

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ

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АНГЛИЙСКИЙ ЯЗЫК

Практикум по развитию навыков чтения
и перевода профессионально-ориентированных
текстов для студентов II – III курсов
юридического факультета специальностей
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Предисловие

Настоящий практикум предназначен для студентов специальностей «Социология» и «Социальная работа». Содержание практикума представляет собой текстовый материал для изучающего и ознакомительного чтения. Прилагаемые к текстам задания направлены на развитие навыков чтения. Задания по чтению переходят в упражнения, направленные на развитие навыков говорения в виде пересказов, сообщений, подтверждения положений, оценки информации и т.д. Лексические упражнения обеспечивают эффективную повторяемость лексических единиц в пределах тематики.

Практикум может быть использован в разнообразных условиях учебного процесса для развития коммуникативной компетенции.

Part I

“Social work”

I. Read the text "The British System of Social Welfare" making use of the active terminological vocabulary and commentary and notes on it.

The British System of Social Welfare

The British social welfare system comprises the National Health Service, the personal social services, and social security. The National Health Service provides a comprehensive range of medical services which are available to all residents, irrespective of means. Local authority personal social services and voluntary organisations provide help and advice to the most vulnerable members of the community. These include elderly people, disabled people and children in need of care. The social security system is designed to secure a basic standard of living for people in financial need by providing income during periods of inability to earn (including periods of unemployment), help for families and assistance with costs arising from disablement.

Central government is directly responsible for the National Health Service, administered by a range of health authorities and boards throughout Britain acting as its agents, and for the social security system. It has an indirect responsibility for the personal social services administered by local authorities. Joint finance and planning between health and local authorities aim to prevent overlapping of services and to encourage the development of community services. Expenditure on the health service has increased substantially in real terms since 1990, and current spending is planned to grow further.

More patients are now being treated than ever before. Spending on social security is rising because of increased numbers of beneficiaries, especially retirement pensioners, the long-term sick and disabled, and the unemployed, and value of retirement and most other long-term benefits has been increased in real terms since 1990. Major reforms to the social security system have been introduced under the Social Security Act 1986; spending on the personal social services is determined by local authorities, and while constraints are placed by central government on the total expenditure of individual local authorities, spending has risen substantially in real terms since the late 1990s, thus reflecting the priority given to this sector.

1. Terminological Vocabulary to the text. Try to memorise it.

1. The personal social services — адресные социальные услуги
2. Voluntary organisations — общественные (добровольные) организации
3. Disabled people — нетрудоспособные граждане
4. Periods of unemployment — периоды безработицы
5. To prevent overlapping of services — предотвратить дублирование услуг (оказание одних и тех же услуг разными организациями)
6. Community services — общественные услуги (общинные)

2. Commentary and Notes to the text.

1. A comprehensive range of medical services — широкий диапазон медицинских услуг
2. Irrespective of means — независимо от средств
3. Local authority personal social services — адресные социальные услуги, оказываемые местными органами власти
4. Inability to earn — неспособность зарабатывать
5. Health authorities and boards — департаменты и советы, ответственные за здравоохранение

3. Read the following international words and define their meanings.

Social, system, national, service, personal, medical, resident, local, organisation, basic, standard, financial, central, agent, planning, million, per cent, general.

4. Find in the text the English equivalents for the following phrases.

- адресные социальные услуги
- медицинские службы (услуги)
- службы доступны для всех резидентов
- путем обеспечения дохода
- наиболее незащищенные члены общества
- система социального обеспечения
- совместное финансирование и планирование
- расходы на социальное обеспечение увеличиваются
- люди, болеющие продолжительное время
- долговременные пособия
- общий бюджет местных органов власти
- отражать приоритетность этого сектора

5. Translate the sentences into English.

1. Британское правительство разработало различные программы, нацеленные на оказание социальных услуг.
2. Расходы на здравоохранение и социальные услуги несет государство.
3. Бюджет на здравоохранение значительно возрос с 1990 г.
4. Центральное правительство непосредственно ответственно за Национальную службу здравоохранения.
5. Расходы на адресные социальные услуги определяются местными органами власти.

6. Answer the following comprehension questions on the text .

1. What does the British social welfare system comprise?
2. What organisations provide help and advice to the most vulnerable members of the community?
3. What categories of people refer to the most vulnerable members of the community?
4. What is the central government responsible for?

II. Read the text "National Health Service".

National Health Service

The National Health Service (NHS) is based upon the principle that there should be a comprehensive range of publicly provided services designed to help the individual stay healthy and to provide effective and appropriate treatment and care

where necessary while making the best use of available resources. All taxpayers, employers and employees contribute to its cost so that those members of the community who do not require health care help to pay for those who do. Some forms of treatment, such as hospital care, are provided free; others may be charged for.

Growth in real spending on the health service is being used to meet the needs of increasing numbers of elderly people; to take full advantage of advances in professional associations are the British Medical Association and the British Dental Association.

The minimum period of training required to qualify for registration as a first level nurse in general, mental or mental handicapped nursing (and sick children's nursing in Scotland) is normally three years. Registration as a nurse at the second level (enrolled nurse) takes two years (in Scotland — 8 months). Midwifery training for registered general nurses takes 18 months, and for other student midwives in England three years. Health visitors are registered general nurses with midwifery or approved obstetric experience who have successfully completed a one-year course in health visiting. District nurses are registered general nurses who have successfully completed a six-month course followed by a period of supervised practice in district nursing. The examining bodies for all nurses, midwives and health visitors are the National Boards for Nursing, Midwifery and Health Visiting established in England, Scotland, Wales and Northern Ireland. The regulation and registration of these professions is the responsibility of the United Kingdom Central Council for Nursing, Midwifery and Health Visiting.

Pharmacists in general practice and in hospital must be registered with the Pharmaceutical Society of Great Britain or the Pharmaceutical Society of Northern Ireland. A three-year degree course approved by the Pharmaceutical Society followed by a year's approved training is necessary before registration. The majority of medicines can be sold or dispensed only by, or under the supervision of, a registered pharmacist.

The General Optical Council regulates the professions of ophthalmic optician and dispensing optician; only registered ophthalmic opticians (or registered medical practitioners) may test sight. Training of ophthalmic opticians takes four years including a year of practical experience under supervision. Dispensing opticians take a two-year full-time course with a year's practical experience or a part-time day-release course while employed with an optician.

State registration may be obtained by chiropodists, dietitians, medical laboratory scientific officers, occupational therapists, orthoptists, physiotherapists and radiographers. The governing bodies are seven boards, corresponding to the professions, under the general supervision of the Council for Professions Supplementary to Medicine. Training lasts one to four years and only those who are state registered may be employed in the National Health Service and some other public services.

Dental therapists (who have undergone a two-year training course) and dental hygienists (who have undergone a training course of about a year) may carry out some simple dental work under the direction of a registered dentist.

1. Terminological vocabulary to the text "National Health Service".

1. To enroll — регистрироваться
2. Midwifery — акушерство
3. Registered general nurses — (GB) зарегистрированные медсестры общего профиля; (US) аттестованные сиделки, младшие медсестры
4. Midwife — акушерка
5. Obstetric(al) — родовспомогательный, акушерский
6. District nurses — медсестры, обслуживающие больных на дому (участковые)
7. The National Boards for Nursing, Midwifery and Health Visiting — Национальные советы медсестер, акушерства и патронажной службы
8. Central Council for Nursing — Центральный совет медсестер
9. The Pharmaceutical Society — Фармацевтическое общество
10. To dispense — выдавать, выписывать лекарства
11. The General Optical Council — Главный совет окулистов
12. Ophthalmic opticians — глазные врачи (окулисты)
13. Dispensing opticians — окулисты, выписывающие очки
14. A part-time day — release course — нестационарный курс (неполный рабочий день)
15. Chiropodists — лица, делающие педикюр, мозольные операторы
16. Occupational orthoptists — профессиональные врачи, занимающиеся исправлением косоглазия путем тренировки мышц глаза

2. Commentary and Notes to the Text "National Health Service".

1. A first level nurse — медсестра первой категории
2. Mental or mental handicapped nursing — уход за душевнобольными или страдающими психическими заболеваниями
3. A nurse at the second level — медсестра второй категории
4. Enrolled nurse — аттестованная, зарегистрированная медсестра
5. Health visiting — оказание помощи на дому

3. Read the following international words and define their meanings.

Principle, based, range, publicly, effective, resource, form, hospital, professional, association, dental, qualify, registration, period, practice.

4. Match the words of the same root. Classify them according to the part of speech. Translate them into Russian.

health	effect	responsibility
practice	healthy	growth
responsible	supplement	practitioner
effective	midwife	supplementary
dispensary	grow	dispenser
midwifery	dispensation	experienced
experience	practical	

5. Find in the text the English equivalents for the following phrases.

- всеобъемлющий диапазон услуг, обеспечиваемых государством
- услуги, направленные на то, чтобы помочь человеку

- предоставлять необходимое и эффективное лечение и заботу
- наиболее эффективное использование имеющихся ресурсов

6. Translate the sentences into English making use of the active vocabulary.

1. Общество заинтересовано в том, чтобы каждый его член мог получить необходимую медицинскую помощь.
2. Расходы на лечение оплачиваются за счет налогов.
3. Лечение в больнице — бесплатно, но существует и платная врачебная помощь.
4. Одна из серьезных проблем — рост числа пожилых людей, что заставляет увеличивать траты на здравоохранение.
5. Медсестры также оказывают помощь на дому.

7. Answer the following comprehension questions on the text.

1. What principal is the National Health Service based upon?
2. What are the purposes of publicly provided medical services?
3. Who contributes to the cost of publicly provided medical treatment?
4. What qualifications do the health visitors have?

III. Read the microtext "Direct Benefit Payments to Individuals in the US" and render it in Russian. Answer the question: What categories of people are qualified for receiving Social Security and Medicare assistance?

Direct Benefit Payments to Individuals in the US

Forty-three cents out of every dollar spent by the federal government will benefit individuals. The largest share of these funds will be spent for Social Security, Medicare, and income security. These programmes provide income security and health services to the aged and disabled. People receiving Social Security and Medicare assistance are qualified for these payments by contributing to the programme during their working years. Many of the benefits paid under income security programmes go to low-income people who are not covered by Social Security. Another large group receiving benefits from the government are military veterans. The cost of these benefits is listed under the heading of "Veterans benefits and services". Approximately \$38 billion of the \$52 billion spent in the health category provided healthcare services for low-income families under the Medicaid programme. The balance of the funding promoted disease prevention and supported research and training.

1. Commentary to the text "Direct Benefit Payments to Individuals".

1. To benefit individuals — помогать, приносить пользу людям
2. Medicare (сокр. от medical care) — «Медикэр» — страховая программа медицинского обслуживания, часть общей федеральной программы страхования
3. Income security — обеспечение (гарантия) дохода
4. To contribute — вносить взносы

5. Medicaid — «Медикейд» — программа государственного вспомоществования, оказание медицинской помощи беднейшим слоям населения с доходом ниже черты бедности

IV. Read the text "Elderly and Disabled People".

Elderly and Disabled People

Elderly people. Services for elderly people are provided by statutory and voluntary bodies to help them to live at home whenever possible. (Only about 5 per cent of the elderly over 65 live in institutional accommodation.) These services may include advice and help given by social workers, domestic help, the provision of meals in the home, sitters-in, night attendants and laundry services as well as day centres, luncheon clubs and recreational facilities. Appropriate adaptations to the home can overcome problems of restricted mobility, and a wide range of environmental aids is available for people with impaired hearing or vision. Dispersed alarm systems have been developed to help elderly housebound people obtain assistance in an emergency. In some areas "good neighbour" and friendly visiting services are arranged by the local authority or a voluntary organization. Many local authorities provide free or subsidized travel to elderly people within their areas. Social services authorities also provide residential home care for the elderly and infirm and register and inspect homes run by voluntary organizations or privately.

As part of their responsibility for public housing, local authorities provide accommodation specially designed for elderly people; some of these developments have resident wardens. Housing associations and private builders also build this type of accommodation.

Disabled people. Britain has an estimated 6 million adults with one or more disabilities, of whom around 400,000 or 7 per cent live in some kind of communal establishment. Local social services authorities provide a wide range of personal social services for disabled people to help with social rehabilitation and adjustment to disability. They are also required to establish the number of disabled people in their area and to publicize services, which may include counseling on personal and social problems arising from disability: occupational, educational, social and recreational facilities, either at day centres or elsewhere: adaptations to homes (such as ramps for wheelchairs, and ground-floor toilets); aids to daily living; the delivery of cooked meals; and domestic or care attendant help. In cases of special need, help may be given with the installation of a telephone or a television set. For severely disabled people residential accommodation or respite care may be provided by local authorities and voluntary organizations, and specially designed housing may be available for those able to look after themselves. Some authorities provide free or subsidized travel for disabled people on public transport, and they are encouraged to provide special access facilities to public buildings. Special government regulations cover the provision of access for disabled people in the construction of new buildings.

1. Terminological Vocabulary to the Text "Elderly and Disabled People".

1. Institutional accommodation — дом для престарелых
2. The provision of meals — обеспечение едой

3. Sitters-in — сиделки (приходящие)
4. Night attendants — ночные сиделки
5. Restricted mobility — ограниченная подвижность (ограничение в передвижении)
6. Environmental aids — приспособления, аппараты, облегчающие общение с окружающей средой
7. Impaired hearing — ослабленный слух
8. Impaired vision — пониженное зрение

2. Commentary and Notes to the text "Elderly and Disabled People".

1. Laundry services — прачечные услуги
2. Luncheon clubs — клубы легкого завтрака
3. Recreational facilities — места отдыха и развлечения
4. To overcome problems — преодолевать проблемы
8. Ramps for wheelchairs — трапы для инвалидных колясок

3. Read the following international words and define their meanings.

Centre, club, adaptation, problem, mobility, assistance, visit, residential, register, inspect, rehabilitation, number, recreational, toilet, special, telephone.

4. Find in the text the English equivalents for the following phrases.

- статусные и общественные (добровольные) организации
- пожилые
- помощь на дому
- центры дневного пребывания (дневного стационара)
- необходимая адаптация
- люди с пониженным слухом или зрением

5. Translate the sentences into English making use of the active vocabulary.

1. Люди с ослабленным слухом или зрением нуждаются в приспособлениях для использования в окружающей обстановке.
2. Как государственные, так и общественные (добровольные) организации предоставляют услуги пожилым людям на дому.
3. Инвалиды с ограниченной мобильностью могут преодолеть многие проблемы, используя специальные приспособления для входа в общественные здания.
4. Престарелые люди, прикованные к дому, могут вызвать экстренную помощь по сигнальным системам тревоги.

6. Answer the following questions on the text "Disabled People".

1. Are there many adults with one or more disabilities in Britain?
2. How many of them live in some kind of communal establishment?
3. What social services authorities help disabled people with social rehabilitation and adjustment to disability?

V. Read the text "People with Mental Handicaps and Mentally ill People".

People with Mental Handicaps and Mentally ill People

People with Mental Handicaps. The Government's policy is to encourage the development at local level of a wide range of health, social and other services for mentally handicapped people and their families through mutual co-operation and

collaboration between health and local authorities and voluntary and other organizations.

Social services authorities make arrangements for a wide range of support services for people with mental handicaps and their families. These include short-term care, support for families in their own homes, provision for accommodation in ordinary housing and a variety of types of day care. The principle aims of the services are to help ensure that as far as possible people of all ages with mental handicaps can lead full lives in their own communities and that no person should be admitted to hospital unless it is absolutely necessary on health grounds.

Although social services authorities are likely to play an increasingly important role, specialized residential health provision, which may consist of small units in the community, is appropriate for people with special needs, as is specialist health service support for those in other settings.

A continuing priority is to transfer mentally handicapped children in institutional care to more ordinary living arrangements.

Mentally ill People. Arrangements made by social services authorities for providing preventive and after care for mentally ill people in the community include day centres as well as social centres and a variety of residential care. Social workers help patients and their families to deal with social and family problems arising from mental illness and in certain circumstances can make an application for a mentally disordered person's compulsory admission to and detention in hospital. The rights of compulsorily detained patients were extended by legislation in 1983, and a Mental Health Act Commission was set up to provide better safeguards. Corresponding legislation was introduced for Scotland in 1984, although the Mental Welfare Commission for Scotland was first established in 1962. Similar legislation came into force in Northern Ireland in 1986.

An important role in provision of services for both of these groups of people is played by the many voluntary organizations concerned with mental illness and mental handicap.

In July 1989 the Government announced a number of measures to improve the provision of services for mentally ill people. These include requiring district health authorities to have individually tailored health care programmes for all patients discharged from hospital; a new specific grant to local authorities to help them meet the social care needs of such patients; a code of practice for compulsorily admitting and treating patients in hospital; and a review of public funding of voluntary organizations concerned with mental health.

1. Terminological Vocabulary to the Text. Try to memorize it.

1. Short-term care — кратковременный уход
2. Provision for accommodation — предоставление жилья
3. To lead full lives — вести полноценную жизнь
4. On health grounds — по состоянию здоровья
5. Specialized residential health provision — обеспечение специализированного ухода за больными по месту жительства
6. Institutional care — больничный уход

7. Preventive and after care — профилактика и лечение

2. Commentary and Notes to the Text.

1. Mutual co-operation and collaboration — взаимное сотрудничество и взаимодействие
2. Ordinary housing — обычные дома
3. Small units in the community — небольшие лечебницы в общине
4. To make arrangements — принимать меры
5. To make an application — сделать заявку (подать)

3. Read the following international words and define their meanings.

Ordinary, type, person, absolutely, role, community, grant, corresponding, patient.

VI. Read the microtext "Social Workers" and translate it in written form.

Social Workers

The effective operation of the social services largely depends on the appointment of professionally qualified social workers trained in the methods of social work. Training courses in social work are provided by universities, polytechnics (in Scotland, central institutions) and colleges of further education; their length depends upon educational qualification and previous experience and can extend from one to four years. The Central Council for Education and Training in Social Work is the statutory body responsible for social work training and offers advice to people considering entering the profession. The Council has proposed a range of improvements to the present system of qualifying training. Professional social workers (including those working in the NHS) are mainly employed by the social services departments of local authorities. Others work in the probation service, the education welfare service, or in voluntary organisations. Reviews of the role of residential care and the changes required to enable services to respond more effectively to changing social needs are regularly published.

1. Commentary and Notes to the microtext "Social Workers".

1. A range of improvements — ряд улучшений
2. Qualifying training — профессиональное обучение

2. Answer the questions on the microtext "Social Workers".

1. What does the effective operation of the social services depend on?
2. What institutions provide training courses in social work?

VII. Read the text "Help to Families"

Help to Families

The Government believes in the central importance of the family to the well-being of society and considers that stable adult relationships are necessary to support and enhance family life. Social services authorities, through their own social workers and other workers, give help of various kinds to families facing special problems. This help includes services for children at risk of injury or neglect who require care away from their own families, and support for family carers who look after elderly and other family members in order to give them a respite. They also help lone

parents, including unmarried mothers. There are now many refuges run by local authorities or voluntary organisations for women, often with young children, whose home conditions have become intolerable. The refuges provide short-term accommodation and support c attempts are made to alleviate the women's problems. Many authorities also contribute to the cost of social work with families (such as marriage guidance) carried out by voluntary organisations. In 1983 the Family Policy Studies Centre was established with official funding to review the impact of public policies on the family and to bring together research findings. The Self-help and Families Project provides funding for nine voluntary agencies to develop the capacities of groups of families to help themselves. A three-year initiative was launched by the Government in September 1989 to increase voluntary sector provision in England for disadvantaged families with children under 5. With funds of £ 2 million, it will enable voluntary organisations to research and develop day care services, particularly for single parents and families living in temporary accommodation.

1. Terminological Vocabulary to the Text "Help to Families".

1. Children at risk of injury — дети, подверженные грубому обращению
2. Neglect — лишённые заботы (о детях), внимания
3. To give somebody a respite — доставить кому-либо временное облегчение
4. Lone parents — родители-одиночки
5. Unmarried mothers — незамужние матери
6. To provide short-term accommodation — предоставить кратковременное пристанище

2. Commentary and Notes to the Text "Help to families".

1. Well-being of society — благосостояние общества
2. Stable adult relationships — прочные (устойчивые) отношения в семье
3. To enhance family life — укреплять семейную жизнь
4. To face problems — испытывать трудности
6. To make attempts — делать попытки

3. Find the related verbs in the text "Help to Families".

belief	requirement	alleviation
consideration	carer	contribution
inclusion	provision	establishment

4. Make up all possible word combinations using the words from the columns.

- | | |
|----------------|-------------------------------|
| 1) to provide | a) family life |
| 2) to develop | b) lone parents |
| 3) to launch | c) stable adult relationships |
| 4) to increase | d) capacities |
| 5) to include | e) initiative |
| 6) to consider | f) day care service |

- | | |
|---------------|--|
| 7) to enhance | g) voluntary sector provision |
| 8) to give | h) the impact of public services on the family |
| 9) to help | i) help of various kinds |
| 10) to review | J) services for children |

5. Answer the following comprehension questions on the text.

1. Why does the Government believe in the importance of the family?
2. What may help to support and enhance family life according to the Government's thinking?
3. In what way do social services authorities give help to families?
4. Do social services authorities give help to all families?
5. What families do social services authorities give help to?

VIII. Read the text "Voluntary Social Services".

Voluntary Social Services

There is a long tradition in Britain of voluntary service to the community, and the partnership between the voluntary and statutory sectors is encouraged by the Government. It has been estimated that just over a half of all adults take part in some form of voluntary work during the course of a year. Local health authorities plan and carry out their duties taking account of the work of voluntary organisations, and include them in the planning process. Voluntary provision enables these authorities to continue the trend towards local community care rather than institutional care for the elderly, and mentally ill and mentally handicapped people. An Opportunities for Volunteering Scheme, together with an Unemployed Voluntary Action in Scotland and a Community Volunteering Scheme in Northern Ireland, has provided support for almost 3,000 local voluntary projects to enable unemployed volunteers to help disadvantaged groups in the community. Voluntary organisations also participate in several other government schemes, including the Employment Training Programme and the Youth Training

Over 65,000 voluntary organisations are registered as charities, and in England and Wales The Charity Commission gives advice to trustees of charities, initiating schemes to modernise purposes or facilitate their administration where necessary. The Commission also maintains a register of charities, gives consent to land transactions by charities and holds investments for them. Voluntary organisations may qualify for charitable status if they are established for such purposes as the relief of poverty, the advancement of education or religion or the promotion of certain other purposes of public benefit including good community relations, the prevention of racial discrimination, protection of health and the promotion of equal opportunity. Legislation to strengthen the powers of the Charity Commissioners and improve the supervision and monitoring of charities is proposed.

The Charities Aid Foundation, an independent body, aids the flow of funds to charity from individuals, companies and grant-making trusts.

Co-ordination of government interests in the voluntary sector throughout Britain is the responsibility of the Home Office Voluntary Services Unit.

1. Terminological Vocabulary to the Text "Voluntary Social Services".

1. A statutory sector — сектор, установленный законом
2. Local community care — опека в местной общине
3. Institutional care — институциональная опека (государственное призрение)
4. Charity — благотворительность
5. A trustee — попечитель, член попечительского правления, совета
6. To maintain a register of charities — вести учет благотворительных организаций
7. To hold investments — являться держателем инвестиций

2. Commentary and Notes to the Text "Voluntary Social Services".

1. The Opportunities for Volunteering Scheme — Программа действий для добровольцев (волонтеров)
2. An Unemployed Voluntary Action Fund — Фонд поддержки добровольных действий безработных
3. A Community Volunteering Scheme — Программа общественных работ в округе
4. The Employment Training Programme — Программа обучения безработных
5. The Youth Training Scheme — Программа обучения (подготовки) молодежи
6. The Charity Commission — Комиссия по благотворительности
7. To facilitate the administration — содействовать исполнению
8. To aid the flow of funds to ... — содействовать поступлению средств на ...
9. The Home Office — министерство внутренних дел (в Великобритании)
10. The Charities Aid Foundation — Фонд благотворительной помощи

3. Read the following international words and define their meanings.

Tradition, partnership, plan, process, international, action, fund, scheme, project, initiate, modernise, status, religion, racial discrimination, company.

IX. Read the text "Social Security".

Social Security

The general aim of the social security programme is to provide an efficient and responsive system of financial help for people who are elderly, sick, disabled, unemployed, widowed or bringing up children. Certain benefits provide an income for people who have little or no earnings because they are retired, unemployed or sick. Others provide income for widows; assistance with extra expenses arising from disablement; compensation for injury or disease caused at work or while in the armed forces; and help with the cost of bringing up children. Alongside these benefits are certain income-related benefits for people who have insufficient means of support.

Social security benefits fall into two broad categories — contributory and non-contributory. Contributory benefits are paid from the National Insurance Fund, which consists of contributions from employed people and their employers, self-employed people and the Government. Non-contributory benefits are financed from general

taxation revenue. Some non-contributory benefits are income-related (for example, income support) but others are not (for example, child benefit and mobility allowance), and entitlement depends solely on meeting the qualifying conditions. Appeals relating to claims for the various benefits are decided by independent tribunals.

Expenditure on social security has nearly doubled in real terms since 1980. Trends over the last five years have included a steady growth in the number of retirement pensioners and the numbers receiving income-related benefits, and a steep rise in the numbers getting disability benefits; a decline in the numbers of families receiving child benefit (due to a fall in the birth rate), the number of widows, and the numbers receiving unemployment benefit (because a smaller proportion of unemployed people is entitled to unemployment benefit).

The Department of Social Security administers most of the services in Great Britain; in Northern Ireland they are administered by the Department of Health and Social Services. Pensions and welfare services for war pensioners and their dependants are the responsibility of the Department of Social Security throughout Britain. The costs, including the costs of administration, fall on central government.

1. Terminological Vocabulary to the Text "Social Security".

1. Benefit — материальное пособие
2. To provide an income — обеспечивать доход
3. Earnings — заработки
4. To be retired — выйти на пенсию
5. The unemployed — безработные
6. Income-related benefits — пособия, связанные с доходом
7. Social security benefits — пособия по социальному обеспечению
8. Contributory benefits — пособия, источником которых являются взносы и отчисления
9. Non-contributory benefits — пособия, источником которых являются налоги
10. Dependant — иждивенец

2. Commentary and Notes to the Text "Social Security".

1. Provide income for widows — обеспечивать доход вдовам
2. Assistance with extra expenses — помощь для покрытия дополнительных затрат, расходов
3. To arise from disablement — возникать вследствие нетрудоспособности
4. Alongside — вместе с тем
5. The National Insurance Fund — Национальный страховой фонд
6. Mobility allowance — пособие в связи с переездом
7. Appeals relating to claims — обращения по поводу заявлений
9. Independent tribunals — независимые суды специальной юрисдикции

X. Read the text "Major Reforms".

Major Reforms

Over the 50 years since the basic structure of the social security system was established there had been many piecemeal changes and developments, and the

system had become very complex. As spending on the system accounts for nearly one-third of all public expenditure, and pressures for improvements and increased expenditure were bound to continue, the Government considered that a re-examination of the system was required. Following a series of reviews and consultations, government proposals for a wide-ranging reform of the structure of the system became law under the Social Security Act 1986, whose main objectives are to make a simpler and fairer system which is effective in meeting genuine need in a way which encourages independence. The main reforms introduced from April 1988, include the modification of the State Earnings-related Pension Scheme, which is additional to the basic state pension, and new arrangements to encourage personal and occupational pension schemes; and the introduction of a new range of income-related benefits, entitlement to which is assessed using the same basic rules. These are: family credit, which has replaced family income supplement; income support, which replaces supplementary benefit; and a restructured housing benefit scheme. The social fund in the form of loans or grants was introduced in April 1988 to help people on low incomes who have exceptional or emergency needs. Maternity and funeral payments from the social fund were introduced in April 1987. Cold weather payments from the social fund were introduced from the winter of 1988. The demand for advice and information about the benefits available is met in part by the Freeline Social Security Service, which handled nearly 910,000 calls between April 1988 and March 1989. A complementary Advice Line Service provides expert advice on social security "or employers and the Ethnic Freeline Service, introduced in late 1988, provides general advice and information on social security matters in Urdu and Punjabi.

As part of its plans to improve the management of the social security system and the quality of its service to the public, the Department of Social Security is embarking on the largest computerisation programme in Europe, which aims to link all of its local and central offices and the local offices of the unemployment benefit service into a single network.

1. Terminological vocabulary to the text "Major Reforms".

1. The basic state pension — базовая (основная) государственная пенсия
2. Personal pension schemes — личные (персональные) пенсионные программы (планы)
3. Occupational pension schemes — профессиональные пенсионные программы (на рынке труда)

2. Commentary and Notes to the text "Major Reforms".

1. Piecemeal changes — постепенные изменения
2. Pressures for improvements and increased expenditure were bound to continue — проблемы усовершенствования продолжали оставаться актуальными
3. A wide-ranging reform — многосторонняя (комплексная) реформа
4. To meet genuine need — удовлетворять реальные потребности
5. To encourage independence — поощрять самостоятельность
6. To assess entitlement — оценивать право на что-либо.

7. To meet the demand for advice and information — удовлетворять спрос на консультации и информацию
8. The benefits available — имеющиеся (доступные) пособия
9. Advice Line service — консультационная служба
10. The Ethnic Freeline Service — бесплатная консультационная служба для этнических меньшинств
11. To embark on ... the programme — начинать реализацию ... программы

3. Read the following international words and define their meanings.

Modification, complex, credit, expert, complementary, computerisation.

XI. Read the text "Contributions and Benefits".

Contributions and Benefits

Contributions. Entitlement to National Insurance benefits such as retirement pension, sickness and invalidity benefit, unemployment benefit, maternity allowance and widow's benefit is dependent upon the payment of contributions. Industrial injuries benefits are non-contributory, but are also payable from the National Insurance Fund. There are four classes of contributions. Class 1 contributions are related to earnings and are paid by employees and employers. The contribution is lower if the employer operates a "contracted-out" occupational pension scheme. Self-employed people pay a flat rate Class 2 contribution and may have to pay a Class 4 contribution, which is assessed as a percentage of profits or gains within certain limits; they are not eligible for unemployment and industrial injuries benefits. Voluntary Class 3 contributions are made by people wanting to safeguard rights to some benefits.

Employees who continue working after pensionable age (60 for women and 65 for men) do not pay contributions but the employer continues to be liable. People earning less than the lower earnings limit are not liable for contributions; neither are their employers. Self-employed people with earnings below a set annual amount may apply for exemption and those over pensionable age are excused payment of contributions.

About 81 per cent of the cost of the health service in Great Britain is paid for through general taxation; the rest is met from the National Health Service contribution paid with the National Insurance contribution and from the charges towards the cost of certain items such as drugs prescribed by a family doctor, and dental treatment. Health authorities may raise funds from voluntary sources. Certain hospitals increase their revenue by taking private patients who pay the full cost of their accommodation and treatment.

Benefits. For most benefits there are two contribution conditions. First, before benefit can be paid at all, a certain number of contributions has to be paid; secondly, the full rate of benefit cannot be paid unless contributions have been made or credited up to a specific level over a specified period. Benefits are increased annually, the uprating being linked to increases in retail prices.

1. Terminological vocabulary to the text "Contributions and Benefits".

1. Retirement pension — пенсия по возрасту

2. Sickness and invalidity benefit — пособие по болезни и инвалидности
3. Unemployment benefit — пособие по безработице
4. Maternity allowance — пособие по беременности и родам
5. Widow's benefit — пособие вдовам
6. Contributions — взносы, отчисления
7. Non-contributory benefits — пособия, не основанные на отчислениях и взносах
8. A flat rate — единая ставка взноса
9. Exemption — освобождение от взноса

2. Commentary and Notes to the text "Contributions and Benefits"

1. National Insurance benefits — пособия по государственному социальному страхованию
2. Payment of contributions — выплата взносов, отчислений
3. The National Insurance Fund — Фонд государственного социального страхования
4. A "contracted-out" occupational pension scheme — пенсионный план по месту работы
5. Self-employed people — работающие не по найму
6. A percentage of profits or gains — процент от прибыли или выручки
7. To be eligible for — иметь право

3. Read the following international words and define their meanings.

Pension, invalidity benefit, contribution, non-contributory, class, operate, pension scheme, percentage, limit, industrial, specified.

XII. Read the text "Retirement Pension".

Retirement Pension

A state retirement pension is payable on retirement to women at the age of 60 and men at the age of 65. The Sex Discrimination Act 1986 protects employees of different sexes in a particular occupation from being required to retire compulsorily at different ages. (This, however, has not affected the payment of state retirement pensions at different ages for men and women.) The state pension scheme consists of a basic pension together with an additional earnings-related pension. From October 1989 pensioners were able to have unlimited earnings without affecting their pensions. (Previously the state pension had been reduced if a pensioner earned more than £75 per week.) Those who have put off or cancelled their retirement during the five years after minimum pension age may earn extra pension. A non-contributory retirement pension is payable to people over the age of 80 who meet certain residence conditions, and who have not qualified for a contributory pension. People whose pensions do not give them sufficient resources to live on may be entitled to income support.

Rights to basic pension are safeguarded for mothers who are away from work looking after children or for people giving up work to care for severely disabled relatives. Women contributors receive the same pension as men with the same earnings provided they have paid full-rate National Insurance contributions when working. From the year 2000 the earnings-related scheme was based on a lifetime's

earnings instead of on the best 20 years and is to be calculated as 20 per cent rather than 25 per cent of earnings phased in over 10 years from 2000. The pensions of people retiring last century were unaffected.

Employers are free to "contract-out" their employees from the state scheme for the additional earnings-related pension and to provide their own occupational pension in its place, provided that the latter is at least as good as the state additional pension. The State remains responsible for the basic pension. There are at present around 90,000 occupational schemes, with some 11 million members - about half the working population. As part of a programme to reform the occupational pensions system, the Government has introduced measures to protect against inflation the pension rights of people who change jobs before pension age; to give workers leaving a scheme the right to a fair transfer value; and to require pension funds and other pension schemes to provide access to more information about their schemes. The Social Security Act 1986 gives all employees the right to choose a personal pension rather than staying fully in the State Earnings-related Pension Scheme or in an employer's scheme. Such pensions will qualify for contracting out of the State Earnings-related Pension Scheme and will enable people to choose from a wide range of schemes available from banks, building societies, and trusts.

1. Terminological vocabulary to the text "Retirement Pension".

1. Unlimited earnings — неограниченные заработки
2. Extra pension — дополнительная пенсия
3. A non-contributory retirement pension — пенсия, не основанная на взносах и отчислениях
4. Full-rate National Insurance contributions — взносы (отчисления) по полной ставке (тарифу) в государственное социальное страхование
5. A lifetime's earnings — заработки в течение жизни
6. The pension rights of people — пенсионные права людей

2. Commentary and Notes to the Text "Retirement Pensions".

1. The Sex Discrimination Act — Акт о дискриминации по признакам пола
2. To put off the retirement — отложить выход на пенсию
3. To meet certain residence conditions — иметь определенные жилищные условия
4. To be qualified for a contributory pension — иметь право на пенсию, основанную на взносах и отчислениях
5. To give up work(ing) — прекращать / бросать работу
6. Women contributors — женщины, делающие взносы

XIII. Read the text.

Allowances and Benefits for Mothers and Children

Under the new statutory maternity pay scheme, women who leave work to have a baby receive their maternity pay directly from their employer and have more choice than previously about when maternity absence can start. To qualify, a woman must have worked for the same employer for at least six months up to and including the fifteenth week before the week her baby is expected and have had average weekly

earnings in the last eight weeks of that period which are not less than the lower earnings limit for National Insurance contributions. Statutory maternity pay is normally paid for 18 weeks. There are two rates: where a woman has been working for the same employer for at least two years, she is entitled to 90 per cent of her average weekly earnings for the first six weeks and to the lower rate of £36.25 for the remaining 12 weeks: where a woman has been employed for between six months and two years, she is entitled to payments for the full 18 weeks at the lower rate.

Women unable to qualify, because, for example, they are self-employed, have recently changed jobs or given up their job, may qualify for maternity allowance which is payable at a flat rate for 18 weeks. To qualify for this, a woman must have been employed or self-employed and paid standard rate National Insurance contributions for at least 26 of the 52 weeks ending 15 weeks before the baby is expected.

A payment of £85 from the social fund is available for each living child born or for a stillborn child if the pregnancy lasts for at least 28 weeks or for an adopted baby if the mother or her partner are receiving income support or family credit.

Non-contributory child benefit is the main social security benefit for children. Tax-free and normally paid to the mother, it is payable for children up to the age of 16 and for those up to the age of 19 if they continue in full-time non-advanced education. A sum in addition to child benefit, called one-parent benefit, is payable to certain people, whether parents or not, bringing up one or more children on their own. A non-contributory guardian's allowance for an orphaned child is payable to a person who is entitled to child benefit for that child. In certain circumstances it can be paid on the death of only one parent.

1. Terminological Vocabulary to the Text.

1. Statutory maternity pay scheme — статутная (установленная законом) программа оплачиваемых отпусков в связи с беременностью и родами
2. Maternity absence — отпуск в связи с беременностью и родами
3. To qualify — иметь право
4. Maternity allowance — выплаты в связи с беременностью и родами
5. A flat rate — единая ставка
6. A stillborn child — мертворожденный ребенок
7. Pregnancy — беременность
8. An adopted baby — приемный ребенок
9. A non-contributory child benefit — детское пособие, не основанное на взносах
10. An orphaned child — осиротевший ребенок, сирота

2. Commentary and Notes to the Text.

1. Average weekly earnings — средний недельный заработок
2. To be entitled — иметь право
3. The remaining 12 weeks — оставшиеся 12 недель
4. Women unable to qualify — женщины, не обладающие правом
5. To give up one's job — прекратить работать
6. To pay standard rate National Insurance contributions — платить взносы государственного социального страхования по стандартной ставке

3. Read the following international words and define their meanings.

Baby, start, standard, partner.

XIV. Read the text "Benefits for Sick and Disabled People".

Benefits for Sick and Disabled People

There is a large variety of benefits for people unable to work because of sickness or disablement. Statutory sick pay with additions for a wife or other adult dependant is payable by an employer for the first 28 weeks of an employee's illness. Employees not covered for statutory sick pay can claim sickness benefit instead, as can self-employed people.

An invalidity pension with additions for a wife and children is payable when statutory sick pay or sickness benefit ends, if the beneficiary is still incapable of work. In the case of statutory sick pay the person must have satisfied the contribution condition for sickness benefit. An invalidity allowance may be paid with the pension to people who become sick more than five years before minimum retirement age. An additional earnings-related pension may also be payable. If a person qualifies for both of these, he or she is paid an amount equal to the higher of the two. A severe disablement allowance may be payable to people of working age who are unable to work and do not qualify for the National Insurance invalidity pension because they have not paid sufficient contributions.

Various benefits are payable for disablement caused by an accident at work or prescribed disease. Disablement benefit is usually paid after a qualifying period of 15 weeks if, as a result of an industrial accident or a prescribed disease, there is a loss of physical or mental faculty. (During the qualifying period statutory sick pay or sickness benefit may be payable.) The degree of disablement is assessed by an adjudicating medical authority and the amount paid depends on the extent of the disablement and how long it is expected to last. Disablement of 14 per cent or more attracts a weekly pension; except for certain progressive respiratory diseases, disablement of less than 14 per cent does not attract basic benefit. In certain circumstances disablement benefits may be supplemented by constant attendance allowance. An additional allowance may be payable in certain cases of exceptionally severe disablement. A reduced earnings allowance is payable in certain circumstances to people who, as a result of disablement assessed at 1 per cent or more, are unable to carry out their regular job or one with equivalent earnings.

1. Terminological Vocabulary to the Text.

1. Statutory sick pay — статутные выплаты по болезни
2. Additions — дополнительные выплаты
3. Adult dependant — взрослый иждивенец
4. To claim — претендовать на ... , требовать
5. An invalidity pension — пенсия по инвалидности
6. Sickness benefit — пособие по болезни
7. Beneficiary — обладатель привилегии или льготы, бенефициарий

2. Commentary and Notes to the Text.

1. To be covered for statutory sick pay — распространяются статутные выплаты по болезни
2. To claim sickness benefit — подать заявление на пособие в связи с болезнью
3. Minimum retirement age — минимальный возраст для выхода на пенсию
4. A prescribed disease — приобретенная болезнь
5. A qualifying period — период установления правомочности

3. Read the following international words and define their meanings.

Result, faculty, progressive, respiratory, basic, constant, regular, equivalent.

XV. Read the text .

Unemployment Benefit, Income Support, Housing Benefit, Family Credit, Tax Reliefs, and Other Benefits

Unemployment benefit is payable for up to a year in any one spell of unemployment. Periods covered by unemployment or sickness benefit, maternity allowance or some training allowances, which are eight weeks or less apart, are linked to form one period of interruption of employment. Everyone claiming unemployment benefit has to be available for employment, but unemployed people wishing to do voluntary work in the community may do so in certain circumstances without loss of entitlement to benefit. The Social Security Act 1986 aims to ensure that people seeking unemployment benefit take active steps to find work and have good cause for rejecting any employment offered them.

Income support is payable to people who are not in work, or who work for less than 24 hours a week, and whose financial resources are below certain levels. Income support is the difference between a person's existing resources and specified weekly levels consisting of a personal allowance with additional premiums for families, lone parents, pensioners, and long-term sick and disabled people.

The housing benefit scheme offers help with the cost of rents and local taxes — rates and the community charge — to people with low incomes, using general assessment rules and benefit levels similar to the income support scheme. People whose net income is no higher than certain specified levels receive housing benefit equivalent to 100 per cent of their rent and 80 per cent of their rates.

Both income support and housing benefit schemes introduce a limit to the amount of capital a person may have and still be entitled, and income is taken into account net of income tax and National Insurance contributions.

Family credit is payable to working families on modest incomes with children. Family credit, which is additional to child benefit, is related to net income, and to the number and ages of children in the family. A maximum rate, consisting of an adult rate plus a rate for each child, is payable when the net income does not exceed £54.80 a week. The rate is then reduced by 70 pence for each pound by which net income exceeds this amount.

Tax Reliefs. Social security benefits, other than child, maternity, sickness, invalidity and disablement benefit, are regarded as taxable income. Various income tax reliefs and exemptions are allowed on account of age or liability for the support of

dependants. The following benefits are not taxable: income support (except when paid to the unemployed and to people involved in trade disputes), family credit, attendance allowance, mobility allowance, severe disablement allowance, and war pensions.

Other benefits for which unemployed people and those on low incomes may be eligible include exemption from health service charges, grants towards the cost of spectacles, free school meals and free legal aid. Reduced charges are often made to the unemployed, for example, for adult education and exhibitions, and pensioners usually enjoy concessionary transport fares.

1. Terminological Vocabulary.

1. Unemployment benefit — пособие по безработице
2. Training allowance — пособие на обучение, практику
3. Income support — пособие для обеспечения дохода
4. The housing benefit scheme — программа пособий на жилье
5. Net income — чистый доход
6. Income tax — налог на доход
7. Family credit — пособие для многодетной семьи
8. Taxable income — налогооблагаемый доход
9. Tax relief — скидка с налогов
10. Tax exemptions — освобождение от налога
11. Concessionary fare — льготная оплата проезда

2. Commentary and Notes to the Text.

1. Any one spell of unemployment — один любой период безработицы
2. To seek unemployment benefit — обращаться за пособием по безработице
3. To have good cause for rejecting any employment — иметь веское основание (причину) для того, чтобы отказаться от предложения работы
4. Modest incomes — скромные доходы
5. To enjoy concessionary transport fares — пользоваться льготной оплатой проезда на транспорте

Part II
Sociology
Text I
Sociological Theory

I. Read and translate the text.

The discipline of sociology involves more than a distinctive point of view. The sociological perspective illuminates new facts in countless familiar situations; but linking specific observations together in a meaningful way involves another element of the discipline, theory. In the simplest terms, a theory is an explanation of the relationship between two or more specific facts. To illustrate the use of theory in sociology, recall Emile Durkheim's study of suicide. Durkheim attempted to explain why some categories of people (males, Protestants, the wealthy, and the unmarried) have higher suicide rates than do others (females, Catholics, the poor, and the married). To do so, he linked one set of facts - suicide rates - to another set of facts - the level of social integration characteristic of these various categories of people. Through systematic comparisons, Durkheim was able to develop a theory of suicide, namely, that people with low social integration are more prone to take their own lives.

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

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

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

II. Answer the following questions:

1. What is meant by theory?
2. What did E. Durkheim base his research on?
3. What is the essence of his suicide theory?

4. What sociological observation was made among college science students?
5. What do sociologists make use of to evaluate contrasting theories?
6. Is a theory static or changeable within any discipline?
7. Do you agree with the point that men are more prone to science study?

III. Agree or disagree with the following:

1. The sociological perspective illuminates new facts in unfamiliar situations.
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Sociology. Unit IV I 369
2. A theory is the explanation of the relationship between two or more specific facts.
3. It is possible to develop a rational theory through systematic observations and comparisons.
4. The ability to link facts together into a meaningful theory means that the theory is correct.
5. To evaluate contrasting theories sociologists make use of various methods of research.
6. Within any discipline theory is never static.

IV. Divide the text into logical parts and make up a plan of the text.

V. Speak on the text.

VI. Contradict the following statements:

1. People with low social integration are less prone to suicides.
2. Sciences are more attractive to males than to females.
3. Living in a large city results in social isolation.

VII. Translate the text in writing.

Social Change and the Development of Sociology

The gradual development of scientific thought in Europe was one important foundation of sociology. But something more was involved: revolutionary change in European society itself. The increasing importance of science is but one dimension of the modernization of Europe. Social change, of course, is continuous but European societies experienced particularly rapid transformations during the seventeenth and eighteenth centuries. In the midst of intense social change that often reached crisis proportions, people were less likely to take society for granted. Indeed, as the social ground shook under their feet, they focused more and more on so: which stimulated the emergence of the sociological perspective.

Three dimensions of social change occurred in that era, each truly revolutionary in its own right. First, various technological innovations in eighteenth-century Europe led to the appearance of factories, initially in England. This new way of producing material goods seen gave rise to an industrial economy. Second, factories located within cities drew millions of people from the countryside, where agriculture had been the traditional livelihood. As a result, the growth of industry was accompanied by the explosive growth of cities. Third, the development of the economy and the growth were linked to changes in political ideas.

While sociology is thus European in its origins, the new discipline did not take hold everywhere in Europe during the nineteenth century. On the contrary, the development of sociology was stimulated by most in precisely those societies that

had experienced the greatest social changes during the preceding centuries. In France, Germany, and England — where social transformations had been truly revolutionary - sociology was flowering by the end of the nineteenth century. Conversely, in societies touched less by these momentous events, including Portugal, Spain, Italy and Eastern Europe — there was little development of sociological awareness.

Many of the crucial ideas within the discipline of sociology also owed their development to rapid social change, largely because many, if not most, early sociologists found the drastic social changes deeply disturbing. Auguste Comte, a social conservative, feared that people were being overpowered by change and were losing the support of traditional social institutions, including the family and religion, as well as the local community. Strongly disagreeing with «modernists», who claimed that society was simply an expression of individual self-interest, Comte believed that traditional social bounds were basic units of society.

In sum, the birth of sociology, its scientific method of study, and its emphasis on social patterns rather than on the individual are all related to the historical changes.

Find in the text the equivalents for:

Точка зрения, бесчисленный, набор фактов, а именно, более склонны, одновременно, любой частный вопрос, следовательно, для того, чтобы, извлекать пользу, внутри, проводить исследование.

Find the antonyms for:

Indefinite, unfamiliar, meaningless, complex, to forget, similar, to be unable, repulsive, learned, to discourage, wrong, to accept a theory, late, slow, personality, to start.

Fill in the blanks with the words given below in the brackets:

1. People ... greatly..... society since the beginning of human history.
2. Systematic studies of the society carried out by the social thinkers appearing a new science — sociology.
3. They are planning on the basis of a new scientific approach.
4. The scholars ... primarily.....the investigation of the sociological perspective.
5. Early sociologists ... strongly.....Comte's ideas.
6. The scholars ... constant.....his ways of interpreting and analyzing new phenomena.
7. They always ... scientific methods of investigation in any particular observation.
8. He..... take part in the discussion concerning the operation of social laws within the society.

(to be influenced by, to encourage, to be interested in, to be concerned with, to make use of, to give rise to, to be prone to, to carry out research).

Read and translate the following sentences taking into account different meanings of the word 'experience':

1. He **experienced** great hardships in the life, but in spite of that he continued his work in the field of sociological research.
2. They considered him to be a very **experienced** scholar as far the sociological perspective was concerned.
3. His **experience** was great and he readily encouraged such innovative strivings.

4. They **experienced** true feelings of friendship to each other and this devotion lasted all their life.
5. The situation was out of being ordinary and he understood her **experiences** quite well.
6. Recent decades of our century **experienced** tremendous transformations in all spheres of the life.
7. He described the situation in such a way as if he **experienced** it himself.
8. His **experience** in this field was quite evident and nobody doubted it.

Role-play.

You are being asked to make a report at the coming conference. You are prone to refuse, because you have never participated in such meetings. That is your first experience and you hesitate. But your friend is more optimistic and assures you there is nothing to be afraid of.

Use in your dialogue the following word-combinations: «to be interested in, to encourage, to carry out research, to make use of, to give rise to».

Text II.

The Structure of Social Interaction

I. Read and translate the text.

Because society is an organized system, it is not surprising that social interaction is patterned. Society is, after all, built on countless interactions among individual human beings, and human beings have the capacity to act with almost infinite variety. In the absence of social patterns, people would indeed find social life confusing. Culture provides guidelines for human behaviour in the form of values and norms.

To illustrate, consider the familiar setting of an American college classroom. Entering the classroom, students could do almost anything — begin to sing or throw a football around the room—but, guided by the social norms that apply to that setting, they routinely take their seats, perhaps talking quietly among themselves, and await the arrival of the professor. Even though professors are defined as being in charge of the class, they too are bound by cultural norms, so they begin to teach from a position at the front of the room while facing the class.

Certainly, the behaviour of each student and teacher is partly unique; yet social behaviour in one American classroom is remarkably like that in any other. In spite of personal differences, individuals who enter the classroom behave like «professors» or «students». This fact is clearly evident to people who return, after many years, to a school they once attended. The school is now filled with unfamiliar faces, but the social patterns remain much the same. In other words, even though different people come and go from this setting, the social structure of classroom behaviour persists over time. In the same way, although every family is composed of different individuals, the behaviour of «mothers», «fathers», «brothers», and «sisters» is also largely patterned according to cultural norms.

Social Structure and Individuality

The assertion that human behaviour is socially patterned often provokes some initial resistance. Few human beings readily admit to being part of any kind of system, especially those who live in a culture that prizes individual autonomy. Americans, for instance, tend to emphasize individual responsibility for behaviour and highlight the unique elements of their personalities. Behaving in patterned ways, however, does not threaten our individuality. On the contrary, individuality is encouraged by social structure.

First, and more generally, our humanity involves much more than physical existence. The great potential of human beings develops only through interaction with others. Within social life, distinct personalities emerge as people blend their unique qualities with the values and norms of the large culture from freely expressing ourselves. The social world can be disorienting, even frightening, to people who do not know the behaviour guidelines. Without this knowledge, people feel too uncomfortable to express their unique personalities with confidence.

To illustrate, you may recall going alone to a party given by people you did not know well. Entering such a setting — and not knowing quite what to expect — is likely to cause some anxiety. At such times you generally feel self-conscious, try to make a favorable impression, and look to others for clues about what sort of behaviour is expected of you. Once you understand the behavioral standards that apply to the setting, you are likely to feel comfortable enough to “act like yourself”.

Of course, social structure also places some constraints on human behaviour. By guiding behavior within culturally approved bounds, established social patterns discourage behaviour that is culturally defined as unconventional. Traditional values and norms in the United States and Canada, for example, still reflect the expectation that males will be «masculine» (physically strong, self-assertive, and rational) and the females will be “feminine” (physically weak, self-effacing, and emotional). The structure of society exerts pressure on individuals to fit into one or the other of these categories, ignoring the fact that most people have both “masculine” and «feminine» qualities. In this and many other ways, social structure can limit any individual's freedom to think and act in ways that may be personally preferred. In addition, the failure to conform to established social patterns may lead to being defined by others as deviant.

II. Answer the following questions:

1. Why do we say that social interaction is patterned?
2. What does culture provide?
3. How is our behaviour patterned?
4. What may this assertion provoke?
5. Does behaving in patterned ways threaten our individuality in any way?
6. Through what does the potential of human beings develop?
7. In what case do people feel uncomfortable?
8. What do you feel in an unfamiliar situation?
9. What does social structure place on human behaviour?
10. What is understood by unconventional behaviour?

11. What pressure does the structure of society exert on individuals?
12. What can social structure limit?

III. Prove the following statements:

1. Social interaction is patterned.
2. Culture provides guidelines for human behaviour.
3. The human behaviour is patterned according to cultural norms.
4. Behaving in patterned ways does not threaten our individuality.
5. A great potential of human beings develops through interaction.

IV. State the general idea of each paragraph of the text.

V. Express your opinion of the text. Use the following words for the characteristic:

important — inconclusive

essential — trivial

well-presented — muddle

interesting — dull

valid — inaccurate, wrong (conclusions)

VI. Summarize the contents of the text in 10 sentences.

VII. Translate the text in writing without a dictionary:

Summary

1. Sociology is more than a perspective; it is also a form of investigation that uses the logic of science to learn about the social world.

2. The logic of science is an important foundation of all sociological research and, more broadly, a valuable means of evaluating information we encounter every day.

3. There are three basic requirements of sociological investigation: (1) being aware of the larger social world; (2) using the sociological perspective; and (3) being curious and asking questions about society.

4. There are many different ways of knowing, including personal experience, faith, acceptance of information provided by experts, and social agreement. Scientific knowledge is based on empirical evidence, and as such, may contradict to our common sense.

5. The logic of science makes use of concepts and variables. Concepts are abstract ideas that represent elements of society; concepts that vary in value are called variables. Measurement is the process of determining the value of a variable in any specific case. Sound measurement has the qualities of reliability and validity.

6. The logic of science seeks to specify the relationship among variables. Ideally, researchers seek relationships of cause and effect in which one factor (the independent variable) is shown to cause change in another factor (the dependent variable). In many cases, however, sociological investigation can only demonstrate that two variables vary together — a relationship called correlation.

7. The logic of science demands objectivity on the part of a researcher. While issues chosen for investigation may reflect personal interests, personal values and biases must be suspended in conducting the research.

8. The logic of science was developed primarily through studying the natural world. Although science can be used to study social behaviour, it has important limitations for doing so.

9. Curiosity and imagination, necessary for all successful research, spring from the human mind and not from the logic of science. Moreover, all human reality is based on patterns of meaning. The process of interpretation is therefore part of all sociological investigation.

10. All sociological research has ethical implications.

I. Find in the text “The Structure of Social Interaction” English equivalents for:

в конце концов; социальные модели; нормы поведения; в обществе; во главе; конечно; отчасти; несмотря на; во многом такие же; другими словами; окружение (среда); с готовностью; например; напротив; ограничить свободу; кроме того.

II. Arrange the following pairs of antonyms:

Disorganized	In the same way	In the absence
Chaos	Seldom	Enter
Infinite	Disappear	Arrival
In the presence	Lose	Comfortable
Unfamiliar	Strong	Uncomfortable
Leave	Limited	System
Finish	Familiar	Find
Noisily	Quietly	Begin
Departure	Difference	Unique
Ordinary	Emerge	Often
Similarity	Organized	Weak

III. Make up sentences choosing an appropriate variant from the second column:

- | | |
|--|---------------------------------------|
| 1. The scientist was guided by ... | 1) Cultural values and norms. |
| 2. The room was filled with ... | 2) The working team. |
| 3. His theory is built on ... | 3) The latest scientific discoveries. |
| 4. Human behaviour is defined by ... | 4) The Sociology Research Institute. |
| 5. Social interaction is patterned ... | 5) Unfamiliar faces. |
| 6. His activity is encouraged by ... | 6) Empirical investigation. |
| 7. He is in charge of ... | 7) As society is an organized system. |

IV. Make up dialogues according to the following situations:

- 1) An odd person comes to you. He says you were friends years ago. You have never met him before and you suspect his motives.
- 2) Your friend is acting very strangely. You feel he has a secret worry. Find out what is wrong with him.

3) Ask your friend to prove that the quality of personality is not inborn. It is a social phenomenon. Ask him whether we can predict a man's behaviour in a certain situation and what measurements of personality exist, what they are called.

4) You are an introvert by nature; you are unable to overcome uncertainty in taking decisions and often experience troubles in life. You are asked to organize a conference, but you are afraid to accept such an offer. Your friend tries to persuade you to agree.

Note: The following word-combinations may be helpful: To be concerned with, to be interested in, to be guided by, to be encouraged by, to be in charge of, to be filled with, to be prone to, to make use of.

Read and treat its contents in Russian.

Text III

Biological Explanations of Deviance

Human behaviour was understood — or more correctly, misunderstood - during the nineteenth century as an expression of biological instincts. Along with other patterns of human behaviour, criminality was explained on biological grounds.

Lombroso: early research

In 1876, Cesare Lombroso (1835-1909), an Italian physician who worked in prisons, developed a biological theory of criminality. Lombroso described criminals as having distinctive physical characteristics — low foreheads, prominent jaws and cheekbones, protruding ears, hairiness, and unusually long arms - that resemble human beings' apelike ancestors. In other words, he viewed criminals as evolutionary throwbacks to lower forms of life.

Because of their biologically based inadequacy, Lombroso reasoned, such individuals would think and act in a primitive manner likely to run afoul of society's laws. Although toward the end of his career Lombroso acknowledged that social factors play a part in criminality, his early claim that some people are literally born criminals was widely influential in an era in which biological explanations of human behaviour were popular.

Lombroso's findings were based on seriously flawed research methods. He failed to see that the physical characteristics he found in prison and linked to criminality also existed in the population as a whole. Early in the twentieth century, the British psychiatrist Charles Buckman Goring (1870-1919), who also worked in prisons, published the results of a comparison of thousands of convicts and noncriminals. There was a great deal of physical variation within both groups, but Goring's research showed there were no significant physical differences between the criminal and noncriminal categories of the kind suggested by Lombroso.

Delinquency and body structure

After Lombroso's theory of born criminality was disproved, others continued to search for biological explanations of criminality. William Sheldon (1949) advanced the idea of body structure in terms of three general types: **ectomorphs**, who were tall, thin, and fragile; **endomorphs**, who were short, and fat; and **mesomorphs**, who were muscular and athletic. Sheldon noted that no one conforms exactly to any of these pure types. Rather, he thought the average person shows some combination of body

types, although one type usually predominates. After comparing hundreds of young men — half of whom were known to have been engaged in criminal activity and half of whom, were believed to be noncriminal — Sheldon reported an apparent association between criminality and the mesomorphic body type. In other words, he found a link between criminality and a muscular, athletic body structure. Like Lombroso, however, Sheldon was criticized for basing his work on samples that were not representative of the entire population.

Further, more carefully designed research based on these basic body types was conducted by Sheldon and Eleanor Glueck (1950). The Gluecks also concluded that there is a link between criminality and a mesomorphic body structure, although they did not claim that physical characteristics are a direct cause of criminality. Rather, they concluded that the mesomorphic body type is associated with personal characteristics — such as insensitivity to frustration — that seem likely to promote criminality. The Gluecks also noted the importance of social environment in explaining criminality; they found that young men with mesomorphic builds were typically raised with little affection and understanding from family members.

Although these findings indicate that there may be an association between body type and criminality, they do not establish any causal connection between the two. Indeed, the association may very well have a social explanation. Young men with muscular builds have the ability to be the «bullies on the block», which some of them may become.

Speak on:

- | | |
|-------------------------------------|---------------------------------|
| a) Lombroso's theory of criminality | c) Sheldon's types of criminals |
| b) Goring's research | d) the Gluecks' findings. |

IV. Translate the text in writing.

Deviance is a Product of Society?

We tend to believe that deviance is a result of an individual's free choice on personal failings. But, as our discussion of culture, social structure, and socialization showed, all social behaviour — deviance as well as conformity — is rooted in society. This is evident in three ways.

1. Deviance exists only in relation to cultural norms.

No thought or action is inherently deviant. Rather, it becomes so only in relation to the norms of a particular culture or subculture. Norms vary considerably from one culture to another, so that conceptions of deviance vary as well. In the traditional village communities of Sicily, for example, cultural norms support the use of physical violence to avenge an insult to the honour in one's family. In this case, not to avenge an insult would be defined as deviant. Within American society, however, cultural norms do not support the use of violence in this way. Therefore, what is honourable in Sicily is likely to result in arrest and prosecution in the United States. As cultural norms change over time, so do conceptions of deviance. In the 1920s, American cultural norms linked women's lives to the home, so that a woman who wanted to become a corporate executive, for instance, would certainly have been considered deviant. Today, however, there is far greater support for allowing women

the opportunity to pursue a career outside of the home. Consequently, career women are no longer defined as deviant.

2. *People become deviant as others define them that way.*

We all violate cultural norms, and even commit crimes, from time to time. For example, most of us have at some point walked around talking to ourselves, taken something that belonged to someone else, or driven another person's automobile without permission. Simply doing any of these things, however, is not sufficient to be defined as mentally ill or criminal. Whether or not a person is defined as deviant depends on the perception and definition of the situation by others — a process that is quite variable. To a large extent, of course, being defined as deviant depends not only on norm violation, but also on being caught by others. Even then, however, the activity in question may be perceived in different ways. For example, a male celebrity can dress like a woman on stage to the praise of adoring fans, while elsewhere another man doing the same thing might well provoke a quite negative response. Whether or not a person is defined as deviant, therefore, depends on the variable process of social definition.

3. *Both cultural norms and defining someone as deviant are related to patterns of social power.*

Cultural norms - especially laws — are likely to protect the interests of the most powerful people in a society.

or example, closing a factory permanently is within the legal rights of a factory owner, even though doing so may put thousands of people out of work. At the same time, a less powerful person who commits vandalism that closes a factory for a single day is likely to be defined as criminal. Powerless people may be defined as deviant for exactly the same behaviour that powerful people engage in with impunity. For example, a homeless person who stands on a street corner and denounces the city government may be arrested for disturbing place. On the other hand, a candidate trying to unseat the mayor during an election campaign can do the same thing while receiving extensive police protection.

In sum, while commonly understood as a quality of individuals, deviance is inseparable from the operation of society.

Text V

I. Read and translate the text.

Character and Communication

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

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

If you want to interact effectively with me, to influence me — your spouse, your child, your neighbor, your boss, your coworker, your friend — you first need to

understand me. And you can't do that with technique alone. If I sense you're using some technique, I sense duplicity, manipulation. I wonder why you're doing it, what your motives are. And I don't feel safe enough to open myself up to you.

The real key to your influence with me is your example, your actual conduct. Your example flows naturally out of your character, or the kind of person you truly are — not what others say you are or what you may want me to think you are. It is evident in how I actually experience you.

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

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

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

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

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

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

(from «THE SEVEN HABITS»)

II. Express the meanings of the following phrases:

Effective communication; personality ethic; authentic understanding; empathic listening; to inspire openness and trust; Emotional Bank Accounts.

III. Choose from the text all possible words that may characterize the process of communication as it is.

IV. Make up disjunctive questions:

1. Communication is the most important skill in life.
2. Comparatively few people have had any training in listening.
3. Your character is constantly communicating.
4. Unless you understand a person you can't advise or counsel him.
5. Sometimes it is not reasonable to trust words.
6. We have to build skills of empathic listening.

V. Answer the following questions. Give your arguments.

1. What are the basic types of communication? There are four of them, aren't there?
2. Is it possible or impossible to learn communication skills for a short period of time?

3. What training or education should you have in order to communicate properly?
4. What is meant by effective interaction?
5. How would you interact with your spouse (your neighbor, your boss, your coworker, your child)?
6. Is there direct or indirect connection between character and communication?
7. Must we trust completely the words we hear in a conversation with the other person?
8. Are you in favor of or against empathic listening?

VI. Make up a list of character traits that are of help for a productive communication.

VII. Speak on the main points of the text.

VIII. Make up dialogues with your partner in accordance with the following scripts:

1. You are an attentive listener of an interesting episode that happened to your conversationalist last Sunday.
2. Your life runs hot and cold. You feel dissatisfaction and ask your friend to help you in overcoming these unpleasant sensations. You expect sympathy and comfort.

Text VI

I. Read the article and render its contents in Russian.

Russia's Madmen are No Worse off Than Britain's

At the Serbsky Center for Psychiatry, most patients admitted are murderers. But British insane criminals cause no fewer problems.

A Russian-British conference on the problems of forensic medicine has been held at the Serbsky State Scientific Center for Social and Forensic Psychiatry, and revealed that insane criminals cause England's doctors just as many problems as Russia's. British patients are not just sick people, they are aggressive criminals. The British doctors try to cure them, but nobody cares about this. All people are only interested in the details of the crimes that they have committed and the punishments that they will receive.

According to statistics from the Serbsky Center, only one third of Russia's criminals are completely mentally normal. One in every 10 is insane, and most of them suffer from some sort of mental disorders and live very much on the borderline of insanity. Unfortunately, very often it is only after a forensic psychiatric examination that the person himself and his relatives realize that he is sick. That is, after he has committed a crime.

The very contingent of people accused or under investigation, who are brought to the Serbsky Center for examination, has also changed considerably of late. According to the Center's statistics, nowadays 80 percent of them are murderers, whereas 20 years ago the center received far more hooligans and vagrants. And while in the past the patients' eccentricities were largely harmless to the rest of society, now they are becoming a matter of life and death for potential victims.

An examination in forensic psychiatry largely determines the amount of time that the person will spend in the overcrowded detention center. Many people under investigation spend months waiting for their turn. The center's clinic is designed for

only 250 beds, but, oddly, even they are sometimes empty. The detention centers have no money to conduct preliminary tests, and without this, the center cannot admit patients. Sometimes the detention center's staff simply don't have the means to deliver the prisoners to the place where the examinations are conducted.

Britain's psychiatrists, with whom the Serbsky Center has kept in touch for the past seven years, also experience problems that have nothing to do with medicine. The English authorities have long been fighting to raise the age at which a person is deemed criminally responsible — currently 10 years of age.

And just like Russian doctors, they are concerned about the conditions in which the mentally-disturbed patients are kept. In some cases, Britain's mad patients live in worse conditions than Russia's. Here, mad criminals are held in special clinics, whereas on the British Isles, even insane women criminals are locked in jail cells.

Notes:

1. Accused — осужденный
2. Vagrant — бродяга
3. Detention center — центр предварительного заключения

II. Give all statistical data presented in the article.

III. Divide the article into logical parts.

IV. Compare the situation with insane criminals in Russia and in Britain.

V. What problems are similar for both countries?

VI. Read, translate and give summary to the text.

MASS SOCIETY

When we say that the new order of mass society is a consensual society, this does not mean, however, that it is completely consensual, a fabric of seamless harmony. The competition and conflict of corporate bodies resting on diverse class, ethnic, professional and regional identifications and attachments are vigorous and outspoken in this new order of society. So are the unorganized antagonisms of individuals and families of these diverse class, ethnic, professional, and regional sectors. Inequalities exist in mass society and they call forth at least as much resentment, if not more, as they ever did. Indeed, there is perhaps more awareness of the diversity of situation and the conflict of sectional aspirations in this society than in most societies of the past.

What is specific to this modern «mass society», with all its conflicts, is the establishment of consensually legitimate institutions within which much of their conflict takes place and which impose limits on this conflict. Parliaments, the system of representation of interests through pressure groups, systems of negotiation between employers and employees, are the novel ways of permitting and confining the conflict of interests and ideals characteristic of modern mass societies.

These institutions, the very constitution of the mass society, can exist because a widespread consensus, particularly a consensus of the most active members of the society, legitimates them, and, more fundamentally, because a more general and more amorphous consensus of the less active imposes restraint on the more active when they might otherwise infringe on the constitution. This consensus grows in part from an attachment to the center, to the central institutional system and value order of the

society. It is also a product of a newly emergent — at least on such a vast scale - feeling of unity with one's fellow men, particularly within the territorial boundaries of the modern societies.

Hence, despite all internal conflicts bridging and confining them, there are, within the mass society, more of a sense of attachment to the society as a whole, more sense of affinity with one's fellows, more openness to understanding, and more reaching out of understanding among men than in any earlier society of our western history or in any of the great Oriental societies of the past. The mass society is not the most peaceful or «orderly» society that has ever existed; but it is the most consensual. The maintenance of public peace through apathy and coercion in a structure of extremely discontinuous interaction is a rather different thing from its maintenance through consensus in a structure of a more continuous interaction between center and periphery and among various peripheral sectors. The greater activity of the periphery of the society, both in conflict and in consensus - especially in the latter - is what makes this a mass society.

The historical uniqueness of the modern society, notably in its latter-day phases, is the incorporation of the mass into the moral order of its society. The mass of the population is no longer merely an object which the elite takes into account as a reservoir of military and labour power or as a possible or actual source of public disorder. Nor does it any longer consist of a set of relatively discrete local societies occasionally in contact with the center under the impulsion of coercion and interest.

(by EDWARD SHILS)

VII. Translate the text in writing.

STUDYING MASS COMMUNICATION

The American society is constantly changing. The mass media supported by that society are also changing. In some part, the process is reciprocal. That is, the society influences its media, but the media, once in place, sometimes modify the society. These facts make the search for stable generalizations about the personal, social, and cultural influence of mass communication a difficult one. For example, as will become clear from the examination of studies of the movies of the 1950s, such films apparently had a significant impact on the children of that particular period.

But the films of the 1950s, and the responses made to them by young people during the time, offer few reliable guides to relationships between media and youth of more contemporary generations. Since the media first arrived, each succeeding decade has brought a different set of economic conditions, new technology, changing political demands, and a continuously developing culture. In this dynamic milieu, the media continued to change their form, content, and distribution. This, in turn, modified the influence that they had on the people who attended to them. The process continues, and it will go on into the foreseeable future.

What this means for the student of mass communication is that the question of what influence mass communication has on people is an extraordinarily complex one. These are few “eternal verities” that can adequately describe the effects of all mass media on all people during all historical periods. Even a conclusion about the influence of a particular medium that seems inescapably true for a specific category

of people during a given period may prove to be invalid at a later time. This is not to say that no stable generalizations can be found through an examination of the major research studies of the past. There are also a few generalizations that appear to have wide applicability under a variety of times and circumstances.

In an ideal world, science would proceed very systematically to accomplish its twin goals of innovation and accumulation. In such a world, some studies would move forward the cutting edge of theory and method whereas others would replicate and confirm earlier findings. Such an ideal science would be self-policing, and the generalizations accumulated would be both reliable and valid. Unfortunately, things seldom work out so neatly in the real world of scientific investigation. Studies in almost every field are undertaken for a bewildering variety of reasons, ranging from the trivial to the profound. Thus, the accumulation of knowledge is often frustratingly uncoordinated.

The study of mass communication has been particularly unsystematic. It is not a concisely defined field, and it has had only a relatively brief history. One problem has been that those who have studied the media in the past have come from several different disciplines. Some were investigations that led researchers to conceptualize the process of mass communication in a new and important way. Others introduced innovative methodological procedures, techniques, or strategies that made a lasting contribution to the scientific study of mass communication. And still others played a particularly important part in shaping the beliefs of the non-scientific public about the nature of media influences.

They all represent attempts to study the media within the framework of science. In some cases the research efforts were programs rather than single projects. Some were based on elaborate experiments; others used survey techniques. One was based on a purely clinical strategy. But above all, these appear to us as the ones that have made the most difference. They have been widely cited; they have stimulated extensive further research; some have created substantial controversies; but above all, they have attracted the attention of the community of communication scholars, and in many cases the general public, to provide important perspectives on the process and influences of mass communication.

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