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**English for Sociologists**

**Учебное пособие**

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English for Sociologists: Учебное пособие. – Саратов, 2010. – 53 с.

Учебно-методическое пособие «English for Sociologists» предназначено для студентов второго курса заочного отделения социологического факультета, изучающих английский язык. Данное пособие представляет собой сборник грамматических упражнений и текстов по специальности, а также контрольные работы для студентов второго курса.

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## Предисловие

Настоящее учебно-методическое пособие предназначено для студентов 2-го курса заочного отделения социологического факультета, изучающих английский язык. Пособие состоит из двух частей. Каждая часть включает два раздела: в первом приводятся справочные материалы по грамматике и грамматические упражнения, а во втором разделе представлены тексты по специальности, предусмотренные рабочей программой.

В первой части рассматриваются следующие грамматические темы: страдательный залог, времена Present Perfect, Past Perfect и Future Perfect. Тексты по специальности приведены по темам: социализация, виды социализации, медиа и социализация. Работа с текстом предполагает устный перевод и ответы на вопросы, контролирующие понимание всего текста. Первая часть завершается контрольной работой, проверяющей усвоение рассмотренного в 1-м семестре материала, и является одной из форм отчетности в зимнюю сессию.

Во второй части рассматриваются следующие грамматические темы: инфинитив и герундий, косвенная речь, условные предложения и модальные глаголы. Тексты по специальности приведены по темам: политическая социология, урбанизация, влияние урбанизации. Эта часть также завершается контрольной работой, которая предназначена для проверки знаний в летнюю сессию.

Данное пособие рассчитано, в основном, на письменное выполнение всех упражнений. Контрольные работы оформляются отдельно от тренировочных упражнений и сдаются преподавателю.

## I семестр

### Раздел 1

#### 1. Страдательный залог (Passive Voice)

Страдательный залог употребляется в том случае, когда объект действия более важен, чем исполнитель (субъект) этого действия. Страдательный залог образуется при помощи одной из форм глагола **to be** и причастия прошедшего времени (past participle).

	<b>Active Voice</b>	<b>Passive Voice</b>
<b>Present Simple</b>	He builds the house.	The house is built.
<b>Past Simple</b>	He built the house.	The house was built.
<b>Future Simple</b>	He will build the house.	The house will be built.
<b>Present Continuous</b>	He is building the house.	The house is being built.
<b>Past Continuous</b>	He was building the house.	The house was being built.
<b>Present Perfect</b>	He has built the house.	The house has been built.
<b>Past Perfect</b>	He had built the house.	The house had been built.
<b>Future Perfect</b>	He will have built the house.	The house will have been built.

В вопросительной форме вспомогательный глагол ставится перед подлежащим. В отрицательной форме отрицательная частица **not** ставится после вспомогательного глагола:

**Are these problems often discussed? – These problems are not often discussed.**

В предложениях с пассивным сказуемым исполнитель действия в основном не указывается, но если его нужно указать, он вводится предлогом **by**.

**Sociology was defined independently by Auguste Comte in 1838.** – Социология была определена независимой наукой Огюстом Контом в 1838 году.

Предлог **with** ставится перед словом, обозначающим инструмент, материал или вещество, при помощи которого было совершено действие; предлог **of** ставится перед словом, обозначающим материал.

**The ground was covered with snow.** – Земля была покрыта снегом.

**This chair is made of wood.** – Этот стул сделан из дерева.

**Задание 1.1. Поставьте глаголы в нужную форму, используя страдательный залог:**

1. Cheese \_\_\_ from milk (make).
2. Several villages \_\_\_ badly \_\_\_ by the flood last year (damage).
3. The letter \_\_\_ already \_\_\_ (write).
4. New road \_\_\_ next year (build).
5. The car \_\_\_ now (repair).
6. Most of the Earth's surface \_\_\_ by water (cover).
7. The work \_\_\_ by 6 o'clock tomorrow (finish).
8. The computer \_\_\_ at the moment (use).
9. The book \_\_\_ recently (translate).
10. The room \_\_\_ when I arrived (clean).
11. Bread \_\_\_ already \_\_\_ when I came to the shop (sell).
12. He \_\_\_ to the wedding last week (invite).
13. The task \_\_\_ by 12 o'clock tomorrow (do).
14. The problem \_\_\_ now (discuss).
15. Service \_\_\_ in the bill (include).

**Задание 1.2. Переведите предложения из действительного залога в страдательный:**

1. They have postponed the concert.

2. He opens the door.
3. Somebody was recording our conversation.
4. They have built a new hospital near the stadium.
5. Somebody is using the computer at the moment.
6. He wrote a new book last month.
7. Someone has stolen her bag in the shop.
8. They will repair this road next month.
9. She washes her dog every week.
10. When we got to the stadium we learnt that they had cancelled the game.
11. Somebody has taken my chair.
12. He will send me a letter next week.
13. She sells vegetables.
14. My uncle collected coins.
15. She is reading a magazine now.

## 2. PERFECT TENSES

### 1. Present Perfect

**Present Perfect** образуется при помощи вспомогательного глагола **to have** в форме настоящего времени (**have, has**) и причастия прошедшего времени (**past participle**) смыслового глагола.

**Present Perfect** употребляется для выражения действия, законченного к настоящему моменту, но связанного с настоящим. Связь с настоящим осуществляется двумя путями:

Результатом – **She has cooked the soup.** – Она сготовила суп.

Временем совершения действия: действие закончилось к данному моменту, но период времени, к которому относится действие, все еще продолжается – **She has written two books this year.** – Она написала две книги в этом году (год еще не закончился, она может написать еще).

С теми же обозначениями времени может употребляться **Past Simple**, если указанный период времени уже истек или если имеется в виду определенный момент этого периода: **She wrote two books this year.**

**Present Perfect** употребляется с наречиями неопределенного времени: **already** - уже; **never** - никогда; **ever** - когда-либо; **just** - только что; **yet** – еще. **He has just come home.** – Он только что пришел домой.

**Present Perfect** употребляется, когда время совершения действия неупомянуто. **Have you heard anything of him?** – Вы слышали что-нибудь о нем?

**Present Perfect** употребляется также для обозначения действия, которое началось в прошлом и не закончилось к данному моменту в настоящем. В таких случаях обычно указывают период действия посредством предлога **for** в течение или начальный момент действия в прошлом посредством слова **since**, которое может быть переведено предлогом с, союзом с тех пор как или наречием с тех пор. **I have lived here since 2002.** – Я живу здесь с 2002.

**Задание 2.1. Поставьте глаголы в скобках в Present Perfect или Past Simple:**

1. Shakespeare \_\_\_ many plays (write).
2. She \_\_\_ here since May (work).
3. They first \_\_\_ a long time ago (meet).
4. "Where's your key?" - "I don't know. I \_\_\_ it (lose)."
5. I \_\_\_ very tired, so I lay down on the bed and went to sleep (be).
6. Mary \_\_\_ to Australia for a while but she's back again now (go).
7. "Where's Ken?" - "He \_\_\_ out. He'll be back in about an hour (go)."
8. I did German at school but I \_\_\_ most of it (forget).
9. I meant to phone Diane last night but I \_\_\_ (forget).
10. My sister is a writer. She \_\_\_ many books (write).

## 2. Past Perfect



**Past Perfect** образуется при помощи вспомогательного глагола **to have** в форме **Past Simple** и причастия прошедшего времени (**past participle**) смыслового глагола. **Past Perfect** употребляется для выражения прошедшего действия, которое совершилось ранее другого действия в прошлом.

**He went to visit Jane but she was not at home. She had gone to the doctor.** – Он пошел навестить Джейн, но ее не было дома. Она пошла к врачу.

**Past Perfect** употребляется для выражения действия, которое совершилось к данному моменту в прошлом. Этот данный момент в прошлом выражается такими обозначениями времени, как **by that time** к тому времени, **by 3 o'clock** к трем часам, **by the evening** к вечеру, **by the end of the month** к концу месяца и т. п.: **By that time she had already bought the tickets.** – К тому времени она уже купила билеты.

В повествовании, при изложении последовательных действий, происходящих одно за другим, глаголы, выражающие эти действия, употребляются в **Past Simple** несмотря на то, что одни действия совершались раньше других.

**Задание 3.1. Поставьте глаголы в скобках в Past Perfect или Past Simple:**

1. I felt very tired when I got home, so I \_\_\_ straight to bed (go).
2. The house was very quiet when I got home. Everybody \_\_\_ to bed (go).
3. We were driving along the road when we \_\_\_ a car which \_\_\_, so we \_\_\_ to see if we could help (see, break down, stop).
4. He didn't want to go to the cinema because he \_\_\_ the film (already see).
5. When I \_\_\_ the house, I \_\_\_ that I \_\_\_ my keys (leave, realize, forget).
6. After I \_\_\_ digging the garden I \_\_\_ to go for a walk (finish, decide).

### 3. Future Perfect

**Future Perfect** образуется при помощи вспомогательного глагола **have** в форме будущего времени (**will have**) и причастия прошедшего времени (**past participle**) смыслового глагола.

**Future Perfect** употребляется для выражения будущего действия, которое совершится до определенного момента в будущем. **Future Perfect** употребляется в главном предложении, а в придаточном предложении употребляется **Present Simple** для выражения последующего (более позднего) будущего действия (согласно правилу употребления времен после союзов **when, before** и т. д.): **I will have cooked the soup before the children come.** – Я приготовлю суп до того, как придут дети.

**Задание 4.1. Поставьте глаголы в скобках в Future Perfect:**

1. We are late. The film \_\_\_ by the time we get to the cinema (already start).
2. She always leaves for work at 8.30 in the morning, so she won't be at home at 9. She \_\_\_ to work (go).
3. By the end of the week we \_\_\_ all our money (spend).
4. Phone me after 6. We \_\_\_ dinner by then (finish).

**Раздел 2**

**Текст 1**

**Задание 1. Прочитайте текст и переведите на русский язык устно:**

**Socialization**

Socialization is a term used by sociologists, social psychologists, anthropologists, politicians and educationalists to refer to the process of inheriting norms, customs and ideologies. It may provide the individual with the skills and habits necessary for participating within their own society; a society itself is formed through a plurality of shared norms, customs, values, traditions, social

roles, symbols and languages. Socialization is thus 'the means by which social and cultural continuity are attained'.

Socialization, however, is not a normative term: it describes a process which may or may not affect the reflexive agent, and which may or may not lead to desirable, or 'moral', outcomes. Individual views on certain issues, such as race or economics, may be socialized (and to that extent normalized) within a society. Many socio-political theories postulate that socialization provides only a partial explanation for human beliefs and behaviours. Scientific research provides strong evidence that people are shaped by both social influences and their hard-wired biological makeup. Genetic studies have shown that a person's environment interacts with their genotype to influence behavioural outcomes, whilst the linguistic theory of generative grammar demonstrates how something such as the capacity for learning changes throughout one's lifetime.

In the middle of the 20th century, socialization was a key idea in the dominant American functionalist tradition of sociology. Talcott Parsons and a group of colleagues in the US developed a comprehensive theory of society that responded to the emergence of modernity in which the concept of socialization was a central component. One of their interests was to try to understand the relationship between the individual and society – a distinctive theme in US sociology since the end of the nineteenth century. Ely Chinoy, in a 1960s standard textbook on sociology, says that socialization serves two major functions:

On the one hand, it prepares the individual for the roles he is to play, providing him with the necessary repertoire of habits, beliefs, and values, the appropriate patterns of emotional response and the modes of perception, the requisite skills and knowledge. On the other hand, by communicating the contents of culture from one generation to the other, it provides for its persistence and continuity.

Sociologists, such as Durkheim, have noted the relationship between norms, values and roles during socialization.

## Vocabulary

**to inherit** – унаследовать

**to provide** – снабжать, предоставлять

**to participate** - участвовать

**agent** - социально активная личность

**a comprehensive theory of society** – «понимающая» теория общества (направление социологии, которое анализирует смыслы социальной жизни)

**a distinctive theme** – особая тема

**the requisite skills** – необходимые навыки

**persistence** – постоянство, продолжительность

### Задание 2. Ответьте на вопросы к тексту:

1. What is socialization?
2. What does socialization provide according to different theories?
3. Who developed a comprehensive theory of society?
4. What was a distinctive theme in US sociology since the end of the nineteenth century?
5. What major functions does socialization serve according to Ely Chinoy?

### Текст 2

#### Задание 1. Прочитайте текст и переведите на русский язык устно:

#### Types of Socialization

There are different types of socialization: primary, secondary, developmental, anticipatory socialization and resocialization.

Primary socialization occurs when a child learns the attitudes, values, and actions appropriate to individuals as members of a particular culture. For example if a child saw his/her mother expressing a discriminatory opinion about a minority group, then that child may think this behavior is acceptable and could continue to have this opinion about minority groups.

Secondary socialization refers to the process of learning what is appropriate behavior as a member of a smaller group within the larger society. It is usually associated with teenagers and adults, and involves smaller changes than those occurring in primary socialization, for example entering a new profession, relocating to a new environment or society.

Developmental socialization is the process of learning behavior in a social institution or developing your social skills.

Anticipatory socialization refers to the processes of socialization in which a person "rehearses" for future positions, occupations, and social relationships.

Resocialization refers to the process of discarding former behavior patterns and accepting new ones as part of a transition in one's life. This occurs throughout the human life cycle. Resocialization can be an intense experience, with the individual experiencing a sharp break with their past, and needing to learn and be exposed to radically different norms and values. An example might be the experience of a young man or woman leaving home to join the military, or a religious convert internalizing the beliefs and rituals of a new faith. An extreme example would be the process by which a transsexual learns to function socially in a dramatically altered gender role.

### Vocabulary

**primary socialization** – первичная социализация

**anticipatory socialization** – предварительная социализация

**resocialization** – ресоциализация; отказ от ранее усвоенных ценностей и замена их радикально другими

**to occur** - происходить

**appropriate** - подходящий

**a discriminatory opinion** – пристрастное мнение

**to rehearse** - репетировать

**to discard** - отказываться

**convert** - новообращенный

**Задание 2. Ответьте на вопросы к тексту:**

1. What types of socialization are described in the text?
2. When does primary socialization occur?
3. Whom secondary socialization is usually associated with?
4. What processes does anticipatory socialization refer to?
5. What are the examples of resocialization?

**Текст 3**

**Задание 1. Прочитайте текст и переведите на русский язык устно:**

**Media and Socialization**

Theorists like Parsons and textbook writers like Ely Chinoy and Harry M. Johnson recognized that socialization didn't stop when childhood ended. They realized that socialization continued in adulthood, but they treated it as a form of specialized education. Johnson, for example, wrote about the importance of inculcating members of the US Coastguard with a set of values to do with responding to commands and acting in unison without question.

Later scholars accused these theorists of socialization of not recognizing the importance of the mass media which, by the middle of the twentieth century were becoming more significant as a social force. There was concern about the link between television and the education and socialization of children – it continues today – but when it came to adults, the mass media were regarded merely as sources of information and entertainment rather than moulders of personality.

Some sociologists and theorists of culture have recognized the power of mass communication as a socialization device. Dennis McQuail recognizes the argument:... the media can teach norms and values by way of symbolic reward and punishment for different kinds of behaviour as represented in the media. An alternative view is that it is a learning process whereby we all learn how to behave in certain situations and the expectations which go with a given role or status in

society. Thus the media are continually offering pictures of life and models of behaviour in advance of actual experience.

### **Gender Socialization and Gender Roles**

Henslin contends that "an important part of socialization is the learning of culturally defined gender roles." Gender socialization refers to the learning of behavior and attitudes considered appropriate for a given sex. Boys learn to be boys and girls learn to be girls. This "learning" happens by way of many different agents of socialization. The family is certainly important in reinforcing gender roles, but so are one's friends, school, work and the mass media. Gender roles are reinforced through "countless subtle and not so subtle ways"

### **Racial Socialization**

Racial socialization has been defined as "the developmental processes by which children acquire the behaviors, perceptions, values, and attitudes of an ethnic group, and come to see themselves and others as members of the group". The existing literature conceptualizes racial socialization as having multiple dimensions. Researchers have identified dimensions that commonly appear in the racial socialization literature: cultural socialization, preparation for bias, promotion of mistrust, egalitarianism, and other.

### **Vocabulary**

**to inculcate** – внушать, прививать

**to accuse** – обвинять

**significant** – значительный

**moulder** – создатель, творец

**gender socialization** – гендерная социализация; обучение ребенка оцениванию специфики своего пола в конкретной культуре

**expectation** - ожидание

**to contend** - заявлять

**to reinforce** - усиливать

**subtle** - неуловимый

**bias** – предубеждение

**egalitarianism** - эгалитаризм; теория, проповедующая всеобщую  
уравнительность

**Задание 2. Ответьте на вопросы к тексту:**

1. Does socialization stop when childhood ends?
2. Is the mass media regarded as sources of information and entertainment or as moulders of personality?
3. Do you agree that the media are continually offering pictures of life and models of behaviour?
4. What is gender socialization?
5. How is racial socialization defined?



## **Контрольная работа**

**(2 курс, 3 семестр)**

### **Часть 1**

**1. Прочитайте текст и переведите выделенный отрывок на русский язык письменно:**

#### **Communication**

Communication is a process of transferring information from one entity to another. Communication processes are sign-mediated interactions between at least two agents which share a repertoire of signs and semiotic rules. Communication is commonly defined as "the imparting or interchange of thoughts, opinions, or information by speech, writing, or signs".

Communication is a process whereby information is enclosed in a package and is channeled and imparted by a sender to a receiver via some medium. The receiver then decodes the message and gives the sender a feedback. All forms of communication require a sender, a message, and an intended recipient, however the receiver need not be present or aware of the sender's intent to communicate at the time of communication in order for the act of communication to occur. Communication requires that all parties have an area of communicative commonality. There are auditory means, such as speech, song, and tone of voice, and there are nonverbal means, such as body language, sign language, paralanguage, touch, eye contact, through media, i.e., pictures, graphics and sound, and writing.

Oral communication is a process whereby information is transferred from a sender to receiver; in general communication is usually transferred by both verbal means and visual aid throughout the process. The receiver could be an individual person, a group of persons or even an audience. There are a few of oral communication types: discussion, speeches, presentations, etc. However, often

when you communicate face to face the body language and your voice tonality has a bigger impact than the actual words that you are saying.

**Communication as an academic discipline, sometimes called "communicology," relates to all the ways we communicate, so it embraces a large body of study and knowledge. The communication discipline includes both verbal and nonverbal messages. A body of scholarship all about communication is presented and explained in textbooks, electronic publications, and academic journals.**

**Communication happens at many levels (even for one single action), in many different ways, and for most beings, as well as certain machines. Several, if not all, fields of study dedicate a portion of attention to communication, so when speaking about communication it is very important to be sure about what aspects of communication one is speaking about. Definitions of communication range widely, some recognizing that animals can communicate with each other as well as human beings, and some are more narrow, only including human beings within the different parameters of human symbolic interaction.**

### Vocabulary

**to transfer** - передавать

**to impart** - сообщать

**to enclose** - вкладывать

**feedback** – обратная связь

**recipient** - реципиент; индивид, принимающий внешние сигналы (речь, звук)

**to be aware of smth** – осознавать что-либо

**to require** - требовать

**to embrace** - охватывать

**to dedicate a portion of attention to** – уделять внимание

**narrow** – узкий

## 2. Ответьте на вопросы к тексту:

1. How communication is commonly defined?
2. What do all forms of communication require?
3. What are auditory and nonverbal means of communication?
4. What types of oral communication do you know?
5. Why do many fields of study dedicate a portion of attention to communication?

## Часть 2

### 1. Поставьте глаголы в нужную форму, используя страдательный залог:

1. Football \_\_\_ all over the world (play).
2. Roof \_\_\_ in the storm last week (damage).
3. Presents \_\_\_ to all the children tomorrow (give).
4. Porridge \_\_\_ already \_\_\_ (cook).
5. Bananas \_\_\_ in Africa (grow).
6. Credit cards \_\_\_ in this store (accept).
7. The cake \_\_\_ yesterday (eat).
8. The dishes \_\_\_ now (wash).
9. This bridge \_\_\_ in the 20 century (build).
10. Paris \_\_\_ by thousands of tourists every year (visit).
11. My keys \_\_\_ just \_\_\_ (find).
12. The walls \_\_\_ at the moment (paint).
13. These books \_\_\_ in many countries (sell).
14. The library \_\_\_ next week (open).
15. The "Moonlight Sonata" \_\_\_ by Beethoven (compose).

### 2. Переведите предложения из действительного залога в страдательный:

1. An expert is restoring the antique car.
2. Steven Spielberg has directed a lot of successful films.
3. The judge has fined him £300.
4. A number of reporters will meet the professor at the airport.
5. A famous designer is going to redecorate the President's house.
6. The Romans founded Bath in the first century A.D.
7. A nightmare woke Mary up.
8. Muslims celebrate Ramadan.
9. Van Gogh painted "Sunflowers".
10. Astronauts are exploring space.
11. They didn't need my help.
12. They kill elephants for ivory.
13. Homer wrote the "Iliad".
14. People chop down a lot of trees every year.
15. A dog is chasing a cat.
16. They have already drunk the juice.
17. My friend invited me to his birthday.
18. She will buy a new dress tomorrow.
19. They grow coffee in Brazil.
20. The children have already eaten all sweets.

**3. Поставьте глаголы в скобках в Present Perfect:**

1. I \_\_\_ lunch (just/have).
2. We \_\_\_ this film (already/see).
3. She \_\_\_ to London (never/be).
4. They \_\_\_ at the university for two years (study).
5. The letter \_\_\_ yet (not arrive).
6. She \_\_\_ in Moscow since April (live).
7. \_\_\_ you ever \_\_\_ in a zoo (be)?
8. How many magazines \_\_\_ you \_\_\_ (buy)?

9. Where \_\_\_ he \_\_\_ (go)?
10. How long \_\_\_ you \_\_\_ this car (have)?

**4. Поставьте глаголы в скобках в Present Perfect или Past Perfect:**

1. She said they \_\_\_ three miles (walk).
2. She was upset because she \_\_\_ her ring (lose).
3. \_\_\_ you ever \_\_\_ a flying saucer (see)?
4. I decided to read the book the teacher \_\_\_ (recommend).
5. She \_\_\_ already \_\_\_ the dentist today (visit).
6. She got a message saying that her son \_\_\_ the exam (pass).
7. "I \_\_\_ just \_\_\_ her" – said he (phone).

**5. Заполните пропуски в предложениях, используя for или since:**

1. John and Norma have been married \_\_\_ 20 years.
2. They have been living in New York \_\_\_ 1989.
3. John has been working on Wall Street \_\_\_ four years and he has made a lot of money \_\_\_ he started working there.
4. Norma hasn't worked \_\_\_ they moved to New York but she has been writing a book \_\_\_ the last two years.
5. She has had a lot of spare time \_\_\_ their son left home four years ago to work in France.

**6. Поставьте глаголы в скобках в Present Perfect или Past**

**Simple:**

1. Ann isn't at home. She \_\_\_ shopping (go).
2. Aristotle \_\_\_ a Greek philosopher (be).
3. My parents \_\_\_ in 1978 (get married).
4. They \_\_\_ for ten years (be married).
5. Look! She \_\_\_ juice on the carpet (spill).

6. He\_\_\_in a circus (never/be).
7. They\_\_\_to the circus last week (go).
8. She can't get home, she\_\_\_her keys (lose).
9. He\_\_\_his documents yesterday (lose).
10. The Chinese\_\_\_printing (invent).

**7. Поставьте глаголы в скобках в Past Perfect или Past Simple:**

1. 'Was Ann at the party when you arrived?' 'No, she \_\_\_ home (go).'
2. I was very hungry when I came home, so I\_\_\_a lot of soup (eat).
3. I was very glad to see Jim again after such a long time. I\_\_\_him for five years (not see).
4. They finished their lunch and\_\_\_for a walk (go).
5. The man sitting next to me on the plane was very nervous. He\_\_\_before (never/fly).
6. We arrived at work in the morning and found that somebody\_\_\_into the office during the night (break).
7. They played tennis yesterday and Tom\_\_\_(win).

**8. Поставьте глаголы в скобках в Future Perfect:**

1. She\_\_\_by the end of June (come back).
2. He\_\_\_until eight o'clock (not finish).
3. I\_\_\_my book by October (finish).
4. They\_\_\_new house by summer (build).
5. He\_\_\_the room until dinner (not paint).

## II семестр

### Раздел 1

#### 1. Infinitive and the Gerund

В системе английского глагола принято выделять две группы форм - личные и неличные. К личным формам относят формы прошедшего и не прошедшего времени, которые функционируют в предложении в качестве сказуемого.

В английском языке существуют три неличные формы глагола: инфинитив, причастие (причастие I и причастие II) и герундий. Неличные формы глагола не изменяются по лицам и числам и не употребляются самостоятельно в роли сказуемого. Важной особенностью неличных форм глагола является отсутствие у них категории времени.

Инфинитив в английском языке имеет следующие формы:

	Indefinite	Continuous	Perfect	Perfect Continuous
Active	to write	to be writing	to have written	to have been writing
Passive	to be written	--	to have been written	--

Отрицательная форма инфинитива образуется с помощью отрицательной частицы **not**, которая ставится перед инфинитивом: **not to write; not to be written.**

Инфинитив обычно употребляется с частицей **to**: **to write, to work, to do.**

Инфинитив (с частицей **to**) употребляется в следующих случаях:

- для выражения цели:

**She went to the library to take a book.** – Она пошла в библиотеку, чтобы взять книгу.

- после определенных глаголов (**advise, agree, appear, learn, forget, decide, expect, hope, promise, refuse, offer** и т.д.):

**It was late so we decided to take a taxi home.** – Было поздно, поэтому мы решили поехать домой на такси.

- после определенных прилагательных (**angry, happy, glad** и т.д.):

**He was happy to meet her.** – Он был рад встретить ее.

- после вопросительных слов (**where, how, what, who, which,** исключение составляет только вопросительное слово **why**):

**Do you know what to say?** – Вы знаете, что говорить?

- после **would like/ would love/ would prefer**:

**I would like to buy this dress.** – Я бы хотела купить это платье.

- после конструкций со словами **too** и **enough**:

**This dog is clever enough to understand the master.** – Эта собака достаточно умна, чтобы понимать своего хозяина.

Инфинитив употребляется без частицы **to** в следующих случаях:

- после модальных глаголов (**must, can, will** и т.д.):

**You can take this book.** – Ты можешь взять эту книгу.

- после **make/let/see/hear/feel** + дополнение:

**My father let me drive the car.** – Отец разрешает мне водить машину.

- после **had better/would rather**:

**I would rather go by car.** – Я лучше поеду на машине.

## The Gerund

Герундий — это неличная форма глагола, соединяющая в себе свойства существительного и глагола. В этом отношении герундий сходен с инфинитивом, но отличается от него тем, что передает оттенок процесса действия.

Герундий обладает следующими свойствами существительного:



1. Герундий может быть в предложении подлежащим, частью сказуемого, прямым дополнением.

2. Герундию может предшествовать предлог, и в этом случае герундий может быть в предложении предложным дополнением, определением или обстоятельством.

3. Герундий может иметь в качестве определения существительное в притяжательном или общем падеже или притяжательное местоимение.

Герундий обладает следующими свойствами глагола:

1. Герундий выражает залог.

2. Герундий выражает соотнесенность во времени, т. е. одновременность или предшествование времени действия, выраженного глаголом в личной форме.

3. Герундий может иметь прямое дополнение.

4. Герундий может определяться обстоятельством, выраженным наречием.

### Герундий имеет следующие формы:

	Indefinite	Perfect
Active	writing	having written
Passive	being written	having been written

Отрицательная форма герундия образуется с помощью отрицательной частицы **not**, которая ставится перед герундием: **not writing, not being written.**

Герундий употребляются в следующих случаях:

1. После следующих глаголов без предлогов: **begin, start, finish, stop, continue, like, enjoy, prefer, remember, forget, need, want** и др.

**Please stop talking.** – Пожалуйста, перестаньте разговаривать.

**She enjoys dancing.** – Она обожает танцевать.

2. После глаголов с предлогами: **to thank for, to insist on, to be interested in, to apologize for** и др.

**He apologized for coming late.** – Он извинился за то, что поздно пришел.

3. После существительного с предлогом: **way of, process of, reason for** и др.

**The process of cooking this dish is not very long.** – Процесс приготовления этого блюда не очень длинный.

4. После составных предлогов и словосочетаний: **because of** – из-за, **despite** – несмотря на, **due to** - благодаря, **on account of** – из-за, ввиду.

**I couldn't sleep despite being very tired.** – Я не мог спать, несмотря на усталость.

**Задание 1.1. Поставьте глаголы в скобках в нужную форму (герундий или инфинитив):**

1. He denied \_\_\_\_\_ the bag (steal).
2. I don't want \_\_\_\_\_ for a walk (go).
3. The baby began \_\_\_\_\_ in the middle of the night (cry).
4. Why do you keep \_\_\_\_\_ me questions? Can't you leave me alone (ask)?
5. She doesn't enjoy \_\_\_\_\_ very much (cook).
6. Can you remind me \_\_\_\_\_ the letter when we go out (send)?
7. He hates \_\_\_\_\_ early in the morning (get up).
8. My friend promised \_\_\_\_\_ us at the railway station (meet).
9. I refuse \_\_\_\_\_ you the money (give).
10. I insist on \_\_\_\_\_ to the cinema tonight (go).

**Задание 1.2. Вставьте указанные глаголы в предложения:**

*eat read go cry study do smoke carry talk*

1. The minister went on \_\_\_\_\_ for two hours.

2. Let me \_\_\_ your bag for you.
3. I've never been to Iceland but I'd like \_\_\_ there.
4. I wouldn't recommend \_\_\_ in that restaurant. The food is awful.
5. She doesn't allow \_\_\_ in the house.
6. The film was very sad. It made me \_\_\_.
7. Ann's parents always encouraged her \_\_\_ hard at school.
8. I'm in a difficult position. What do you advise me \_\_\_.
9. She said the letter was personal and wouldn't let me \_\_\_ it.

## 2. Reported Speech (косвенная речь)

При пересказе чужой мысли в косвенной речи происходят грамматические изменения, по смыслу заменяются некоторые слова, меняется интонация.

Если глагол в главном предложении стоит в одном из настоящих или будущих времен, глагол придаточного предложения может употребляться в любом необходимом по смыслу времени.

Если глагол в главном предложении стоит в одном из прошедших времен, то в придаточном предложении начинает действовать правило согласования времен:

<b>Direct Speech</b>	<b>Reported Speech</b>
<b>Present Simple</b> "I like walking," she said.	<b>Past Simple / Present Simple</b> She said she liked / likes walking.
<b>Present Continuous</b> "He is watching TV," she said.	<b>Past Continuous</b> She said he was watching TV.
<b>Present Perfect</b> "He has just left," she said.	<b>Past Perfect</b> She said he had just left.

<b>Past Simple</b> "He left an hour ago," she said.	<b>Past Perfect</b> She said he had left an hour before.
<b>Future Simple</b> "He'll be back in an hour," she said.	<b>Future-in-the-Past</b> She said he would be back in an hour.

Правило согласования времен в косвенной речи может не соблюдаться, если высказывание представляет собой общеизвестную истину.

**The teacher said to the children, "Twice two is four." – The teacher told the children (that) twice two is four.**

При изменении прямой речи в косвенную изменяются некоторые слова:

Прямая речь

Косвенная речь

**here**

**there**

**this**

**that/the**

**today**

**that day**

**now**

**then**

**ago**

**before**

**tomorrow**

**the next day/the following day**

**yesterday**

**the day before/the previous day**

**next Monday**

**the following Monday**

**last Monday**

**the previous Monday**

### Вопросы в косвенной речи

**Общие вопросы** превращаются в косвенной речи в дополнительные придаточные предложения, которые вводятся безударными союзами **if** или **whether**, соответствующими по своему значению русской частице **ли**.

Общий вопрос в косвенной речи обычно вводится глаголами **to ask, to wonder, to want to know**:

**“Have you heard the news?” she asked me. – She asked if I’d heard the news.**

**“Do you agree with me?” he asked us. – He wondered whether we agreed with him.**

**Специальный вопрос** в косвенной речи вводится тем же вопросительным словом, что и в прямой речи. Порядок слов становится прямым. Специальный вопрос в косвенной речи вводится теми же глаголами, что и общий вопрос:

**She asked me, “Where is the book?” - She asked me where the book was.**

**He asked her, “Why are you leaving so soon?” – He asked her why she was leaving so soon.**

#### **Просьбы и приказания в косвенной речи**

При передаче просьб и приказаний в косвенной речи повелительное наклонение превращается в инфинитив.

**He said to me: “Please don’t forget to make all the necessary calls.” – He asked me not to forget to make all the necessary calls.**

#### **Задание 2.1. Передайте следующие предложения в косвенной речи:**

1. "I've finished all my work." she said.
2. "I'll clean the car tomorrow," Tim said to his father.
3. "I've forgotten to bring my lunch with me," he said.
4. "British weather is not always wonderful." she said.
5. "They don't have to come if they don't feel like it." he said.
6. "My father will be angry with me if he finds out." she said.
7. His mother said: "I can't help you with your homework, I'm busy."
8. She said: "I'm getting bored with this film."
9. Paul said: "I met your friend yesterday."
10. Jane said: "I'm afraid of dogs."

**Задание 2.2. Передайте следующие вопросы в косвенной речи:**

1. "Why are you looking at me like that?" she asked him.
2. "Where have you been?" Gary asked his wife.
3. "Do you know Garfield?" she asked me.
4. "Did you enjoy the film?" she asked her son.
5. "What are you doing now?" he asked me.
6. "Have you ever been abroad?" they asked him.
7. "What were you doing yesterday evening?" he asked her.
8. "Is there a post office near here?" a man asked me.
9. "Why have you come?" she asked him.
10. "Whom did you meet there?" his father asked him.

**Задание 2.3. Передайте следующие предложения в косвенной речи:**

1. "Don't play with matches," his mother said.
2. "Go to bed!" Father said to the children.
3. "Do it now!" Said the teacher.
4. "Make the bed." Said his mother.
5. "Please explain it again," she said to him.
6. She said to the children, "Don't make so much noise!"

### **3. Условные предложения**

В английском языке выделяют четыре типа условных предложений:

- 1) Условные предложения **нулевого типа** выражают общеизвестные факты, обычно относящиеся к настоящему времени:

**If you tell a joke, people usually laugh.** – Если вы рассказываете шутку, люди обычно смеются.

В условных предложениях этого типа и в главном, и в придаточном предложениях употребляется **Present Simple**.

2) Условные предложения **I типа** выражают реальные, осуществимые условия, обычно относящиеся к будущему или настоящему времени:

**If I have enough time, I will watch this film.** – Если у меня будет достаточно времени, я посмотрю этот фильм.

**When I finish my homework, I'll go for a walk.** – Когда я сделаю домашнюю работу, я пойду гулять.

В условных предложениях I типа, относящихся к будущему, в придаточном предложении (после **if** или **when**) глагол ставится в **Present Simple**, а в главном предложении употребляется **Future Simple**.

3) Условные предложения **II типа** выражают маловероятные и нереальные условия, относящиеся к настоящему или будущему времени:

**You would feel much better if you gave up smoking.** – Вы бы чувствовали себя гораздо лучше, если бы бросили курить.

В условных предложениях II типа в придаточном предложении употребляется **Past Simple**, а в главном - **would (could) + инфинитив**.

Глагол **to be** в условном придаточном предложении часто употребляется в форме множественного числа:

**If I were you I would drive faster.** – На твоём месте я бы ехал быстрее.

4) Условные предложения **III типа** выражают условия, не реализованные в прошлом, поэтому совершенно невыполнимые.

**If I had known his address I would have written to him.** – Если бы я знал его адрес, я бы написал ему.

В условных предложениях III типа в придаточном предложении употребляется **Past Perfect**, а в главном - **would (could) + перфектный инфинитив (have + причастие прошедшего времени)**.

**Задание 3.1. Составьте условные предложения первого типа, используя слова в скобках:**

1. We \_\_\_ to the country tomorrow if the weather \_\_\_ fine (go, be).

2. We \_\_\_ the examination next year if we \_\_\_ much harder (not pass, not work).
3. If he \_\_\_ out, I \_\_\_ call tomorrow (be, call).
4. If you \_\_\_, you \_\_\_ the train (not hurry, miss).
5. When I \_\_\_ to dacha, I \_\_\_ these trees (go, plant).
6. If I \_\_\_ Jane, I \_\_\_ her your message (meet, give).
7. If you \_\_\_ my advice, you \_\_\_ (follow, succeed).

**Задание 3.2. Составьте условные предложения второго типа, используя слова в скобках:**

1. If I \_\_\_ in your place I \_\_\_ the tickets beforehand (be, buy).
2. I \_\_\_ faster, if the road \_\_\_ so bad (drive, not be).
3. I \_\_\_ it all myself if I had more time (do, have).
4. If I \_\_\_ you, I \_\_\_ it (be, do).
5. We \_\_\_ more of these sets if your prices \_\_\_ so high (buy, not be).

**Задание 3.3. Составьте условные предложения третьего типа, используя слова в скобках:**

1. If I \_\_\_ you yesterday I \_\_\_ you about it (meet, tell).
2. If I \_\_\_ that you needed help I \_\_\_ you (know, help).
3. If he \_\_\_ the timetable he \_\_\_ the train (know, miss).
4. I \_\_\_ a letter to you if I \_\_\_ your address (send, know).
5. If she \_\_\_ me yesterday I \_\_\_ her about it (ask, tell).

#### **4. Модальные глаголы (Modal Verbs)**

Модальные глаголы - это такие глаголы, которые выражают не действие или состояние, а отношение лица, обозначенного местоимением или существительным, несущим в предложении функцию подлежащего, к действию или состоянию, выраженному инфинитивом. Модальный глагол в



сочетании с инфинитивом образует в предложении составное глагольное сказуемое. Модальные глаголы выражают значение возможности, необходимости, вероятности, желательности и т. п.

К модальным глаголам относятся глаголы **can (could), may (might), must, shall, should, will, would, ought to, have to, need**. Инфинитив, с которым сочетаются модальные глаголы, употребляется без частицы **to**, кроме инфинитива, который следует за глаголом **ought**.

Модальные глаголы не имеют неличных форм - инфинитива, герундия и причастия. Модальные глаголы не имеют окончания **-s** в 3-м лице единственного числа (исключение составляют глаголы **have to** и **need**):

**He can do it.**

**He must do it.**

**He may do it.**

**He ought to do it.**

**He has to do it.**

Вопросительная и отрицательная формы модальных глаголов образуются без вспомогательного. В вопросительной форме модальный глагол ставится перед подлежащим:

**Can you do it?**

**Need he do it?**

**May you do it?**

**Ought she to do it?**

**Must you do it?**

В отрицательной форме частица **not** ставится сразу же после модального глагола:

**He cannot do it.**

Модальные глаголы имеют следующие сокращенные отрицательные формы: **can't, mayn't, couldn't, mightn't, needn't, mustn't**.

Рассмотрим подробно наиболее употребляемые модальные глаголы: **can (could), may (might), should, must**.

## Модальный глагол *can*

**Can** – мочь, быть в состоянии; **could** – прошедшее время.

Глагол **can** имеет значение обладать физической или умственной способностью, умением выполнить действие, выраженное инфинитивом глагола, с которым **can** сочетается.

**She can swim.** – Она может (умеет) плавать.

**He could do the exercise.** – Он мог (был в состоянии) сделать упражнение.

Вежливую просьбу можно начинать с **could**:

**Could you give me the book, please!** – Не могли бы вы дать мне книгу, пожалуйста!

Вместо глагола **can** может использоваться синонимичный оборот **be able to**. Модальный глагол **can** выражает возможность вообще, а оборот **to be able to** - возможность совершить действие в данном конкретном случае в данное время:

**I can dance but I am not able to dance now. I have hurt my leg.** – Я умею танцевать, но я не могу танцевать сейчас. Я поранил ногу.

С глаголами восприятия **to see, to hear, to feel, to smell, to taste** и т. д. используется глагол **could**, а не **be able to**:

**The passengers could see the lighthouse very well.** – Пассажиры очень хорошо могли видеть маяк.

**Could have + Past Participle** используется в том случае, если кто-то имел возможность или способность сделать что-то в прошлом, но не сделал этого:

**He could have entered the University in Moscow, but he decided not to go.** – Он мог поступить в университет в Москве, но решил не ехать.

Глагол **can** не имеет инфинитива, **-ing** окончания и причастия. Поэтому, если это необходимо, эти формы образуют с помощью **be able to**:

**In the future, people will be able to go to space on holidays.** – В будущем люди смогут летать в космос в отпуск.

### Модальный глагол *must*

Глагол **must** выражает необходимость, обязанность и соответствует в русском языке словам *должен, нужно, надо*. Модальный глагол **must** используется для выражения:

1. Необходимости, обязанности, долга;

**We must be patriots of our country.** – Мы должны быть патриотами своей страны.

2. Запрещения (в отрицательных предложениях);

**You mustn't smoke here.** – Здесь курить нельзя.

3. Настойчивого совета, приказания;

**You must find a job.** – Ты должен найти работу.

4. Вероятности;

**He has worked since 8 without break, he must be tired.** – Он работает с 8 без перерыва, должно быть он устал.

Модальный глагол **must** используется только в настоящем времени. В прошедшем и будущем времени вместо глагола **must** для обозначения должествования используется глагол **have to (had to, will have to)**. Глагол **have to** выражает должествование, обусловленное обстоятельствами:

**Our parents are on holidays, so we have to cook ourselves.** – Наши родители в отпуске, поэтому мы должны готовить сами.

Вопросительная и отрицательная формы глагола **have to** образуется при помощи вспомогательного глагола **to do**:

**When do you have to get up tomorrow?** – Во сколько ты должен вставать завтра?

### Модальный глагол *may*

**May** – иметь возможность, получить разрешение (делать что-либо),  
**might** – форма прошедшего времени.

Глагол **may** имеет следующие значения:

1. Разрешение:

**You may use my computer.** – Вы можете пользоваться моим компьютером.

2. Возможность:

**The answer may give the key to the whole problem.** - Ответ (на этот вопрос) может дать ключ ко всей проблеме.

3. Предположение, сомнение, неуверенность со стороны говорящего в возможности действия, выраженного последующим инфинитивом:

**He may come today or tomorrow.** - Он, может быть, придет сегодня или завтра.

4. Выражение упрека, замечания. В этом значении употребляется только глагол **might**. **Might** в сочетании с **Indefinite Infinitive** относится к настоящему, прошедшему и будущему времени; в сочетании с **Perfect Infinitive might** выражает упрек, сожаление о невыполненном действии и относится только к прошедшему времени:

**You might do it yourself.** - Вы могли бы сделать это сами.

**You might have told me about it long ago.** - Вы могли бы давно сказать мне об этом.

Форма прошедшего времени **might** употребляется для выражения предположения:

**She might know about it.** – Она, вероятно, знала об этом.

В будущем времени у модального глагола **may** есть заменитель – конструкция **to be allowed to** (получить разрешение сделать что-то):

**He will be allowed to go for a walk.** – Ему разрешат пойти гулять.

### Модальный глагол *should*

Модальный глагол **should** имеет значение личного совета, личного мнения и соответствует в русском языке словам *следует, следовало, следовало бы, должен был бы, нужно, нужно было бы*. Модальный глагол **should** может употребляться:

1. С простым инфинитивом, если высказываемое мнение относится к будущему или настоящему времени:

**He should go to the doctor.** - Ему следует сходить к врачу.

С вопросительным словом **why** модальный глагол **should** выражает нежелание выполнять указанное действие:

**Why should I do it?** – Почему я должен это делать?

2. С перфектным инфинитивом, если высказываемое мнение относится к прошедшему времени. В этом случае высказывание имеет значение порицания, упрека:

**You should have done it long ago.** - Вам давно уже следовало сделать это.

Модальный глагол **should** имеет только одну форму. Отрицательная и вопросительная формы модального **should** глагола образуются так же, как и у модальных глаголов **can** и **may**.

#### **Задание 4.1. Вставьте *can't, might, must* или *could*:**

I wonder where Paul is. He \_\_\_ be at work because he never works on a Sunday. He \_\_\_ be at Sally's, but I doubt it because they haven't been speaking lately. I wonder if he \_\_\_ be at his cottage in the country. No, he \_\_\_ be because he told me they've rented it to someone else for the summer. He \_\_\_ have gone bowling, but I'm almost sure he told me he'd got tired of it. I know! He \_\_\_ have gone swimming, because I remember him asking me if I wanted to go with him.

#### **Задание 4.2. Вставьте *can, couldn't, may, mustn't, can't or (not) be allowed to*:**

David : \_\_\_I go to the cinema tonight?

Mrs Stone : You know you\_\_\_go out during the week.

David : But I\_\_\_go out last Saturday either. I think Dad is too strict.

Mrs Stone : You \_\_\_speak about your father like that. He's doing what he thinks is best.

David :\_\_\_I have some friends over, then?

Mrs Stone : I'm afraid you\_\_\_. We're having some friends to dinner.

David :\_\_\_I at least watch TV for a while?

Mrs Stone : Yes, you\_\_\_, but only after you've done your homework.

David : But I haven't got any homework!

Mrs Stone : Oh! Well, in that case, you\_\_\_go out, but you\_\_\_be home late.

David : I'll be home by 11, I promise.

**Задание 4.3. Вставьте *must* или *have to* в нужной форме:**

1. In our country children\_\_\_stay at school till the age of 17.
2. She\_\_\_translate all the letters in the office.
3. It was late, so I\_\_\_go home.
4. Many children\_\_\_go to a kindergarten because their parents work.
5. The car broke so we\_\_\_repair it.
6. You\_\_\_switch off the light when you leave house.
7. All citizens\_\_\_follow the law.
8. This building is too old, they\_\_\_pull it down.

**Задание 4.4. Вставьте *can*, *could* или *be able to*:**

1. \_\_\_you speak English five years ago?
2. Some monkeys\_\_\_hang on the tail.
3. \_\_\_you help me, please?
4. I\_\_\_swim, but I\_\_\_now. I am very tired.
5. Scorpions\_\_\_live without food and water up to two year.
6. He\_\_\_play chess at the age of five.

7. There was not strong wind and he \_\_\_ to fly his kite.

**Задание 4.5. Переведите предложения на русский язык:**

1. They have to stay at home. 2. He was allowed to take that chair. 3. Who is able to do this work? 4. We were able to do this work in time. 5. I'll be able to pass my exams. 6. She has to come in time. 7. Your friend might have informed me. 8. She should be more attentive to her parents.

**Задание 4.6. Вставьте *may, might* или *to be allowed to*:**

1. You \_\_\_ to go to the cinema tomorrow.
2. \_\_\_ I take your pen? – Yes, you \_\_\_.
3. You \_\_\_ wash the dishes yourself.
4. He \_\_\_ to go for a walk after dinner.
5. \_\_\_ I try this dress on?

**Раздел 2**

**Текст 1**

**Задание 1. Прочитайте текст и переведите на русский язык устно:**

**Political Sociology**

Political sociology is the study of the relations between state and society. The discipline draws on comparative history to analyze socio-political trends. The field developed from the work of Max Weber, Barrington Moore and Moisey Ostrogorsky.

There are four main areas of research focus in contemporary political sociology:

1. The socio-political formation of the modern state.

2. "Who rules"? How social inequality between groups (class, race, gender, etc.) influences politics.
3. How public personalities, social movements and trends outside of the formal institutions of political power affect politics.
4. Power relationships within and between social groups (e.g. families, workplaces, bureaucracy, media, etc). Contemporary theorists include Robert A. Dahl, Seymour Martin Lipset, Theda Skocpol, Luc Boltanski and Nicos Poulantzas.

Political sociology looks at how major social trends can affect the political process, as well as exploring how various social forces work together to change political policies. Political sociologists apply several theories to substantive issues. Three major theoretical frameworks are pluralism, elite or managerial theory and class analysis which overlaps with Marxist analysis. Pluralism sees politics primarily as a contest among competing interest groups. Elite or managerial theory is sometimes called a state-centered approach. It explains what the state does by looking at constraints from organizational structure, semiautonomous state managers, and interests that arise from the state as a unique, power concentrating organization. A leading representative is Theda Skocpol.

Social class theory analysis emphasizes the political power of capitalist elites. The theory emerged from Marxism in the 1850s based primarily on the premise of economic exploitation of one class by another. It split into two parts: one is the power structure or instrumentalist approach, another is the structuralist approach. The power structure approach focuses on Who Rules? and its most well-known representative is G. William Domhoff. The structuralist approach emphasizes how the very way a capitalist economy operates only allows and encourages the state to do some things but not others. Its best known representative was Nicos Poulantzas. Important innovations in the field come from the French Pragmatism and particularly from the Political and Moral Sociology elaborated by Luc Boltanski and Laurent Thévenot.



## Vocabulary

**comparative history** – сравнительная история

**inequality** – неравенство

**to affect smth** – влиять на что-то

**to explore** – исследовать

**substantive** – самостоятельный

**to overlap** – частично совпадать

**approach** – подход

**constraint** – принуждение

**to emerge** – возникать

**to elaborate** – разрабатывать

### Задание 2. Ответьте на вопросы к тексту:

1. What does political sociology study?
2. From the work of what scientists did the field of political sociology develop?
3. What are the main areas of research focus in contemporary political sociology?
4. What are the major theoretical frameworks?
5. What does social class theory analysis emphasize?

## Текст 2

### Задание 1. Прочитайте текст и переведите на русский язык устно:

## Urbanization

Urbanization is the physical growth of urban areas as a result of global change. Urbanization is also defined by the United Nations as movement of people from rural to urban areas with population growth equating to urban migration. As more and more people leave villages and farms to live in cities, urban growth results. This kind of growth is especially commonplace in developing countries.

The rapid urbanization of the world's population over the twentieth century is described in the 2005 Revision of the UN World Urbanization Prospects report. The global proportion of urban population rose dramatically from 13% (220 million) in 1900, to 29% (732 million) in 1950, to 49% (3.2 billion) in 2005. The same report projected that the figure is likely to rise to 60% (4.9 billion) by 2030

Urbanization rates vary between countries. The United States and United Kingdom have a far higher urbanization level than China, India, Swaziland or Niger, but a far slower annual urbanization rate, since much less of the population is living in a rural area.

Urbanization occurs naturally from individual and corporate efforts to reduce time and expense in commuting and transportation while improving opportunities for jobs, education, housing, and transportation. Living in cities permits individuals and families to take advantage of the opportunities of proximity, diversity, and marketplace competition.

People move into cities to seek economic opportunities. A major contributing factor is known as "rural flight". In rural areas, often on small family farms, it is difficult to improve one's standard of living beyond basic sustenance. Farm living is dependent on unpredictable environmental conditions, and in times of drought, flood or pestilence, survival becomes extremely problematic. In modern times, industrialization of agriculture has negatively affected the economy of small and middle-sized farms and strongly reduced the size of the rural labour market.

There are better basic services as well as other specialist services that aren't found in rural areas. There are more job opportunities and a greater variety of jobs. Health is another major factor. People, especially the elderly are often forced to move to cities where there are doctors and hospitals that can cater for their health needs. Other factors include a greater variety of entertainment (restaurants, movie theaters, theme parks, etc) and a better quality of education, namely universities. Due to their high populations, urban areas can also have much more diverse social

communities allowing others to find people like them when they might not be able to in rural areas.

### Vocabulary

**rural** - сельский

**rapid** - быстрый

**to vary** - меняться

**corporate** - общий

**to reduce** – сокращать

**proximity** - близость, соседство

**diversity** - разнообразие

**drought** - засуха

**pestilence** - эпидемия

**flood** – наводнение

#### Задание 2. Ответьте на вопросы к тексту:

1. What is urbanization?
2. Where is urbanization especially commonplace?
3. How does urbanization occur?
4. Why does survival become extremely problematic in farms?
5. Why do people move into cities?

### Текст 3

#### Задание 1. Прочитайте текст и переведите на русский язык устно:

### Economic and Environmental Effects of Urbanization

In recent years, urbanization of rural areas has increased. As agriculture, more traditional local services, and small-scale industry give way to modern industry the urban and related commerce with the city drawing on the resources of

an ever-widening area for its own sustenance and goods to be traded or processed into manufactures.

Research in urban ecology finds that larger cities provide more specialized goods and services to the local market and surrounding areas, function as a transportation and wholesale hub for smaller places, and accumulate more capital, financial service provision, and an educated labour force, as well as often concentrating administrative functions for the area in which they lie. This relation among places of different sizes is called the urban hierarchy.

As cities develop, effects can include a dramatic increase in costs, often pricing the local working class out of the market, including such functionaries as employees of the local municipalities. For example, Eric Hobsbawm's book *The age of the revolution: 1789–1848*, stated "Urban development in our period [1789–1848] was a gigantic process of class segregation, which pushed the new labouring poor into great morasses of misery outside the centres of government and business and the newly specialized residential areas of the bourgeoisie. The almost universal European division into a 'good' west end and a 'poor' east end of large cities developed in this period." This is likely due the prevailing south-west wind which carries coal smoke and other airborne pollutants downwind, making the western edges of towns preferable to the eastern ones. Similar problems now affect the developing world, rising inequality resulting from rapid urbanization trends. The urban heat island has become a growing concern and is increasing over the years.

The urban heat island is formed when industrial and urban areas are developed and heat becomes more abundant. In rural areas, a large part of the incoming solar energy is used to evaporate water from vegetation and soil. In cities, where less vegetation and exposed soil exists, the majority of the sun's energy is absorbed by urban structures and asphalt. Hence, during warm daylight hours, less evaporative cooling in cities allows surface temperatures to rise higher than in rural areas. Additional city heat is given off by vehicles and factories, as well as by industrial and domestic heating and cooling units. This effect causes the

city to become 1 to 6° C warmer than surrounding landscapes. Impacts also include reducing soil moisture and intensification of carbon dioxide emissions.

### Vocabulary

**to increase** – увеличиваться

**sustenance** - поддержка

**wholesale hub** – оптовый центр

**airborne pollutants** – загрязнения, переносимые по воздуху

**morass** - болото

**abundant** - обильный

**to evaporate** - испаряться

**surface** - поверхность

**vehicle** – транспортное средство

**moisture** -влага

**impact** - воздействие

**carbon dioxide** – углекислый газ

### Задание 2. Ответьте на вопросы к тексту:

1. What kind of relation is called the urban hierarchy?
2. What made the western edges of European towns preferable to the eastern ones?
3. What problems now affect the developing world?
4. How is the urban heat island formed?
5. What effect causes the city to become 1 to 6° C warmer than surrounding landscapes?

## **Контрольная работа**

**(2 курс, 4 семестр)**

### **Часть 1**

**1. Прочитайте текст и переведите выделенный отрывок на русский язык письменно:**

#### **Mass Media**

**Mass media denotes a section of the media specifically designed to reach a large audience. The term was coined in the 1920s with the advent of nationwide radio networks, mass-circulation newspapers and magazines. However, some forms of mass media such as books and manuscripts had already been in use for centuries.**

**Mass media includes Internet media (like blogs, message boards and video sharing) because individuals now have a means to exposure that is comparable in scale to that previously restricted to a select group of mass media producers. The communications audience has been viewed by some commentators as forming a mass society with special characteristics, notably atomization or lack of social connections, which render it especially susceptible to the influence of modern mass-media techniques such as advertising and propaganda.**

**The term public media is less used and is defined as "media whose mission is to serve or engage a public."**

Types of drama in numerous cultures were probably the first mass-media, going back into the Ancient World.

The first dated printed book known is the "Diamond Sutra", printed in China in 868 AD, although it is clear that books were printed earlier. Movable clay type was invented in 1041 in China. However, due to the slow spread of literacy to the masses in China, and the relatively high cost of paper there, the earliest printed mass-medium was probably European popular prints from about 1400. Although

these were produced in huge numbers, very few early examples survive, and even most known to be printed before about 1600 have not survived. Johannes Gutenberg printed the first book on a printing press with movable type in 1453. This invention transformed the way the world received printed materials, although books remained too expensive really to be called a mass-medium for at least a century after that.

Newspapers developed from about 1612, with the first example in English in 1620; but they took until the 19th century to reach a mass-audience directly.

During the 20th century, the growth of mass media was driven by technology, including that which allowed much duplication of material. Physical duplication technologies such as printing, record pressing and film duplication allowed the duplication of books, newspapers and movies at low prices to huge audiences. Radio and television allowed the electronic duplication of information for the first time.

Mass media can be used for various purposes:

1. Advocacy, both for business and social concerns. This can include advertising, marketing, propaganda, public relations, and political communication.
2. Entertainment, traditionally through performances of acting, music, and sports, along with light reading; since the late 20th century also through video and computer games.
3. Public service announcements.

### Vocabulary

**advent** – приход

**comparable**- сопоставимый

**scale** – масштаб

**to restrict** – ограничивать

**atomization** - атомизация, раздробленность; разрыв социальных связей, процесс обособления людей друг от друга

**lack** – отсутствие

**susceptible** – восприимчивый

**allow** – позволять

**huge** – огромный

**purpose** - цель

**advocacy** – пропаганда

**announcement** – извещение

## **2. Ответьте на вопросы к тексту:**

1. When was the term 'mass media' coined?
2. What types were the first mass-media?
3. When did newspapers develop?
4. What allowed the electronic duplication of information for the first time?
5. What are the purposes of mass media?

## **Часть 2**

### **1. Поставьте глаголы в скобках в нужную форму (герундий или инфинитив):**

1. Glasses make him \_\_\_ older (look).
2. Please remember \_\_\_ the door when you go out (lock).
3. I don't enjoy \_\_\_ very much (drive).
4. I forgot \_\_\_ the window (shut).
5. Please stop \_\_\_ me questions (ask).
6. My friend promised \_\_\_ the tickets (buy).
7. His parents let him \_\_\_ to the camp (go).
8. The windows are dirty. They need \_\_\_ (clean).
9. I don't like \_\_\_ the ironing (do).
10. I would like \_\_\_ rich (be).



**2. Вставьте указанные глаголы в предложения:**

*post get make try buy be do wash break answer*

1. He apologized for \_\_\_ the vase.
2. Could you please stop \_\_\_ so much noise.
3. Do you know how \_\_\_ to John's house?
4. Jill has decided not \_\_\_ a car.
5. Don't forget \_\_\_ the letter I gave you.
6. He tried to avoid \_\_\_ my question.
7. I was really astonished. I didn't know what \_\_\_.
8. Have you finished \_\_\_ your hair?
9. I wonder where Sue is. She promised not \_\_\_ late.
10. Ann gave up \_\_\_ to find a job in this country and decided to go abroad.

**3. Передайте следующие предложения в косвенной речи:**

Your friend told you:

1. "I'm living in London now."
2. "My father isn't very well."
3. "Margaret has had a baby."
4. "I don't know what Fred is doing."
5. "I saw Ann at a party in July and she seemed fine."
6. "I haven't seen Tom recently."
7. "I'm not enjoying my job very much."
8. "I want to go on holiday but I can't afford it."
9. "I'll tell Sharon I saw you."

**4. Передайте следующие вопросы в косвенной речи:**

Your friend asked you a lot of questions:

1. "How are you?"
2. "Where have you been?"
3. "How long have you been back?"

4. "What are you doing now?"
5. "Where are you living?"
6. "Why did you come back?"
7. "Are you glad to be back?"
8. "Do you have any plans to go away again?"
9. "Can you lend me some money?"

**5. Передайте следующие предложения в косвенной речи:**

Mrs Bennett told her children:

1. "Don't answer the door to anyone!"
2. "Have dinner at 3 o'clock!"
3. "Wash the dishes yourselves!"
4. "Do your homework!"
5. "Don't watch television too much!"
6. "Phone me if there is an emergency!"

**6. Составьте условные предложения первого типа, используя слова**

**в скобках:**

1. When I \_\_\_ shopping, I \_\_\_ some food (go, buy).
2. If it \_\_\_ this evening, we \_\_\_ out (rain, not go).
3. When I \_\_\_ Jane this evening, I \_\_\_ her to the party (phone, invite).
4. You \_\_\_ better, if you \_\_\_ medicine (feel, take).
5. I \_\_\_ you when I \_\_\_ home from work (phone, get).
6. If I \_\_\_ your watch, I \_\_\_ you (find, tell).

**7. Составьте условные предложения второго типа, используя слова**

**в скобках:**

1. If I \_\_\_ a wallet in the street, I \_\_\_ it to the police (find, take).
2. If I \_\_\_ a million pounds, I \_\_\_ a big house (win, buy).
3. I \_\_\_ very angry if you \_\_\_ this vase (feel, break).

4. If you \_\_\_ more exercise, you \_\_\_ better (take, feel).
5. If I \_\_\_ his number, I \_\_\_ him (know, phone).
6. If I \_\_\_ you, I \_\_\_ this dress (be, buy).

**8. Составьте условные предложения третьего типа, используя слова в скобках:**

1. I wasn't hungry. If I \_\_\_ hungry, I \_\_\_ something (be, eat).
2. If you \_\_\_ to the party last night, you \_\_\_ lots of people (go, meet).
3. If I \_\_\_ you, I \_\_\_ hello (see, say).
4. I didn't know you were in hospital. If I \_\_\_, I \_\_\_ to visit you (know, go).
5. If it \_\_\_ warmer yesterday, we \_\_\_ for a walk (be, go).

**9. Определите тип условных предложений и поставьте глаголы в скобках в нужную форму:**

1. I took a taxi to the hotel but the traffic was very bad. If I \_\_\_, it \_\_\_ quicker (walk, be).
2. We \_\_\_ any money if we \_\_\_ (not have, not work). (But we work).
3. Let me see. If I \_\_\_ this book, I \_\_\_ it to you (have, give).
4. If I \_\_\_, I \_\_\_ now (be, go).
5. Our holiday was OK, but we \_\_\_ it more if the weather \_\_\_ better (enjoy, be).
6. If I \_\_\_ in England, I \_\_\_ English well (live, speak).

**10. Вставьте модальные глаголы *can*, *can't*, *could* или *couldn't* и один из следующих глаголов в предложения:**

*come eat hear run sleep wait*

1. I'm afraid, I \_\_\_ to your party next week.
2. When Tim was 16, he was a fast runner. He \_\_\_ 100 metres in 11 seconds.
3. "Are you in a hurry?" "No, I've got plenty of time. I \_\_\_."
4. I was feeling sick yesterday. I \_\_\_ anything.

5. Can you speak up a bit? I\_\_\_you very well.

6. "You look tired." "Yes, I\_\_\_last night."

**11. Вставьте *can, could, be able to, must, have to, may, might* или *should*:**

1. I\_\_\_come and see you tomorrow if you like.

2. Although the fire spread quickly, everybody\_\_\_escape.

3. Ted isn't at work today. He\_\_\_be ill.

4. Take an umbrella with you when you go out. It\_\_\_rain later.

5. I don't think you\_\_\_work so hard.

6. You\_\_\_keep it a secret.

7. I haven't decided yet where to spend my holidays. I\_\_\_go to Spain.

8. I\_\_\_get up early tomorrow.

9. I think, you\_\_\_apologise.

10. We tried hard and\_\_\_persuade them to come with us.

11. We haven't got much time. We\_\_\_hurry.

12. Jack and Alf had a game of tennis yesterday. Jack played very well but in the end Alf\_\_\_beat him.

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