local government level.

This field of study involves observing, analyzing, and often comparing actual public policy to theory, as opposed to actually participating in the creation of the policy. Because theory is not equal to knowledge or factual information, it is an imperfect study often involving debate and sometimes controversy.

This type of study is often designed for and built into college courses designed for undergraduate, graduate, and doctoral students. The number of courses, as well as the availability, truly depends upon the institution or university. Some universities have a limited number of public policy courses, whereas others have entire departments dedicated to the subject.

Students who are pursuing a degree in political science, government, international relations, public administration, or public policy are almost always required to enroll in and pass a public policy theory course. Other areas of study that either require or would benefit from a solid understanding of this topic include law studies, economics, and social science. A background in history and an understanding of the respective local or national political system is helpful prior to enrolling in a theory course.

Some of the areas that might be covered in a course include historical theories, as well as more recent theoretical concepts. Universities often break up public policy theory studies into time frames, giving students a closer look at the well-known thinkers of a particular time period. For example, early studies might focus on Machiavelli, Socrates, and Plato. Other courses might include theory and observations about public policy by more recent political scientists.

Career opportunities in public policy are numerous. A doctoral degree in a similar discipline, as well as experience in researching and publishing scholarly articles about the subject, would likely prepare a person to work as a professor in this field. Though a person does not necessarily need a background or education in the theory, it is helpful.

Public policy theory is often spoken about, but more often found in written form. Entire books, both school textbooks and those for the general population, are published on a yearly basis. Scholarly journals, such as the *Journal of Public Administration, Research*

& Theory, provide researchers and professors an opportunity to be published and share their own theories about this important topic. Furthermore, there are websites dedicated to the discussion of public policy and the theories that support or disagree with the policies and laws that people live by.

What are the Steps in the Public Policy Process?

There are four typical and main steps in the public policy process:

1. identifying a problem,
2. formulating a policy,
3. implementing the policy change, and
4. evaluating the result.

Each step is usually followed in the order listed to make sure that the process is done correctly. In many cases, these «steps» are turned into a cycle, with each step being repeated as changes occur; when a policy is evaluated, for example, it may reveal new problems that need to be addressed. In general, the public policy process can be seen as the steps a government takes to act on behalf of the public.

Though the terminology used to explain the policy process may differ, each step in the process is focused on the same general purpose. The actual process itself may also vary occasionally, depending on the policy in question. Despite these differences, a look at the general steps most governments, or governmental bodies, follow in most situations can provide insight into how the process generally works.

Identifying the Problem

The first step in the public policy process is to outline the problem. This involves not only recognizing that an issue exists, but also studying the problem and its causes in detail. This stage involves determining how aware the public is of the issue, deciding who will participate in fixing it, and considering what means are available to accomplish a solution. Answers to such questions often help policy makers gauge which policy changes, if any, are needed to address the identified problem. The agenda — which problems are addressed — can be set

by the public, special interest groups, or government officials, among others.

Formulating a Policy to Resolve the Problem

After identifying and studying the problem, a new public policy may be formulated or developed. This step is typically marked by discussion and debate between government officials, interest groups, and individual citizens to identify potential obstacles, to suggest alternative solutions, and to set clear goals and list the steps that need to be taken to achieve them. This part of the process can be difficult, and often compromises will be required before the policy can be written. Once the policy is developed, the proper authorities must agree to it; a weaker policy may be more likely to pass, where a stronger one that deals with the problem more directly might not have enough support to gain approval.

Implementing the Policy Change

A new policy must be put into effect, which typically requires determining which organizations or agencies will be responsible for carrying it out. This is the third step of the public policy process, and one that can be difficult if the people who are tasked with carrying out the policy are not committed to complying with it. During the policy development step, compromises may have been made to get the policy passed that those who are ultimately required to help carry it out do not agree with; as such, they are unlikely to enforce it effectively. Clear communication and coordination, as well as sufficient funding, are also needed to make this step a success.

Evaluating the Effect of the Policy Change

The final stage in the public policy process, known as evaluation, is typically ongoing. This step usually involves a study of how effective the new policy has been in addressing the original problem, which often leads to additional public policy changes. It also includes reviewing funds and resources available to ensure that the policy can be maintained. Historically, this step has not always been treated as very important, but policy makers are increasingly finding ways to make sure that the tools needed for evaluation are included in each step of the public policy process.

What Are Common Stereotypes of Politicians?

There are many stereotypes that are often applied to politicians. Some of the most common are those that depict politicians as dishonest or greedy. Likewise, a stereotypical politician often pursues political issues not because he cares about them but because doing so benefits him in some way. Stereotypes of politicians also depict these people as believing they are entitled to more than everyone else or using their public-speaking skills to manipulate.

One of the most common stereotypes of politicians is that they are habitually dishonest, and many voice the opinion that voters should not trust politicians because of this. In fact, some state that people who run for political office only tell voters what they want to hear before they are elected. Afterward, some people believe the elected officials are only interested in pursuing their own agendas. Following this idea, a person may expect a politician who claims he wants to lower taxes to work toward the opposite goal once he is no longer in need of votes.

Common stereotypes of politicians assert that people in these positions don't pursue issues about which they really care. Instead, some people believe they choose to care about the issues presented by people and groups who contribute large sums of money to their campaigns. If this proves to be true, it would mean that any changes he helped to make were because he was, in a fashion, paid to do so rather than believing the cause was important or having a true passion for change.

Stereotypes of politicians also include depicting them as feeling entitled. Some stereotypes portray politicians as selfish individuals who believe they are entitled to the best of everything, even if the majority of their constituents have little. For example, politicians are often stereotyped as consuming meals that cost a great deal of money, smoking expensive cigars, drinking premium alcoholic beverages, and spending much of their time golfing or socializing — all thanks to the financing of taxpayers. Some stereotypes also depict them as likely to take luxury vacations when they should be working.

Public-speaking skills are often included in stereotypes of politicians as well. They are often depicted as good public speakers who say a lot but don't really say anything real, concrete, or of value.

Politicians are often depicted as talking circles around other people to avoid committing to anything or providing definite answers to questions. Stereotypically, their speeches are viewed as highly manipulative.

What is a non-governmental organization?

A non-governmental organization (NGO) is a type of non-profit organization that works to promote human good while operating separately from any national government. The definition of an NGO varies slightly from nation to nation, but most NGOs fall within this framework. Because of the somewhat nebulous definition, the total number of NGOs worldwide is unknown, with a wide range of estimates available.

Some NGOs work with governments and the United Nations to accomplish their ends, with certain NGOs being granted consultancy status by the United Nations. Consultancy status allows an NGO to use the knowledge and supplies of the United Nations to work effectively in its area of expertise. It also permits the United Nations to allow an NGO to take over humanitarian efforts if the NGO is deemed competent to handle them.

NGOs come in all shapes and sizes. The largest NGO is the International Red Cross/Red Crescent Society, which provides health care and disaster relief worldwide. The Red Cross was founded in 1863, making it one of the older NGOs. Most NGOs were founded in the second half of the twentieth century, when citizens became concerned that their governments were not meeting the needs of the poor, hungry, and sick. The Red Cross is an example of an international operational NGO, one which implements policies and procedures directly to improve living conditions.

Amnesty International is another example of an NGO which works with the United Nations and various governments to promote global human rights. Amnesty International is an international advocacy NGO, primarily concerned with raising awareness and creating policy change.

NGOs also usually have three areas they might influence. Community NGOs work within a small regional area, while national NGOs work on a national basis. International NGOs, of which there were an estimated 40,000 in 2006, work globally to effect policy change and improve situations on the ground. Some NGOs integrate operations and advocacy in their work.

Some NGOs have large budgets supported by a variety of sources, while others work with limited funding. Many NGOs also establish partnerships with other organizations including the United Nations, World Bank, and International Monetary Fund. These partnerships make the NGOs stronger while ensuring that the same humanitarian work is not being performed twice, conserving valuable resources. NGOs run the gamut from Christian organizations to profoundly atheist ones, and individuals interested in contributing to the work of an NGO are encouraged to research the organization so that they understand how funds or supplies are being used.

What Is the Difference between Social Work and NGOs?

Social work and non-governmental organizations — also known as NGOs — are concepts which are often linked, and yet the two represent fundamentally different ideas. The key difference between social work and NGOs is that social work is a field of study and practice, whereas NGOs are a type of organization. NGOs can often carry out social work, but not all NGOs are involved in social work and a great deal of social work is done by organizations which are not NGOs.

«NGOs are bodies which are neither government agencies nor businesses. The term can refer to a wide variety of different types of organization, but it often describes charitable or advocacy groups such as Amnesty International or the International Red Cross. The term most commonly applies to international organizations, although this usage varies; there is no universal definition of an NGO. NGOs address a wide variety of issues, including economic and technological development, disaster relief, animal welfare and other global problems.

Like «NGO,» «social work» is a term which covers a wide range of activities. Broadly speaking, social work refers to programs intended to improve the welfare and living conditions of members of society, particularly low-income or otherwise marginalized communities. Social work can involve education, counseling, political advocacy, career development and any other activity which aims to improve the life of an individual or community.

As we have seen, NGOs are often involved in charitable or advocacy work, both of which play a role in social work. In this respect, then, there is a clear link between social work and NGOs. Some NGOs are involved in activities that are closely related to social work.

The link between social work and NGOs, although close, is not consistent. Governments are one of the major providers of social work, with government-employed social workers attempting to address issues such as child abuse, poverty and other issues. Since many social workers are employed by the government, it is clear that not all social work is performed by NGOs.

Just as not all social work is performed by NGOs, not all NGOs perform social work. Although the relationship between social work and NGOs is close, some NGOs perform other functions. For example, the World Wide Fund for Nature is a well-known and influential NGO which addresses environmental issues, particularly the question of endangered species. Since it is working for the well-being of the environment, and only indirectly for the welfare of human communities, this NGO is not involved in social work.

FINAL TESTS:

Socialization: the key to human society

Match the words from 2 columns:

magnificent	окружать
occasionally	контраст
to surround	обусловленный
conformity	определенный
adequately	великолепный
contrast	появиться
conditioned	точка зрения
particular	соответствие
to appear	нарушать
to deprive	иногда
to violate	лишать
standpoint	достаточно

Primary and Secondary Socialization

Find the pairs of synonyms:

distinction	to sustain
to undergo	important
to occur	to immortalize
significant	mind
consciousness	to experience
to reject	to happen
necessity	difference
to entrench	to decline
to reinforce	to appear
to arise	to strengthen
to perpetuate	obligation

Meaning of Social Patterns

Match the words from 2 columns:

to interact	проследить
to establish	нарушать
bound	новшество
shared	модель
encounter	связанный
pattern	вера
behavior	относящийся
belief	общий
to violate	устанавливать
concerning	поведение
to trace	взаимодействовать
novelty	столкновение

Society as Social Organization

Match the words from 2 columns:

community	модель
to define	объединять
pattern	наследие
mutual	содействие
interaction	усиливающий
boundaries	взаимный
facilitating	взаимодействие
heritage	сообщество
reinforcing	побеждённый
to combine	способствовать
conquered	границы
to encourage	определять

What is a political myth?

Match the words from 2 columns:

narrative	сопротивление
particular	неизбежный
to legitimize	существование
existence	последствие
medieval	определенный
persecution	приобретение
to accompany	узаконить
acquisition	повествование
inevitable	средневековый
resistance	предательство
consequence	сопровождать
betrayal	преследование

A Job Interview

A Successful Interview. Match the questions to the answers.

1. Why are you leaving your present job? 2. How do you evaluate success? 3. What are your salary expectations? 4. What do people most criticize about you? 5. Do you prefer to work alone or in a team? 6. Do you tell your boss if he is wrong? 7. What motivates you?

a) I am comfortable in both situations. b) I would like to know more about the job, please. c) Ensuring our clients get the best service. d) It depends on the situation and what he is about. e) Meeting goals and having satisfied colleagues. f) There is no on-going criticism. I learn from my mistakes. g) There are now no new challenges for me.

Использованная литература

1. Английский язык : метод. указания / сост. Е. В. Новожилова. — Ярославль : ЯрГУ, 2009. — 34 с. URL : <http://www.lib.uniyar.ac.ru/edocs/iuni/20092106.pdf> (дата обращения: 13.06.2020).
2. Гальскова, Н. Д. Теория обучения иностранным языкам : Лингводидактика и методика / Н. Д. Гальскова, Н. И. Гез. — М. : Академия, 2005. — 336 с.
3. Грамматика английского языка : учебно-методическое пособие для студентов, обучающихся по направлению Социология / сост. Е. В. Новожилова. — Ярославль : ЯрГУ, 2015. — 67 с. URL : <http://www.lib.uniyar.ac.ru/edocs/iuni/20152101.pdf> (дата обращения: 13.06.2020).
4. Лукина, Л. В. Курс английского языка для магистрантов = English masters course : учебное пособие по развитию и совершенствованию общих и предметных (деловой английский язык) компетенций / Л. В. Лукина. — Воронеж : ВГАСУ, 2014. — 134 с.
5. Практический курс английского языка. 1 курс : учеб. для студентов вузов / В. Д. Аракин [и др.] ; под ред. В. Д. Аракина. — М. : ВЛАДОС, 2012. — 536 с.
6. Тер-Минасова, С. Г. Война и мир языков и культур: вопросы теории и практики межъязыковой и межкультурной коммуникации / С. Г. Тер-Минасова. — М. : Слово, 2008. — 341 с.

Интернет-ресурсы

1. WiseGEEK: clear answers for common questions. URL: <https://www.wisegeek.com/> (дата обращения: 13.06.2020).
2. Сайт для изучающих английский язык, студентов, преподавателей вузов и переводчиков Study-English.info. URL: <http://study-english.info/> (дата обращения: 13.06.2020).
3. Сайт для изучения английского языка BBC Learning English. URL: <https://www.bbc.co.uk/learningenglish/russian/home> (дата обращения: 13.06.2020).

Оглавление

Введение.....	3
I. MEANING OF SOCIETY.....	4
Socialization: the key to human society.....	4
EXERCISES.....	6
Primary and Secondary Socialization.....	7
EXERCISES.....	9
Meaning of Social Patterns.....	11
EXERCISES.....	13
Society as Social Organization.....	14
EXERCISES.....	16
What is a political myth?.....	17
EXERCISES.....	19
A Job Interview.....	20
EXERCISES.....	23
II. TEXTS FOR SUPPLEMENTARY READING.....	25
What is Public Policy Theory?.....	25
What are the Steps in the Public Policy Process?.....	27
What Are Common Stereotypes of Politicians?.....	29
What is a non-governmental organization?.....	30
What Is the Difference between Social Work and NGOs?.....	31
FINAL TESTS.....	33
Использованная литература.....	36

Учебное издание

АНГЛИЙСКИЙ ЯЗЫК
для студентов факультета
социально-политических наук

Учебно-методическое пособие

Составитель
Новожилова Елена Викторовна

Технический редактор Л. Н. Селиванова
Компьютерная верстка Е. Б. Половкова

Подписано в печать 12.08.2020. Формат 60×84 1/16.

Усл. печ. л. 3,72. Уч.-изд. л. 1,5.

Тираж 2 экз. Заказ

Оригинал-макет подготовлен
в редакционно-издательском отделе
Ярославского государственного университета

Адрес типографии:
Ярославский государственный университет.
150003, Ярославль, ул. Советская, 14.

