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**BIG IDEAS: SOCIAL INEQUALITIES**  
Training Manual for Sociology Students

*Kyiv 2025*

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The manual “Big Ideas: Social Inequalities” is designed for third- and fourth-year students of higher educational institutions who specialise in Sociology, have basic knowledge of English and need to improve their reading, writing and speaking skills for further study and practice in the field of Sociology. “Big Ideas: Social Inequalities” consists of introductory part, 10 units that offer professionally oriented texts in the field of English for specific puposes and examination training tests.

The manual is intended for class as well as independent extra-curriculum work of students in the process of studying pofessionally oriented English.

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Men's interest is patriarchy is condensed in hegemonic masculinity	Writing a summary of the article. Writing opinions on questions. Sentence transformation
White women have been complicit in this imperialist, white-supremacist capitalist patriarchy	Writing a summary of the article. Writing opinions on questions.

## INTRODUCTION

### SOCIAL INEQUALITIES

#### Preparing to read

1. A) *Pair Work. Discuss these questions with a partner.*



1. What do you think social inequality means?
2. What do some examples of social inequality include?
3. What are the causes of social inequality in sociology?
4. How do sociologists view social inequality?

B) *Read about milestone document from sociological study of inequality. Why are they important from your point of view?*

**The Universal Declaration of Human Rights (UDHR)** is a milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly [ə'sembli] in Paris on 10 December 1948 (General Assembly resolution 217 A) as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected and it has been translated into over 500 languages. The UDHR is widely recognized as having inspired, and paved the way for, the adoption of more than seventy human rights treaties, applied today on a permanent basis at global and regional levels.

(<https://www.ohchr.org/en/universal-declaration-of-human-rights>)

C) *Work with your partner. Your understanding of the texts you read depends in part on your understanding of key terms. Pay careful attention to the explanations of these terms when matching them with their definitions.*

1. stratification –	a. the quality in a group of people or things of being all the same or all of the same type
2. egalitarianism –	b. an imaginary situation that it is one in which society is perfect and everyone is happy, but which you feel is not possible
3. homogeneity –	c. the people who have power and influence in the running of a country, society, or organization
4. consciousness –	d. the division of something into different layers or groups
5. Enlightenment –	e. the state of being able to use your senses and mental powers to understand what is happening
6. the Industrial Revolution –	f. the doctrine that all people are equal and deserve equal rights and opportunities
7. the establishment or the Establishment –	g. a concept developed by Pierre Bourdieu and refers to the norms, values, attitudes, and

	behaviours of a particular social group or social class e.g., the way you dress, your accent, your body language, things you feel naturally good at, and your values
8. utopia –	<i>h.</i> the act of describing or considering somebody/something in a way that unfairly suggests that they are bad or do not deserve respect
9. suffrage –	<i>i.</i> the period in the 18th century in Europe when many writers and scientists began to argue that science and reason were more important than religion and tradition
10. stigmatization –	<i>j.</i> the transition from creating goods by hand to using machines. Its start and end are widely debated by scholars, but the period generally spanned from about 1760 to 1840
11. habitus –	<i>k.</i> the right to vote in national elections

VOCABULARY PRACTICE

2. A) Pronounce the words related to the theme:

**prejudice** ['predʒədɪs]; **consciousness** ['kɒnʃəsnəs]; **Enlightenment** [ɪnˈlaɪtnmənt]; **utopia or Utopia** [juːˈtəʊpiə]; **habitus** [ˈhæbɪtəs]; **mechanization** [ˌmekənaiˈzeɪʃən]; **ghetto** [ˈgetəʊ]; **patriarchal** [ˌpeɪtriˈɑːkəl]; **matriarchal** [ˌmeɪtriˈɑːkl]; **proletariat** [ˌprələˈteəriət]; **bourgeoisie** [ˌbʊəʒwaːˈziː]; **mediocre** [ˌmiːdiˈəʊkə(r)]; **hierarchical** [ˌhaɪəˈrɑːkɪkl]; **suffrage** [ˈsʌfrɪdʒ]; **homogenous** [ˌhɒməˈdʒiːniəs]; **homogeneity** [ˌhəʊməʊdʒəˈniːəti]; **egalitarianism** [iˌɡæliˈteəriənɪzəm]; **stigmatization** [ˌstɪgmətaiˈzeɪʃn]

2. B) Complete the word building table.

Noun / Verb	Adjective / Adverb	Verb	Noun
justice –		to treat –	
revolution –			– justice
to distinguish –			– revolution
	– conscious		– exploitation
to oppress –		to oppress –	
wealth –			– prejudice
	– modern		– modernity
prosperity –			– prosperity
to discredit –		to discredit –	
utopia –		to establish –	
disparity [dɪˈspærəti] –			– slavery
	– patriarchal		– encounter
to explore –		to abolish –	
to persist –		to emancipate –	
–	– predominantly	to explore –	

to analyse –	to deny –
feminism –	to analyse –
racism –	to eradicate –

C) Choose one of the words from the table for the gaps in the sentences below and use it in the correct form (for a verb or a noun).

1. If you can \_\_\_\_\_ one thing **from** another or \_\_\_\_\_ **between** two things, you can see or understand how they are different. 2. Poor handwriting might \_\_\_\_\_ people against the applicant. 3. This style of architecture combines tradition and \_\_\_\_\_. 4. If people or businesses \_\_\_\_\_, they are successful and do well. 5. \_\_\_\_\_ is fairness in the way that people are treated. 6. A \_\_\_\_\_ decision or action is made or done deliberately with you giving your full attention to it. 7. If someone \_\_\_\_\_ something such as an organization, a type of activity, or a set of rules, they create it or introduce it in such a way that it is likely to last for a long time. 8. If there is a \_\_\_\_\_ **between** two or more things, there is a noticeable difference between them. 9. If you describe a plan or idea as \_\_\_\_\_, you are criticizing it because it is unrealistic and shows a belief that things can be improved much more than is possible. 10. If you \_\_\_\_\_ an idea or suggestion, you think about it or comment on it in detail, in order to assess it carefully. 11. If you \_\_\_\_\_ problems or difficulties, you experience them, and if you \_\_\_\_\_ someone, you meet them, usually unexpectedly. 12. If something undesirable \_\_\_\_\_, it continues to exist. 13. To \_\_\_\_\_ something means to get rid of it completely. 14. To \_\_\_\_\_ an idea or evidence means to make it appear false or not certain.

D)

Negative Prefixes / Suffixes	Negative Prefixes / Suffixes
just –	conscious –
justice –	consciousness –
equal –	rational –
equality –	complete –
include –	inclusion –

E)

Noun / Verb	Person	Noun / Verb	Person
revolution –		oppression –	
feminism –		socialism –	
abolitionism –		to emancipate –	
to analyse –		suffrage –	

3. How well do you know the vocabulary associated with this theme? The following words occur in the text. Fill in the correct word. Use a dictionary if necessary.

prosperity \_\_\_\_\_; stratification \_\_\_\_\_; unjust \_\_\_\_\_;  
give birth \_\_\_\_\_; feed off \_\_\_\_\_; consciousness \_\_\_\_\_;  
eradicate \_\_\_\_\_; disparity \_\_\_\_\_; hangover \_\_\_\_\_;



foster \_\_\_\_\_; outlawed \_\_\_\_\_; denies (to deny) \_\_\_\_\_;  
 sustained \_\_\_\_\_; call for \_\_\_\_\_; fuel \_\_\_\_\_; persisted  
 \_\_\_\_\_; prejudice \_\_\_\_\_; comes at a cost \_\_\_\_\_;  
 abolish \_\_\_\_\_; stigma \_\_\_\_\_

1. If you \_\_\_\_\_ something, you demand that it should happen. 2. Her political \_\_\_\_\_ sprang from her upbringing. 3. If you describe an action, system, or law as \_\_\_\_\_, you think that it treats a person or group badly in a way that they do not deserve. 4. Irrational \_\_\_\_\_ is what drives most racial discrimination in society. 5. Even in family \_\_\_\_\_ the role of women is hidden. 6. Religious and racial discrimination were \_\_\_\_\_ under the 1964 Civil Rights Act. 7. Our future \_\_\_\_\_ depends on economic growth. 8. To \_\_\_\_\_ to something such as an idea means to cause it to start to exist. 9. If something that you get \_\_\_\_\_, something negative or unpleasant occurs as a consequence. 10. Higher salaries help to \_\_\_\_\_ inflation. 11. We are able to \_\_\_\_\_ each other's ideas. 12. There is a great \_\_\_\_\_ **between** the rich and the poor in this country. 13. There is a social \_\_\_\_\_ attached to single parenthood. 14. The club's aim is to \_\_\_\_\_ better relations within the community. 15. They campaigned to \_\_\_\_\_ the death penalty altogether. 16. The country's government systematically \_\_\_\_\_ its citizens basic rights to free expression. 17. Something that is a \_\_\_\_\_ **from** the past is an idea or way of behaving which people used to have in the past but which people no longer generally have. 18. The belief that the earth was flat \_\_\_\_\_ for many centuries. 19. We are determined to \_\_\_\_\_ racism from our sport. 20. We continue to see \_\_\_\_\_ economic growth.

#### 4. Give a word or a phrase which means:

1. the state of being able to use your senses and mental powers to understand what is happening \_\_\_\_\_; 2. the state of being successful, especially in making money \_\_\_\_\_; 3. *something* that is lost, damaged, or given up in order to achieve or get *something* \_\_\_\_\_; 4. to gain strength, energy, or support from *something* \_\_\_\_\_; 5. the arrangement or classification of something into different groups \_\_\_\_\_; 6. to say publicly that *something* should happen or is necessary \_\_\_\_\_; 7. an unreasonable dislike and distrust of people who are different from you in some way, *especially* because of their race, sex, religion *etc.* – used to show disapproval \_\_\_\_\_; 8. to completely stop *something* by making it illegal \_\_\_\_\_; 9. to produce or create *something*; to cause something to start existing \_\_\_\_\_; 10. to make something, *especially something* bad, increase or become stronger \_\_\_\_\_; 11. not deserved or fair \_\_\_\_\_; 12. a strong feeling in society that being in a particular situation or having a particular illness is *something* to be ashamed of \_\_\_\_\_; 13. a difference, *especially* one connected with unfair treatment \_\_\_\_\_; 14. to formally put an end to a system, practice, or institution \_\_\_\_\_; 15 a) to encourage something to develop; b) to take another person's child into your home for a period of time, without becoming his or her legal parents \_\_\_\_\_; 16. a feeling, custom, idea, *etc.* that remains from the past, although it is no longer practical or suitable \_\_\_\_\_; 17. to completely get rid of *something* such

as a disease or a social problem \_\_\_\_\_; 18. to continue to exist \_\_\_\_\_; 19. to refuse to allow *somebody* to have *something* that they want or ask for \_\_\_\_\_; 20. continuing for a period of time without becoming less \_\_\_\_\_

**5. Fill in the correct preposition where *necessary*.**

1. Could he distinguish right \_\_\_\_\_ wrong? 2. At what age are children able to distinguish \_\_\_\_\_ right and wrong? 3. He called \_\_\_\_\_ the results of the survey to be made public. 4. There is widespread prejudice \_\_\_\_\_ workers over 45. 5. It was the study of history that gave birth \_\_\_\_\_ the social sciences. 6. He had achieved fame, but \_\_\_\_\_ a cost; he'd lost many friends and no longer talked to anyone in his family. 7. Increased production will, \_\_\_\_\_ turn, lead to increased profits. 8. Racism feeds \_\_\_\_\_ fear. 9. The wide disparity \_\_\_\_\_ rich and poor was highlighted. 9. The stigma \_\_\_\_\_ alcoholism makes it difficult to treat. 10. Little research has been conducted \_\_\_\_\_ the subject. 11. A gap \_\_\_\_\_ two groups of people, things, or sets of ideas is a big difference between them. 12. Every day of our lives we encounter \_\_\_\_\_ stresses of one kind or another. 13. Racism is not founded \_\_\_\_\_ rational thought, but \_\_\_\_\_ fear.

**6. A) Study the following information about the words *among* and *between* and then complete the sentences with one of them or both.**

1. **Groups:** If you are among a group of people or things, you are surrounded by them. *E.g. Dev wandered among his guests.* **Be Careful!** Don't say that you are '**among**' two people or things. You say that you are *between* them. *E.g. Myra and Barbara sat in the back, the baby between them.* The form *amongst* is sometimes used, but is more formal than *among*.

2. **Dividing:** You can say that something is divided among or between a group of people. There is no difference in **meaning**. *E.g. He divided his money among / between his brothers and sisters.*

3. **Differences:** **Be Careful!** Don't use 'among' when you are talking about differences. **Don't say**, for example, 'I couldn't see any difference **among** the three chairs'. **You say** 'I couldn't see any difference **between** the three chairs'.

(Collins COBUILD English Usage © HarperCollins Publishers, 2012)

1. The island is midway \_\_\_\_\_ São Paulo and Porto Alegre. 2. \_\_\_\_\_ his baggage was a medicine chest. 3. The old farmhouse was hidden \_\_\_\_\_ orchards. 4. Different scenes from the play are divided \_\_\_\_\_ five couples. 5. I heard that flour was being distributed \_\_\_\_\_ the citizens. 6. They walked \_\_\_\_\_ the crowds in the large town square. 7. \_\_\_\_\_ the speakers was the new American ambassador. 8. It was hard to choose \_\_\_\_\_ vanilla and chocolate. 9. Most of the furniture was distributed \_\_\_\_\_ friends. 10. Janice was standing \_\_\_\_\_ the two men. 11. The directors have been arguing \_\_\_\_\_ themselves. 12. Divide the chocolate \_\_\_\_\_ you. 13. Northampton is roughly halfway \_\_\_\_\_ London and Birmingham. 14. What is the difference \_\_\_\_\_ football and soccer?

**B) Study the following information about the words *affect* and *effect* and then do the task below.**

**Affect** [ə'fekt] is a verb. To **affect** someone or something means to cause them to change, often in a negative way. *E.g. There are many ways in which computers can **affect** our lives.*

**Effect** [ɪ'fekt] is usually a noun. An **effect** is something that happens or exists because something else has happened. *E.g. The report shows the **effect** of noise on people in the factories.* You can say that something **has a** particular **effect on** something else. *E.g. Improvement in water supply can **have a dramatic / significant effect on** health.*

(<https://www.oxfordlearnersdictionaries.com/definition>)

*Complete the sentences with one of the words in the correct form.*

1. This has the \_\_\_\_\_ of separating students from teachers. 2. The disease \_\_\_\_\_ Jane's lungs. 3. These changes will have a \_\_\_\_\_ our business. 4. The new tax law doesn't \_\_\_\_\_ me because I'm a student. 5. The disease \_\_\_\_\_ the central nervous system. 6. What are the long-term \_\_\_\_\_ of this treatment? 7. The radiation leak has had a disastrous \_\_\_\_\_ the environment. 8. His kidneys have been \_\_\_\_\_ by the disease. 9. They see it as an issue that \_\_\_\_\_ their lives. 10. The results show a statistically significant \_\_\_\_\_. 11. The death of the child deeply \_\_\_\_\_ both of them. 12. Smoking \_\_\_\_\_ your health. 13. Smoking has a bad \_\_\_\_\_ on your health. 14. Nicotine adversely \_\_\_\_\_ the functioning of the heart and arteries.

## GRAMMAR REVISION

7. A. Study the following sentence from the text and the information about **the emphatic structures (It + be + who/that)**.

It became apparent that **it was** not the utopian dream **that** had been expected.

While Engels and Marx concentrated on the economic disparity between the classes, others realized that **it was** not only the working classes **that** suffered social injustice.

**Emphatic structures** are used to emphasize a particular part of a sentence.

**It is/was (not) + subject/object + who(m)/that** (used in statements and negations)

*Examples:* It **wasn't John who/that** called last night. It **wasn't her bicycle that** was stolen. It **was his house that** was burgled.

**Is/was it + subject/object + who(m)/that** (used in questions)

*Examples:* **Was it my fault that** it happened? **Was it her sister who** got a first at university?

(FCE Use of English: For the revised Cambridge Examination 2. Virginia Evans – Express Publishing, 1996)

**B) Read the abstract from Reading 1, Unit 2 of *Academic Encounters* (p.83) and then transform sentences according to the examples.**

Here is one family's story of balancing home and career. Anne and Martin have two children and they both work full-time.

*Anne:* I really have two full-time jobs. I am a pharmacist, and I love my job.

But I have another job – taking care of the kids and our home. I like this job too, and I know it’s important. But when I am done with cleaning up the kitchen after dinner, doing the laundry, and helping with homework, I get so tired that I can’t even read a book. Martin travels all the time for his job and sometimes he doesn’t get home until late in the evening, so he doesn’t have time to help out very much.

*Martin:* I work for a software company, and we all have to work really hard to keep up with the competition. Sometimes I work 10 or 12 hours a day. I have to travel to Asia about once a month. I want to spend more time with my children and help Anne around the house, but I just can’t take time off from work. Last week I stayed home with my son when he was sick, and my boss was very unhappy about it. I had to work late for the next week to catch up.

(Jessica Williams, Kristine Brown, Susan Hood “Academic Encounters. 2<sup>nd</sup> Edition. Life in Society. Reading. Writing” – Cambridge: “Cambridge University Press”, 2012.)

*Anne:*

- 1. Anne has two full-time jobs. *It is Anne who has two full-time jobs. / It is two full-time jobs that Anne has.*
- 2. Anne is a pharmacist. \_\_\_\_\_
- 3. But Anne has another job – taking care of the kids and their home. \_\_\_\_\_
- 4. Anne’s husband Martin travels all the time for his job. \_\_\_\_\_
- 5. He doesn’t have time to help out very much. \_\_\_\_\_

*Martin:*

- 6. Martin works for a software company. \_\_\_\_\_
- 7. They all have to work really hard to keep up with the competition. \_\_\_\_\_
- 8. Martin just can't take time off from work. \_\_\_\_\_
- 9. He stayed home with his son when he was sick. \_\_\_\_\_
- 10. Martin’s boss was very unhappy about it. \_\_\_\_\_

8. Study the following sentence and the information about ‘**neither/nor**’ and ‘**so**’ in replies and then write sentences according to the examples.

A) I’d never considered the idea my wife wouldn’t work. **Neither/nor** had she.

You can use **neither/nor** to express agreement with a negative statement. You put **neither** at the beginning of the clause, followed by an **auxiliary verb**, a **modal**, or **be**, then the subject. E.g. ‘I didn’t invite them.’ – ‘**Neither** did I.’ If your printer does not work, **neither** will your copier. Douglas can’t do it, and **nor** can Gavin.

B) Families are changing and **so** are gender roles.

You can also use **so** to express agreement with an affirmative statement. You put **so** at the beginning of a clause, followed by **be**, **have**, an auxiliary verb, or a modal, and then the subject of the clause. E.g. His shoes are brightly polished; **so** is his briefcase. She laughed, and **so** did I.

(FCE Use of English: For the revised Cambridge Examination 1. Virginia Evans – Express Publishing, 1997)

- 1. I have two full-time jobs. (Martin) \_\_\_\_\_
- 2. Martin’s boss wasn’t very happy about it. (His wife) \_\_\_\_\_

3. I get very tired. (He) \_\_\_\_\_
4. I can't even read a book. (Her husband) \_\_\_\_\_
5. He doesn't get home until late in the evening. (I) \_\_\_\_\_
6. He doesn't have time to help out very much. (They) \_\_\_\_\_
7. I have to travel to Asia about once a month. (My wife) \_\_\_\_\_
8. Last week I stayed home with my son. (My wife) \_\_\_\_\_
9. I didn't have to work late for the next week to catch up. (Anne) \_\_\_\_\_
10. Anne and Martin are experiencing role conflict. (A lot of parents) \_\_\_\_\_
11. Many parents face the challenges of role conflict. (We) \_\_\_\_\_
12. Balancing work and family can be a struggle for everyone. (Combining the roles of worker and of wife and mother) \_\_\_\_\_

### Thinking about the topic

**9 A) Group work.** Look at these newspaper and journal headlines. What do you think each article will be about? Discuss in small groups:

**The Hidden Injuries of Class** What is a hidden injury in general? How could it be connected to class conflict?

**Three Class System Theory** How many classes did K. Marx determine? What did M. Weber think about classes?

**Habitus in Sociology** What shapes a person's character, behaviour, skills, etc.?

**Feminist Theory: From Margin to Center** Could you say who can be located on the margin and at the center from the feminist point of view?

**B) Pair work. S1:** study the first column about **BIG IDEAS** of the second part of the 20<sup>th</sup> century and the beginning of the 21<sup>st</sup> century. **S2:** study the second column.

In A Place on the Corner: A Study of Black Street Corner Men, Elijah Anderson begins his research into the **stigma** of being black, and its link with the **ghetto**. ←**1978**

In Poverty in the United Kingdom, Peter Townsend argues for **poverty** to be defined in **relative rather than absolute** terms. ←**1979**

In Feminist Theory: From Margin to Center, bell hooks argues that **forms of oppression** – of women, race, and class – are connected. ←**1984**

**1978→** In Orientalism, Edward Said challenges the stereotypical **view of the East** he says is still prevalent in the Western world.

**1979→** In Distinction: A Social Critique of the Judgment of Taste, Pierre Bourdieu explains '**habitus**,' a sense of belonging to a social group.

**1987→** Paul Gilroy's There Ain't no Black in the Union Jack argues that ideas of a fixed national identity, ethnicity, or culture can **foster racism**, and should be abandoned.



In *Gender and Power* R ←1987 Connell says masculinity is **social construct** that reinforce patriarchal society.

1990→ In *Theorizing Patriarchy*, Sylvia Walby identifies a system of **patriarchal social structures** and systems in which women are exploited.

Richard Wilkinson and Kate ←2009 Pickett argue that most things are affected not by **wealth but social equality**.

*C) Tell your partner about Big Ideas in Sociology of the second part of the 20<sup>th</sup> century and the beginning of the 21<sup>th</sup> century.*

**Now read the text**

## **SOCIAL INEQUALITIES**

The modernity that emerged from Enlightenment ideas and the technological



innovations of the Industrial Revolution offered the promise not only of greater prosperity but also of a more just society. In Europe, at least, the absolute power of monarchs, the aristocracy, and the Church was challenged, and old dogmas were discredited by rational and scientific thought. At the same time, advances in technology brought mechanization to many trades and gave birth to new industries,

increasing wealth and bringing hope of improvement to people's working lives.

### **Class consciousness**

As the modern industrialized society became established, however, it became apparent that it was not the utopian dream that had been expected. By the 19th century, many thinkers had begun to realize that this progress came at a cost, and that some of the promises had yet to be kept. Instead of becoming more just, modern industrial society had created new inequalities.

Among the first to study the new social order was Friedrich Engels, who saw the emergence of a working class exploited by the owners of the mills and factories. With Karl Marx, he identified oppression of this class as the result of capitalism, which in turn fueled and fed off industrialization.



Marx and Engels considered the social problems of industrial society in material, economic terms, and saw inequality as a division between the working class (the proletariat) and the capitalist class (the bourgeoisie). Later sociologists also recognized that social inequality is manifested in a class system, but suggested that the stratification was more complex. Max Weber, for example, proposed that

as well as economic situation, status and political standing also play a part. Perceptions of class and the issue of class consciousness became focuses for sustained sociological study of inequality, including the concept of ‘habitus,’ as explained by Pierre Bourdieu.

### **Racial oppression**

While Engels and Marx concentrated on the economic disparity between the



classes, others realized that it was not only the working classes that suffered social injustice. Harriet Martineau highlighted the gap between the Enlightenment ideal of equal rights and the reality of modern society. Her experiences in

the US, where she encountered slavery, showed that even in a democracy founded on ideals of liberty, some groups – women, ethnic minorities, and the working classes – were excluded from participation in shaping society. The connection she made with these various forms of oppression was re-explored by bell hooks some 150 years later.

Even when slavery was finally abolished, true emancipation was incomplete; the political exclusion of black people – by being denied the vote – persisted in the USA well into the 20th century. Black people in the USA and Europe also faced prejudices as a hangover from slavery and European colonialism that have persisted to the present day. Sociologists such as W.E.B. Du Bois examined the position of ethnic groups in predominantly white European industrial societies, and in the 20th century attention became focused on the connections between race and social inequality. Elijah Anderson began his study of black people and their association with the concept of ‘the ghetto’; Edward Said analysed negative Western perceptions of ‘the East’; and British sociologists such as Paul Gilroy sought to find ways of eradicating racism in modern multicultural societies.

### **Gender equality**

Women likewise struggled for political suffrage, but even after this had been



achieved they faced injustice in societies that remained fundamentally patriarchal through the 20th century and up to the present day. It had taken ‘first wave’ feminism over a century to get women the vote, and the task of the second wave, starting soon after World War II, was to examine and overcome persistent social injustice

based on gender. Rather than simply addressing the economic and political factors underlying the continued oppression of women, Sylvia Walby suggested a comprehensive analysis of the social systems that maintain society’s patriarchal structure, while R.W. Connell pointed out the prevalence of conventional perceptions – socially constructed forms – of masculinity that reinforce the concept of patriarchal society.

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**bell hooks**, pseudonym ['sju:dənɪm] of **Gloria Jean Watkins**, (born



September 25, 1952, Kentucky, U.S. – died December 15, 2021, Kentucky), American scholar and activist whose work examined the connections between race, gender, and class. She often explored the varied perceptions of Black women and Black women writers and the development of feminist identities. hooks assumed her

pseudonym, the name of her great-grandmother, to honour female legacies; she preferred to spell it in all lowercase letters to focus attention on her message rather than herself. bell hooks writes *Feminist Theory: From Margin to Center* with the intent of critiquing the leadership, ideologies, and public actions of the feminist movement through the mid-1980s.

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(Megan Todd. *The Sociology Book: Big Ideas Simply Explained* (DK Big Ideas): Tomley Sarah, Hobbs Mitchell, Todd Megan, Weeks Marcus, DK)

## AFTER YOU READ

### COMPREHENSION EXERCISES

10. Choose the best option to complete statements about the text or answer the question.

1. \_\_\_\_ is the fact or process of being set free from legal, social, or political restrictions, in short, liberation.

a. Stratification

c. Emancipation

b. abolitionism

d. Social construct

2. In sociology, \_\_\_\_ society is a society driven by the use of technology and mechanization to enable mass production.

a. utopian

c. bourgeois [ˌbʊəˈʒwɑː]

b. industrialized

d. social

3. Class consciousness or the self-understanding of members of a social class is the modern sociological concept that has its origins in, and is closely associated with \_\_\_\_.

a. Marxist theory

c. Harriet Martineau theory

b. Max Weber theory

d. Pierre Bourdieu theory

4. It was \_\_\_\_ who emphasized the gap between the Enlightenment ideal of equal rights and the reality of modern society.

a. Friedrich Engels

c. Max Weber

b. Pierre Bourdieu

d. Harriet Martineau

5. \_\_\_\_ work was present in the tradition of feminist sociology and was comprised of four major themes: a gendered standpoint, a focus on women's lives and work, an exploration of domination and inequality and differences among women and finally a commitment to changing the world.

a. Martineau's

c. Paul Gilroy's



- b.** bell hooks

**d.** Kate Pickett’s
6. Du Bois believed that capitalism was a primary cause of \_\_\_\_, and he was generally sympathetic to socialist causes throughout his life.
- a.** slavery

**c.** feminism o
- b.** colonialism

**d.** racism
7. Sylvia Walby in her work defines \_\_\_\_ as a system of social structures and practices in which men dominate and oppress women.
- a.** racism

**c.** patriarchy
- b.** racial prejudice

**d.** matriarchy
8. R.W. Connell pointed out ‘power equals \_\_\_\_’ also helps explain why powerful people often demonstrate dominance in gendered ways
- a.** masculinity

**c.** femininity
- b.** patriarchy

**d.** matriarchy

**11. Match the key terms with their definitions.**

<b>1.</b> class-consciousness –	<b>a.</b> cruel and unfair treatment of people, especially by not giving them the same freedom, rights, etc. as other people
<b>2.</b> exploitation –	<b>b.</b> the allocation of individuals and groups according to various social hierarchies of differing power, status, or prestige
<b>3.</b> oppression –	<b>c.</b> a set of left-wing political principles whose general aim is to create a system in which everyone has an equal opportunity to benefit from a country’s wealth. Under this system, the country’s main industries are usually owned by the state
<b>4.</b> racial prejudice –	<b>d.</b> the fact of being very aware of belonging to a particular social class and of the differences between social classes
<b>5.</b> social stratification –	<b>e.</b> the process of transforming the economy of a nation or region from a focus on agriculture to a reliance on manufacturing. Mechanized methods of mass production are an essential component of this transition
<b>6.</b> capitalism –	<b>f.</b> a situation in which somebody treats somebody else in an unfair way, especially in order to make money from their work
<b>7.</b> socialism –	<b>g.</b> the movement to end slavery, in Western Europe and the Americas, it was a historic movement that sought to end the Atlantic slave trade and liberate the enslaved people
<b>8.</b> communism –	<b>h.</b> a set of beliefs, ideologies and social processes that discriminate against others on the basis of their supposed membership of a ‘racial’ group
<b>9.</b> industrialization –	<b>i.</b> an idea that has been created and accepted by the people in a society, e.g. race, gender, nationality, childhood, madness, age, intelligence, and beauty
<b>10.</b> social injustice	<b>j.</b> an economic and political system in which property,

–	business, and industry are owned by private individuals and not by the state
<b>11. social construct</b> –	<i>k.</i> a theory or system of social organization in which all property is owned by the community and each person contributes and receives according to their ability and needs
<b>12. abolitionism</b> –	<i>l.</i> wrongful actions against individuals within society. This occurs when the unequal get treated equally while equals get treated unequally. Homophobia, ageism, and discrimination are three common examples

## SPEAKING

### **12. A) Pair Work.** *Answers the questions in pairs*

1. a) What could have led to greater prosperity and a more just society?
- b) In what way was the absolute power of monarchs, the aristocracy, and the Church challenged, and why were old dogmas discredited?
- c) What did advances in technology bring?

#### **2. Class consciousness:**

- a) When did it become apparent that it was not the utopian dream that had been expected?
- b) Why did advances in technology come at a cost?
- c) Who was among the first to study the new social order?
- d) What did he see?
- e) How did Friedrich Engels and Karl Marx identify oppression of the working class?
- f) In what terms were the social problems of industrial society according to Marx and Engels?
- g) What did Max Weber propose?
- e) What other issues were taken into consideration for a sustained sociological study of inequality?

#### **3. Racial oppression:**

- a) What did Harriet Martineau highlight?
- b) What did her experiences in the US where she encountered slavery show?
- c) Who re-explored the connection with various forms of oppression 150 years later?
- d) What persisted in the USA in the 20th century after slavery was abolished?
- e) What appeared to be a hangover from slavery and European colonialism?
- f) What did Du Bois examine?
- g) What did Elijah Anderson study?
- h) What did Edward Said analyse?
- i) What did British sociologists such as Paul Gilroy seek to find?

#### **4. Gender equality:**

- a) What did women struggle for after achieving political suffrage?
- b) What did Sylvia Walby suggest?

c) What were R.W. Connell's views on the prevalence of conventional perceptions?

*B) Now look back at the text and check your answers.*

**13. A) Group Work.** *On the basis of the information found in the texts, prepare your presentations about **the history of struggle for equality**. Every member of each group should participate in presenting the material. So, decide who will speak on what aspect in advance.*

*B) Discuss these issues with your partners.*

1. The roots of social inequality in our society
2. Class distinctions and division in Ukraine
3. Ukrainian women – the oppressed majority
4. The attitude to the elderly in our society

*C). Describe your own experiences as a member of our society:*

1. Do you feel any social inequality?
2. Do you hold any class consciousness?
3. Are you a member of a minority or a majority group?
4. Do you think that your gender identity determines your gender role?
5. Are there any problems in 'being young'?
6. Will all these distinctions influence your future opportunities and in what ways?

## **PREPARING FOR THE EXAM**

**14.** *For questions 1 – 15, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).*

### **Social Stratification**

Social stratification refers (0) **to** a society's categorization of its people (1) \_\_\_\_ groups based (2) \_\_\_\_ socioeconomic factors (3) \_\_\_\_ wealth, income, race, education, ethnicity, gender, occupation, social status, or derived power (social and political). As (4) \_\_\_\_, stratification is the relative social position of persons within a social group, category, geographic region, or social unit.

In modern Western societies, social stratification (5) \_\_\_\_ typically defined in terms (6) \_\_\_\_ three social classes: the upper class, the middle class, and the lower class; in turn, each class can (7) \_\_\_\_ subdivided into the upper-stratum, the middle-stratum, and the lower stratum. Moreover, a social stratum can be formed (8) \_\_\_\_ the bases of kinship, clan, tribe, or caste, or all four.

The categorization of people (9) \_\_\_\_ social stratum occurs most clearly in complex state-based, polycentric, or feudal societies, the latter being based upon socio-economic relations among classes of nobility and classes of peasants. Historically, (10) \_\_\_\_ or not hunter-gatherer, tribal, and band societies can be defined (11) \_\_\_\_ socially stratified, or if social stratification otherwise began (12) \_\_\_\_ agriculture and large-scale means of social exchange, remains a debated (13) \_\_\_\_ in the social sciences. Determining the structures of social stratification arises (14) \_\_\_\_ inequalities of status among persons, therefore, the degree of social inequality determines a person's social stratum. Generally, the greater the social

complexity of a society, the (15) \_\_\_\_ social stratification exists, by way of social differentiation.

(<https://openstax.org/books/introduction-sociology-3e/pages/9-1-what-is-social-stratification>)

15. Put each of the following words or phrases in its correct place in the text.

- |                |                         |                     |
|----------------|-------------------------|---------------------|
| A. mediocre    | E. deals with           | I. class difference |
| B. our society | F. economic survival    | J. emotions         |
| C. blue-collar | G. hierarchical respect | K. arbitrary scale  |
| D. the advent  | H. internal             | L. perceiving       |

### The Hidden Injuries of Class

This book (1) \_\_\_\_ class not as a matter of dollars or statistics but as a matter of (2) \_\_\_\_\_. Richard Sennett and Jonathan Cobb isolate the ‘hidden signals of class’ through which today’s (3) \_\_\_\_ worker measures his own value against those lives and occupations to which (4) \_\_\_\_ attaches a special premium [*ˈpriːmiəm*]. The authors uncover and define the (5) \_\_\_\_, emotionally hurtful forms of (6) \_\_\_\_ in America now becoming visible with (7) \_\_\_\_ of the ‘affluent’ society. (8) \_\_\_\_ our society as one that judges a human being against an (9) \_\_\_\_ of ‘achievement,’ that recognizes not a diversity of talents but a pyramid of them, and accords the world’s best welder less respect than the most (10) \_\_\_\_ doctor, the authors concentrate on the injurious game of ‘achievement’ and self-justification that result. Examining intimate feelings in terms of a totality of human relations within and among classes and looking beyond, though never ignoring, the struggle for (11) \_\_\_\_, The Hidden Injuries of Class takes a step forward in the sociological ‘critique of everyday life.’ The authors are critical both of the claim that workers are melting into a homogenous society and of the attempt to ‘save’ the worker for a revolutionary role along conventional socialist lines. They conclude that the games of (12) \_\_\_\_ we currently play will end in a fratricide [*ˈfrætɪrɪsaɪd*] \_\_\_\_ in which no class can emerge the victor; and that true egalitarianism can be achieved only by rediscovering diverse concepts of human dignity to substitute for the rigidly uniform scale against which Americans are now forced to judge one another and validate themselves.

(<https://capitalism.columbia.edu/content/hidden-injuries-class>)

16. Read the text and decide which word A, B, C or D best fits each space.

### Gender and Power

Gender is a key (0) B of personal life, social relations and culture. It is an arena in which we (1) \_\_\_\_ difficult practical issues about justice, identity and even survival. Gender is also a topic on which there is a great deal of (2) \_\_\_\_, myth and outright falsehood. Many people believe that women and men are psychologically opposites, that men are (3) \_\_\_\_ intelligent than women, that men are naturally violent, or that gender patterns (4) \_\_\_\_ change. All these beliefs are factually (5) \_\_\_\_\_. Many people imagine masculinity, femininity and gender relations only (6) \_\_\_\_ terms of their own local gender system. They miss the vast diversity of gender patterns (7) \_\_\_\_ cultures and down history.

Research and theory in the human sciences provide vital tools for (8) \_\_\_\_ prejudices and understanding the real issues. Therefore the book *Gender and Power* tries to present an (9) \_\_\_\_, research-based, globally informed and (10) \_\_\_\_ coherent account of gender. For people new to the study of gender, I introduce key examples of gender research, describe the main (11) \_\_\_\_ on key topics, and provide a map of debates and ideas. For people already working (12) \_\_\_\_ gender issues, I propose an integrated approach that links issues ranging from the body and personality difference (13) \_\_\_\_ the global economy and world peace. To understand these questions, we have to move across conventional boundaries (14) \_\_\_\_ academic disciplines. Accordingly, the book draws on a spectrum of the human sciences, from psychology and sociology to political science, cultural studies, education and history. Psychological and social sciences are relatively new forms of knowledge. Based on both empirical research and conceptual reasoning, the human sciences seek (15) \_\_\_\_ knowledge over time. This requires us to be energetic in seeking out new information, and at the same time open to critique and willing to change obsolete ideas. When these processes work well, the human sciences provide a powerful way of understanding our social life.

(<https://researchportalplus.anu.edu.au/en/publications/gender-in-world-perspective>)

0.	A. length	B. dimension	C. breadth	D. thickness
1.	A. trouble	B. deal	C. face	D. look
2.	A. prejudice	B. taboo	C. harm	D. disadvantage
3.	A. the most	B. most	C. the more	D. more
4.	A. frequently	B. usually	C. always	D. never
5.	A. proper	B. correct	C. wrong	D. right
6.	A. in	B. on	C. with	D. to
7.	A. over	B. across	C. beyond	D. past
8.	A. checking	B. dispelling	C. easing	D. eliminating
9.	A. far-off	B. unavailable	C. hidden	D. accessible
10.	A. theorist	B. theoretical	C. theoretically	D. theoretic
11.	A. findings	B. discoveries	C. judgments	D. awards
12.	A. for	B. on	C. in	D. into
13.	A. into	B. within	C. with	D. to
14.	A. between	B. among	C. amidst	D. throughout
15.	A. built	B. build	C. to build	D. building

17. For questions 1 – 15, read the text below and look carefully at each line. Some of the lines are correct and some have a word which should not be there. If a line is correct, put a tick (V) in the answer boxes provided.

**Sylvia Walby’s Six Structures of Patriarchy**

- 0 The core emphasis of every feminist is on the patriarchy to
- 00 understand the structure of a society. With a motto called
- 1 ‘personal is being political’, every feminist thinker wants to show

<i>the</i>
<b>V</b>

2 certain evil practices into the public domain which they were  
3 justified more earlier. **Sylvia Walby** has a very great influence on  
4 smashing to certain norms of patriarchy. The idea to normalize  
5 certain abnormal and unaccepted practices of patriarchy must have  
6 be challenged by all. For her, 6 patriarchal structures are used  
7 to dominate of women. However, the impacts of these structures  
8 are different on women in according to their caste, class, race, etc.  
9 These structures can affect on even men also. Patriarchy comes  
10 in many of forms and it affects differentiates accordingly.  
11 All political, social and economic systems prefer men than.  
12 After various traditional evils now a lot of modern means are used  
13 to smash gender security. The fight against with feminism is  
14 not about protecting only women or uplifting them. It is about  
15 an equality among every gender


(<https://revisesociology.com/2017/01/10/patriarchy-structure-walby-sylvia>)

HOME ASSIGNMENT

18. If you want to understand Sylvia Walby’s structure of a society, go on reading. Choose the correct heading for each paragraph.

A. Violence	D. Paid Work
B. Household Production	E. Sexuality
C. The state	F. Culture

1. \_\_\_\_ This aspect is widely used to discriminate women. Men always dominate high paid jobs because they overestimate their capabilities and talents. Women are regarded as less work-oriented and deserve low wage rates. This leads to a decrease in the morale of women and they do not want to engage themselves in work. Moreover, certain firms are so biased and they do not allow female employees to assist them. Low wages and fewer job opportunities help in the establishment of patriarchy.



2. \_\_\_\_ Family is very vital for every man and women but it is less necessary than it is thought. Family and household are used interchangeably but it is problematic. Women are symbolized as nurturers and child bearers. Their household chores are not regarded as work and men benefit from their unpaid work. The trap of marriage is always used to neglect the wishes of women. Several black women refer to the family as exploitative. House is much more discriminated against women as compared to the workplace for many.

3. \_\_\_\_ History is evident that cultural practices and customs are always used to validate many ill practices. Ideas about masculinity and femininity can be spotted in every domain of social structure. This training is started from the birth of a child. For example, children are taught that which toys are made for which gender. Culture has made specific assigned behaviors for men and women. If

anyone is not following these then it is regarded as a sin. Various key signs of femininity like shyness, white beauty, less talkative, wife material, etc. are used to formulate several dogmas. Practices like pornography have made men more violent about their freedom.

4. \_\_\_\_ Women are always condemned for sexual desires while men are positively accepted. Sexuality is inherited in every human being but due to various social perspectives, the biological aspect starts missing. There still prevails a 'sexual double standard' in society. In male dominating society men with many sexual claims are more manly and respected. Today, women have more dominance of such patriarchal norms where they have to fulfill the sexual desires. In heterosexuals, it is more overseeing and monopolized.

5. \_\_\_\_ It is not a new issue to use male dominance. Several feminist thinkers speculate about this aspect. Atrocities like sexual assaults, rapes, domestic violence, and workplace sexual harassment and so on are very high. Sometimes, various forms of violence like marital rapes are not taken into consideration due to the lack of legal frameworks. Male violence is self-motivated and it causes emotional and physical traumas to women. However, she never agrees with statistical data regarding violence against women as it is always problematic.

6. \_\_\_\_ The practices of state are patriarchal and male dominating. The structures are capitalist and violate the principles of equality. The state is always defined as a set of social institutions and their functions. Policies and schemes for the welfare of women are very less in number.

(<https://revisesociology.com/2017/01/10/patriarchy-structure-walby-sylvia>)

**19. Grammar revision.** Complete the sentences using the words in bold. Use two to five words.

1. You weren't paying attention when the accident happened.

**that** It \_\_\_\_\_ paying attention when the accident happened.

2. The doctor promised that I would be out of bed in a couple of days.

**did** The \_\_\_\_\_ would be out of bed in a couple of days.

3. Alexander Fleming discovered penicillin.

**was** It \_\_\_\_\_ discovered penicillin?

4. Did you meet Marlon Brando in Hollywood?

**met** Was \_\_\_\_\_ Marlon Brando in Hollywood?

5. The committee doesn't want to accept any new member to the club.

**is** What the \_\_\_\_\_ to accept any new member to the club.

6. He said he was coming with us. **say** He \_\_\_\_\_ with us.

7. Did you go to the Revere Club last night?

**it** Was \_\_\_\_\_ you went to last night?

**20. Grammar revision** Rewrite the sentences using *do* or *such* at the beginning of the sentence.

1. As the exams were difficult, many students complained.

So \_\_\_\_\_

2. His dream was so strange that the psychiatrist wrote about in a medical journal.

So \_\_\_\_\_



3. The explorers took such a long time to find the tomb that they had nearly run out of supplies.

Such \_\_\_\_\_

4. Many people think she's English because she speaks the language so fluently.

So \_\_\_\_\_

5. She is so ignorant that she has never heard of Shakespeare.

Such \_\_\_\_\_

6. He was so surprised that he nearly fell off his chair.

Such \_\_\_\_\_

7. The dancer moved so gracefully that he appeared to be skating.

So \_\_\_\_\_

## WRITING

### 21. Study the following information

A **summary** is a short statement that **summarizes** the main ideas of a longer piece of writing. Essentially, the summary is a short version of a longer text. The size of a summary can vary based on the type of writing, but most often they are no longer than a page. Summaries are used to give an overview of what happens in the writing and review the main themes.

There is a process that you should use while drafting a summary. Some steps to follow include:

1. Thoroughly read through the main text.
2. Identify the main ideas in the article. It may be helpful to create a list of main thoughts while writing a summary.
3. Draw from your memory to write the summary. This will help prevent plagiarism, and all will allow you to simply rephrase the main ideas in the summary. Separate your own words from the original text by creating a list of source material that was used.
4. The first sentence of the summary should be a thesis that describes what the summary will be about. Continue writing methodically, following the usual rules of creating a paragraph with good flow. Keep the summary short and unbiased,
5. Review your summary by comparing it to the main work. The two articles should have different phrasing but the same meaning. The summary should be short enough to convey only the main points, with a few supporting details at most.

(<https://study.com/learn/lesson/what-is-a-summary>)

## Summary Structure and Useful Vocabulary

### Introduction

**Summaries** begin with a one-sentence summary of the main point of the article and often introduce the problem the paper explores. It contains the following information

- ✓ title of the paper (article) / name of the author
- ✓ topic of the paper (article) – the key research question written in one sentence.



The article	under the title ... concerns with ... . entitled ... deals with the issue of ... . addresses the issue of ... . deals with (considers / gives description of) ... .
The author	outlines / gives a review of ... . highlights ... .

### **Main body**

The essential point of the article is presented. The aim is to:

- ✓ establish the context, background and/or importance of the topic
- ✓ define the topic, main ideas or key terms
- ✓ state the purpose of the article

The author	presents ... / comments (on) ... / focuses (on) ... / analyses ... / discusses ... / shows ... / provides ... / illustrates ... / describes ... / explains ... / emphasizes ...
The article	describes ... / examines ... / gives a description of ... / considers ... / outlines ...

The key issue / general idea of the article	is ____.
--	----------

A wide range of issues

Special attention is given / paid to	the description of ____. the classification of ____. a new approach to ____. the solution to ____.
---	---

The aim of this study / article	is (that) ____.
------------------------------------	-----------------

The main issues addressed in this article	are: a)..., b) ... and ....
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### **Conclusion**

A conclusion is a final comment or judgment.

It is concluded	that ____.
-----------------	------------

The article	comes to the conclusion that ____.
-------------	------------------------------------

The author	states that / summarises the main points ____. draws the conclusion that ____.
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**22. Write a summary of the article *Social inequality*.**

## UNIT 1

### I BROADLY ACCUSE THE BOURGEOISIE OF SOCIAL MURDER

FRIEDRICH ENGELS (1820–1895)

#### Preparing to read

1. A) *Pair Work. Discuss these questions with a partner.*

1. What do you think social murder means?
2. What is the concept of social death from your point of view?
3. What does social deprivation mean?
4. What do we mean by exploitation?

B) *What are the **Industrial Revolution Causes**? Read the Encyclopaedia of Britannica entry and say what caused the Industrial Revolution in Britain.*

The Industrial Revolution began in Britain in the 1760s, largely with new developments in the textile industry. Before that time making cloth was a slow process. After wool was gathered it had to be spun into yarn and then woven into



fabric by hand. A machine called a spinning jenny, first conceived by James Hargreaves in 1764, made it easier to spin yarn. In 1793 Eli Whitney invented the cotton gin, which helped clean cotton after it was picked. These and other devices permitted increased production with a smaller expenditure of human energy. Whitney also came up with the idea of interchangeable parts. Before a worker would spend a great deal of time making a single product

by hand. Whitney discovered that a machine could make many copies of the individual parts of a product at once. The parts could then be assembled by any worker. This meant that many goods could be produced quickly.

Other changes that helped bring about the Industrial Revolution included the use of steam, and later of other kinds of power, in place of the muscles of human beings and of animals. Another key development was the adoption of the factory system. This system of manufacturing is based on the concentration of industry into specialized – and often large – establishments. The use of waterpower and then the steam engine to mechanize processes such as cloth weaving in Britain in the second half of the 18th century marked the beginning of the factory system.

(<https://www.britannica.com/summary/Industrial-Revolution-Causes-and-Effects>)

C) *Work with your partner. Your understanding of the texts you read depends in part on your understanding of key terms. Pay careful attention to the explanations of these terms when matching them with their definitions.*

1. weaving machine –	a. to deliberately ignore something that you know
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	should not be happening
2. trade union ( <i>Am. Labor union</i> ) –	<i>b.</i> the yellow liquid waste that comes out of the body from the bladder ( <i>also inf. wee</i> )
3. mortality –	<i>c.</i> the process of decaying, especially that of a dead body
4. turn a blind eye ( <i>to smth</i> ) –	<i>d.</i> a large number of cases of a particular disease or medical condition happening at the same time in a particular community
5. legacy –	<i>e.</i> used to make products such as upholstery fabric, silk and ornate carpets
6. urine –	<i>f.</i> the number of deaths during a particular period of time among a particular type or group of people
7. putrefaction –	<i>g.</i> an organization of workers, usually in a particular industry, that exists to protect their interests, improve conditions of work, <i>etc.</i>
8. tannery –	<i>h.</i> the state in which somebody suffers or dies because they have no food
9. epidemic –	<i>i.</i> a situation that exists now because of events, actions, <i>etc.</i> that took place in the past
10. starvation –	<i>j.</i> a place where animal skins are tanned (=made into leather by treating them with a special acid)

**Note:** to weave – wove – woven

### VOCABULARY PRACTICE

2. A) Pronounce the words related to the theme:

**Dublin** ['dʌblɪn]; **Edinburgh** ['edɪnb(ə)rə]; **bourgeoisie** [ˌbuəʒwaː'ziː]; **wretchedness** ['retʃɪdnəs]; **condemn** [kən'dem]; **legacy** ['legəsi]; **appall** (*Br. appal*) [ə'pɔːl]; **urine** ['juəriːn]; **excrement** ['ekskrɪmənt]; **putrefaction** [ˌpuːtri'fækʃn]; **tannery** ['tænəri]; **cholera** ['kɒlərə]; **typhus** ['taɪfəs]; **consumption** [kən'sʌmpʃn]; **refuse** (*n.*) ['refjuːs], **decent** ['diːsnt]

B) Complete the word building table.

Noun /Verb	Adjective / Adverb	Verb	Noun
<i>to</i> – low		to accuse –	
to expand –		<i>to</i> – manufacture	
to elect –		to expand –	
to represent –		to elect –	
to devastate –		to represent –	
– wretched ['retʃɪd]		to condemn –	
mortality –		<i>to</i> – toil	
to endure –		to endure –	
to dispose –		to lurch –	
to appall [ə'pɔːl] –		to dispose –	

– filthy	to stagnate –
to stagnate –	to – putrefaction [ˌpjuːtrɪˈfækʃn]
– damp	to break out –
to defy –	to defy –
– able	to – starvation
to afford – \	to deprive –
– decent [ˈdiːsnt]	to attend –
reluctance –	to complete –

C) Choose one of the words from the table for the gaps in the sentences below and use it in the correct form (for a verb or a noun).

1. If something such as a business, organization, or service \_\_\_\_\_, or if you \_\_\_\_\_ it, it becomes bigger and includes more people, goods, or activities.
2. If something \_\_\_\_\_ an area or a place, it damages it very badly or destroys it totally
3. a) \_\_\_\_\_ is the process of making goods or materials using machines, usually in large numbers or amounts. b) \_\_\_\_\_ are goods or products which have been made in a factory.
4. If someone such as a lawyer or a politician \_\_\_\_\_ a person or group of people, they act on behalf of that person or group
5. When people \_\_\_\_\_, they work very hard doing unpleasant or tiring tasks.
6. You describe someone as \_\_\_\_\_ when you feel sorry for them because they are in an unpleasant situation or have suffered unpleasant experiences.
7. If you \_\_\_\_\_ someone **of doing** something, you say that someone has done something morally wrong, illegal, or unkind.
8. When people \_\_\_\_\_ someone, they choose that person to represent them, by voting for them.
9. \_\_\_\_\_ is an expression of very strong disapproval.
10. If you say that a person or organization \_\_\_\_\_ **from** one thing **to** another, you mean they move suddenly from one course of action or attitude to another in an uncontrolled way.
11. A \_\_\_\_\_ product is designed to be thrown away after it has been used.
12. If you \_\_\_\_\_ a painful or difficult situation, you experience it and do not avoid it or give up, usually because you cannot.
13. Something that is \_\_\_\_\_ is so bad or unpleasant that it shocks you.
14. a) \_\_\_\_\_ water is not flowing, and therefore often smells unpleasant and is dirty. b) If something such as a business or society is \_\_\_\_\_, there is little activity or change.
15. If you suffer \_\_\_\_\_, you do not have or are prevented from having something that you want or need.
16. If something \_\_\_\_\_ description or understanding, it is so strange, extreme, or surprising that it is almost impossible to understand or explain.
17. If you are \_\_\_\_\_ to do something, you are unwilling to do it and hesitate before doing it, or do it slowly and without enthusiasm.
18. If there is an \_\_\_\_\_ of something unpleasant, such as violence, a fire or a disease, it suddenly starts to happen.
19. If you \_\_\_\_\_ an institution such as a school, college, or church, you go there regularly.

D)

Negative Prefixes / Suffixes	Negative Prefixes / Suffixes
representative –	healthy –
mortality –	secure –

ability –	affordable –
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E)

Noun /Verb	Person	Noun /Verb	Person
to accuse –		manufacture –	
trade union –		to elect –	
to represent –		wretched –	
mortality –		to own a house –	
theory –		to cripple –	
industry –		intellect –	

3. How well do you know the vocabulary associated with this theme? The following words occur in the text. Fill in the correct word. Use a dictionary if necessary.

A) **wretchedness** \_\_\_\_\_; **lurch** \_\_\_\_\_; **devastating** \_\_\_\_\_; **demand** \_\_\_\_\_; **condemn** \_\_\_\_\_; **disposable labor** \_\_\_\_\_; **shifted** \_\_\_\_\_; **endure** \_\_\_\_\_; **stench** \_\_\_\_\_; **accuse** \_\_\_\_\_; **huts** \_\_\_\_\_; **filthy** \_\_\_\_\_; **toil** \_\_\_\_\_; **bust** \_\_\_\_\_; **appalling** \_\_\_\_\_

1. You can’t \_\_\_\_\_ him **of** being rude: he’s always extremely polite. 2. Government grants are \_\_\_\_\_ away **from** the capital **to** the regions. 3. Politicians were quick to \_\_\_\_\_ the bombing. 4. The recession has had a \_\_\_\_\_ impact on employment in this area. 5. Machines powered by coal enabled breakthroughs in productivity while reducing physical \_\_\_\_\_. 6. He does deserve some good luck after so much \_\_\_\_\_. 7. Fuel-efficient cars are now much **in** \_\_\_\_\_. 8. They’d never allow their children to have the kind of life or experiences they had to \_\_\_\_\_. 9. The state government seems to \_\_\_\_\_ from one budget crisis to another. 10. Will it be boom or \_\_\_\_\_ for the property market? 11. The state can simply treat these migrant workers as \_\_\_\_\_: when crisis sets in, it just tells the migrant workers to return to their home village and their miserable piece of land. 12. The prisoners were living in \_\_\_\_\_ conditions. 13. Something that is \_\_\_\_\_ is very dirty indeed. 14. The \_\_\_\_\_ of burning rubber was overpowering. 15. Traditional mud \_\_\_\_\_ gave way to concrete houses.

B) **spurned** \_\_\_\_\_; **meagre** / (Am.) **meager** ['mi:gə] \_\_\_\_\_; **refuse** ['refju:s] \_\_\_\_\_; **defy** \_\_\_\_\_; **wilts** \_\_\_\_\_; **decreed** \_\_\_\_\_; **ditch** \_\_\_\_\_; **crippled** \_\_\_\_\_; **decent** (x2) \_\_\_\_\_; **cellar** \_\_\_\_\_; **deprivation** \_\_\_\_\_; **proved** \_\_\_\_\_; **decay** \_\_\_\_\_; **unaffordable** \_\_\_\_\_

1. We keep onions and apples in the \_\_\_\_\_. 2. A muddy \_\_\_\_\_ ran along the side of the field. 3. The group has continued to \_\_\_\_\_ all efforts to stop them. 4. He \_\_\_\_\_ the advice of management consultants. 5. Plants and animals \_\_\_\_\_ into the soil, replenishing the minerals and nutrients. 6. If a

plant \_\_\_\_\_, it gradually bends downwards and becomes weak because it needs more water or is dying. 7. She supplements her \_\_\_\_\_ income by cleaning at night. 8. The strategy \_\_\_\_\_ (to be) successful. 9. The local council is responsible for basic services such as \_\_\_\_\_ collection. 10. Health insurance is now \_\_\_\_\_ for many people. 11. I just want to get a \_\_\_\_\_ job with \_\_\_\_\_ pay. 12. Fate \_\_\_\_\_ that they would never meet again. 13. Low birth weight is related to economic \_\_\_\_\_. 14. The industry has been financially \_\_\_\_\_ by these policies.

**4. Give a word or a phrase which means:**

**A)** 1. to act or continue in a way that is uncontrolled and not regular, often with sudden changes \_\_\_\_\_; 2. causing great damage or harm \_\_\_\_\_; 3. (of people) that you can easily stop employing or thinking about; available for use \_\_\_\_\_; 4. very dirty and unpleasant \_\_\_\_\_; 5. extremely bad or unpleasant conditions \_\_\_\_\_; 6. to move, or move something, from one position or place to another \_\_\_\_\_; 7. the need or desire that people have for particular goods and services \_\_\_\_\_; 8. to say that you believe that someone is guilty of a crime or of doing *something* bad \_\_\_\_\_; 9. to express complete disapproval of, typically in public \_\_\_\_\_; 10. work that is difficult and unpleasant and that lasts for a long time \_\_\_\_\_; 11. a) to be in a difficult or painful situation for a long time without complaining; b) to remain alive or continue to exist for a long time \_\_\_\_\_; 12. a period of economic difficulty in which people and businesses struggle to survive \_\_\_\_\_; 13. a strong and very unpleasant smell \_\_\_\_\_; 14. a small simple building with only one or two rooms \_\_\_\_\_; 15. extremely bad, *especially* from a moral point of view \_\_\_\_\_

**B)** 1. (of a plant or flower) to bend towards the ground because of the heat or a lack of water \_\_\_\_\_; 2. too expensive to be afforded by the average person \_\_\_\_\_; 3. a narrow channel dug in the ground, typically used for drainage alongside a road or the edge of a field \_\_\_\_\_; 4. small in quantity and poor in quality \_\_\_\_\_; 5. to refuse to accept *something* or *someone*, especially because you are too proud \_\_\_\_\_; 6. a room under a house or other building, often used for storing things \_\_\_\_\_; 7. to resist boldly or openly; to refuse to obey a person, decision, law, situation, *etc.* \_\_\_\_\_; 8. to be slowly destroyed by a natural chemical process, or to make *something* do this \_\_\_\_\_; 9. to become clear after a period of time that it is true or has that quality \_\_\_\_\_; 10. of a good enough standard or quality \_\_\_\_\_; 11. to decide, judge or order *something* officially \_\_\_\_\_; 12. the fact of not having *something* that you need, like enough food, money or a home; the process that causes this \_\_\_\_\_; 13. *something* (such as paper or food waste) that has been thrown away \_\_\_\_\_; 14. a) to hurt someone badly so that they cannot walk properly; b) to damage *something* badly so that it no longer works or is no longer effective \_\_\_\_\_

**5. Fill in the correct preposition where *necessary*.**

1. Two women have been accused \_\_\_\_\_ kidnapping a newborn baby. 2. Investors were shifting funds \_\_\_\_\_ U.S. \_\_\_\_\_ Asian stocks. 3. Oil spills have a

devastating effect \_\_\_\_ coral reefs in the ocean. 4. Teachers were turning a blind eye \_\_\_\_ smoking in school. 5. I wish it was \_\_\_\_ my power to change the decision. 6. These old machines are still \_\_\_\_ demand. 7. She just lurches \_\_\_\_ one bad relationship \_\_\_\_ another. 8. Future generations will be left with a legacy \_\_\_\_ pollution and destruction. 9. A muddy ditch ran \_\_\_\_ the side of the field. 10. The animals were left to starve \_\_\_\_ death. 11. His early leanings towards socialism were evident in articles he wrote \_\_\_\_ a pseudonym ['sju:dənɪm] from 1885 to 1889 for the Manchester Examiner. 12. Many divorced fathers only have access \_\_\_\_ their children at weekends.

**6. A)** Study the following information about the nouns **salary** and **wage/wages** and then complete the sentences with one of them.

**Salary** and **wages** are both used to refer to the money paid to someone regularly for the work they do.

**1. Salary: Professional** people such as teachers are usually paid a **salary**. Their **salary** is the total amount of money that they are paid each year, although this is paid in twelve parts, one each month. *E.g. She earns a high salary as an accountant.*

**2. Wages:** If someone gets money each week for the work they do, you refer to this money as their **wages**. *E.g. On Friday afternoon the men are paid their wages.*

**3. Wage:** You can refer in a general way to the amount that someone earns as a **wage**. *E.g. It is hard to bring up children on a low wage.*

You can also talk about someone's hourly, weekly, or monthly **wage** to mean the money that they earn each hour, week, or month. *E.g. Her hourly wage had gone up from £5.10 to £5.70.*

(Collins COBUILD English Usage © HarperCollins Publishers 2012)

1. The government introduced a legal minimum \_\_\_\_\_. 2. My \_\_\_\_\_ is paid into my bank account at the end of the month. 3. He was working shifts at the factory and earning good \_\_\_\_\_. 4. The average \_\_\_\_\_ for a teacher is \$39,000 a year. 5. The suit cost £40, more than twice the average weekly \_\_\_\_\_ at that time. 6. He was working shifts at the factory and earning good \_\_\_\_\_. 7. His current \_\_\_\_\_ is just over £30,000 a year. 8. The average weekly \_\_\_\_\_ was £350. 9. Practically all my \_\_\_\_\_ go on housing and transport to work. 10. He's now a top executive with a six-figure \_\_\_\_\_. 11. We all hope we can find a job that pays a decent \_\_\_\_\_. 12. \_\_\_\_\_ were paid on Fridays. 13. The starting \_\_\_\_\_ for a hotel manager is \$26,400. 14. The staff have agreed to a voluntary \_\_\_\_\_ freeze. 15. She's now earning a good \_\_\_\_\_ as an interpreter.

**B)** Study the following information about the verb **rot**, **decay** and **putrefy** and then complete the sentences with one of them in the correct form.

In everyday English, people usually say **rot** rather than **decay** when talking about food. *E.g. There was a smell of rotting vegetables.*

**Decay** has wide application but often suggests partial deterioration



(погіршення *the process of becoming progressively worse*) short of complete destruction: 'A decaying dam (гребля) is an accident waiting to happen'.

**Putrefy** ['pju:trɪfaɪ] denotes an advanced stage of organic breakdown that is offensive to the senses: 'Large numbers of cows and oxen ... were left to putrefy on mud flats after the floods receded, attracting rats'.

(Collins COBUILD English Usage © HarperCollins Publishers 2012)

1. Teeth \_\_\_\_\_. 2. Potatoes \_\_\_\_\_. 3. Organic matter \_\_\_\_\_. 4. The meat \_\_\_\_\_ in the heat. 5. The ground was scattered with \_\_\_\_\_ leaves. 6. The fish in all of the open flasks \_\_\_\_\_. 7. If we don't unload it soon, the grain will start \_\_\_\_\_ in the silos. 8. When food, wood, or another substance \_\_\_\_\_, or when something \_\_\_\_\_ it, it becomes softer and is gradually destroyed. 9. When something \_\_\_\_\_, it decays and produces a very unpleasant smell. 10. When something such as a dead body, a dead plant, or a tooth \_\_\_\_\_, it is gradually destroyed by a natural process.

7. Study the following information. Read the difference between **inability** and **disability**. Then complete the sentences with one of them in the correct form.

**Inability**: the lack of power, means, ability etc. (to do something).

**Disability**: a physical or mental condition that makes it difficult for somebody to do some things that most other people can do

(<https://www.oxfordlearnersdictionaries.com/definition>)

1. I was surprised at his \_\_\_\_\_ to read. 2. Public places are becoming more accessible to people with \_\_\_\_\_. 3. He has a permanent \_\_\_\_\_ which prevents him from working as a labourer. 4. Alcoholism can result in a(n) \_\_\_\_\_ to cope. 5. A(n) \_\_\_\_\_ is a permanent injury, illness, or physical or mental condition that tends to restrict the way that someone can live their life. 6. Her \_\_\_\_\_ to concentrate could cause an accident. 7. Her actions show a(n) \_\_\_\_\_ to distinguish between fantasy and reality.

## GRAMMAR REVISION

8. A. Study the following sentence from the text and the information about the structure **prove (to be) + adjective**.

...even this meager diet **proved impossible**.

**Prove** is a linking verb in this meaning. This type of verb links the subject of the sentence with an adjective or noun: e.g. *The task proved difficult. He has proved a loyal friend.* You can also say: *The task proved to be difficult. He has proved to be a loyal friend.*

This construction is used:

- with the following pairs of synonyms (that are used in the Active): *to seem / to appear* (здаватися), *to happen / to chance* (the latter is literal – трапилося так, випадково), *to prove / to turn out* (виявлятися, з'ясуватися). E.g. **They seem to have forgotten their promise. We happened to see them yesterday. The investigation proved to be a failure.**



- with the word-groups *to be sure, to be certain, to be likely, to be unlikely*. E.g. *He is sure to lose the case.*

**Note** the difference between: *He is sure to come.* – Він напевне /обов'язково прийде. *He is sure of coming.* – Він певен, що прийде.

**B. Complete the sentences as in the example.**

1) E.g. He is waiting for someone. – *He seems to be waiting for someone.*

1. You are worried about something. You seem \_\_\_\_\_
2. Ann knows this subject well. Ann proves \_\_\_\_\_
3. That man is looking for something. That man appears \_\_\_\_\_
4. The fax machine has broken down. The fax machine happens \_\_\_\_\_
5. They have signed the document. They turned out \_\_\_\_\_
6. My friends have argued over your offer. They appear \_\_\_\_\_
7. His lack of experience is a problem in a crisis. His lack of experience may prove \_\_\_\_\_

8. The design was a success. The design proved \_\_\_\_\_

2) E.g. She was tired. – *She appeared to be tired.*

1. She was taken aback. (*to seem*) \_\_\_\_\_
2. The boy is busy. (*to appear*) \_\_\_\_\_
3. The situation has changed a lot. (*to be likely*) \_\_\_\_\_
4. He didn't have any money on him. (*to happen*) \_\_\_\_\_
5. She will never speak to me again. (*to be sure*) \_\_\_\_\_
6. These problems are solved in different ways. (*to be certain*) \_\_\_\_\_

## Thinking about the topic

9. A) Look at the headlines. What do you think each article or Engels's key work is about? Discuss in small groups:

**What is social deprivation?** What do you think differs deprivation from social deprivation? Who can be said to be socially deprived?

**The Condition of the Working Class in England in 1844** Who had worse working and living conditions: industrial workers or pre-industrial workers in your opinion?

**The Communist Manifesto** What ideas does this work embody? Do you know the dramatic words that open and end the Manifesto?

**The Origin of the Family, Private Property and the State** Why did Engels research the family structure and why were family relations important at that time from your point of view?

B) Study the key dates in context with class exploitation.

## KEY DATES

**1760** The Industrial Revolution begins when the 'flying shuttle' weaving machine shifts textile manufacture to England.

**1830s–40s** The British railway system expands rapidly, allowing easy movement of people, products, and capital.

**1844** Graham's Factory Act lowers the minimum age for working in factories in the UK to eight years old.

**1848** Marx and Engels publish The Communist Manifesto.

**1892** James Keir Hardie is the first socialist elected to the British parliament.

**1900** The Labour Party is formed in Britain to represent the interests of the workers and trade unionists.

*C) Pair work Ask and answer questions about the key dates and events in context with class exploitation.*

*E.g. S1: What happened in 1760? – S2: The Industrial Revolution began when the 'flying shuttle' weaving machine shifted textile manufacture to England.*

**OR**

*S1: When did the Industrial Revolution begin? – S2: In 1760, when the 'flying shuttle' weaving machine shifted textile manufacture to England.*

**Now read the text**

## **I BROADLY ACCUSE THE BOURGEOISIE OF SOCIAL MURDER**

Living in England from 1842 to 1844, the German philosopher Friedrich Engels had seen, first-hand, the devastating effects of industrialization on workers



and their children. The bourgeoisie, or capitalist class, he said, knowingly causes the workers' 'life of toil and wretchedness... but takes no further trouble in the matter.' He claimed the bourgeoisie was turning a blind eye to their part in the early deaths of their workers, when it was within their power to change things, so he accused them of 'social murder.'

In the 1840s, England was seen as the workshop of the world; it enjoyed a unique position at the center of the Industrial Revolution. Engels observed that it was undergoing a massive but silent transformation that had altered the whole of English civil society.

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**In the 1840s, mortality in working class streets in Manchester was 68 percent higher than in those of the "first class."**

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**Bourgeois society condemned the workers to unhealthy living conditions, insecure wages, and physical and mental exhaustion.**



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**If society puts people in such a position that they die an early and unnatural death, it is murder.**



**I broadly accuse the bourgeoisie of social murder.**

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Industrialization had driven down prices, so handcrafted work, which was more expensive, was less in demand; workers moved to the cities only to endure harsh conditions and financial insecurity. The industrialized, capitalist economy lurched from boom to bust, and workers' jobs could quickly disappear. Meanwhile, the bourgeoisie grew richer by treating the workers as disposable labor.

### **The legacy of industrialism**

In Engels's first book, *The Condition of the Working Class in England* in 1844, he described the appalling way of life of the workers, or proletariat, in Manchester, London, Dublin, and Edinburgh, and found similar situations in all these cities. He reported filthy streets with pools of stagnant urine and excrement, filled with the stench of animal putrefaction from the tanneries. Widespread cholera outbreaks occurred, along with constant epidemics of consumption and typhus. Workers were packed into one-room huts or the cellars of damp houses that had been built along old ditches to save the house-owner money. They lived in conditions that defied all consideration of cleanliness and health, Engels said – and this in Manchester, 'the second city of England, the first manufacturing city of the world.' epidemics of consumption and typhus. Workers were packed into one-room huts or the cellars of damp houses that had been built along old ditches to save the house-owner money. They lived in conditions that defied all consideration of cleanliness and health, Engels said – and this in Manchester, 'the second city of England, the first manufacturing city of the world.'

The proletariat worked to the point of exhaustion, wearing cheap clothing that gave no protection against accidents or the climate. They could buy only the food spurned by the bourgeoisie, such as decaying meat, wilted vegetables, 'sugar' that was the refuse of soap-boiling firms, and cocoa mixed with earth.

When work disappeared and wages failed, even this meager diet proved impossible, and many workers and their families began to starve; this caused illness and a continued inability to work, should work become available. Doctors were unaffordable, and very often entire families starved to death. The worker, Engels explained, could only obtain what he needed – healthy living conditions, secure employment, and a decent wage – from the bourgeoisie, 'which can decree his life or death.' He was insistent that this hugely exploitative, capital-owning class should therefore take immediate steps to change workers' conditions and stop its careless murder of an entire social class.

## Friedrich Engels

Political theorist and philosopher Friedrich Engels was born in Germany in 1820. His father was a German industrialist who struggled with Engels' reluctance to attend school or work in the family business. As a teenager, he wrote articles under the pseudonym Friedrich Oswald, which gained him access to a group of left-wing intellectuals.

After working for a short time in a family factory in Manchester, England, he became interested in communism. In 1844 he traveled to Paris, where he met Karl Marx and became his colleague and financial sponsor. They jointly wrote *The Communist Manifesto*, and worked together until Marx's death in 1883, after which Engels completed the second and third volumes of *Das Kapital*, along with many books and articles of his own.

### Key works

**1845** *The Condition of the Working Class in England* in 1844

**1848** *The Communist Manifesto*

**1884** *The Origin of the Family, Private Property and the State*



(Megan Todd. *The Sociology Book: Big Ideas Simply Explained* (DK Big Ideas): Tomley Sarah, Hobbs Mitchell, Todd Megan, Weeks Marcus, DK)

## AFTER YOU READ

### COMPREHENSION EXERCISES

10. Choose the best option to complete statements about the text or answer the question.

1. The Industrial Revolution began when \_\_\_\_ societies became more industrialized and urban.

a. country

b. agricultural

c. craft

d. manufactural

2. The transcontinental \_\_\_\_, the cotton gin, electricity and other inventions permanently changed society.

a. cable way

b. motorway

c. airway

d. railway

3. In 1845, Friedrich Engels identified how the living and working conditions experienced by English workers sent them prematurely to the grave, arguing that those responsible for these conditions – ruling authorities and the bourgeoisie – were committing \_\_\_\_.

a. murderous intent

b. political execution

c. social murder

d. assassination

4. The industrialized, capitalist economy could be characterised by \_\_\_\_.

a. sustained economic growth

b. economic recession

c. an alternation of prosperity and depression

d. low levels of economic activity

5. According to Engels, the legacy of industrialism was \_\_\_\_.
- a. a division of labor
  - b. the accumulation of vast amounts of capital
  - c. healthy living conditions
  - d. the appalling way of life of the workers
6. \_\_\_\_ was a response to the harsh conditions of industrial capitalism on urban working classes.
- a. Communism
  - b. Trade Union
  - c. Civil society
  - d. Decent wage

11. Match the key terms with their definitions.

1. living conditions –	a. used in the sense of 1) the aggregate of non-governmental organizations and institutions that advance the interests and will of citizens or 2) individuals and organizations in a society which are independent of the government
2. social murder –	b. the reduction or prevention of culturally normal interaction between an individual and the rest of society; limited access to society’s resources due to poverty, discrimination, or other disadvantage
3. civil society –	c. the circumstances or factors affecting the way in which people live, particularly with regard to their well-being
4. decent wage / salary –	d. the section of a political party or system that advocates greater social and economic equality, and typically favours socially liberal ideas; the socialist or progressive group or section
5. social deprivation –	e. a situation in which a period of great prosperity or rapid economic growth is abruptly followed by one of economic decline
6. left wing –	f. the unnatural death that occurs due to social, political, or economic oppression
7. boom and bust –	g. a fixed amount of money agreed every year as pay for an employee, usually paid directly into his or her bank account

12. **Synonyms:** Find the words in the text that have a similar meaning and write them on the lines below.

IN CONTEXT

A

- 1. to move .....
- 2. to charge *smb* with.....
- 3. to reduce .....
- 4. very quickly .....
- 5. to have or experience .....
- 6. to increase .....
- 6. permit .....

B

- 1. misery .....



2. increase *or* growth .....
3. labor .....
4. difficult *or* severe .....
5. bankruptcy .....

### **C The legacy of industrialism**

1. dirty .....
2. (sudden) beginning .....
3. rubbish / (Am.) garbage .....
4. disable .....
5. consequence *or* result .....
6. tuberculosis .....

## **SPEAKING**

### **13. A) Pair Work.** *Answers the questions in pairs*

#### **1. Key dates:** a) What happened in 1760?

- b) What allowed easy movement of people, products, and capital?
- c) What was the minimum age for working in factories in the UK?
- d) Who was elected to the British parliament in 1892? Why was it important?
- e) Who represented the interests of the workers and trade unionists?

#### **2. a) What did Friedrich Engels see when he lived in England?**

- b) What did the bourgeoisie do from his point of view?
- c) Why did he accuse them of ‘social murder’?
- d) Why did England enjoy a unique position at the center of the Industrial Revolution?
- e) What altered the whole of English civil society?
- f) What were the causes and effects of Industrialization?
- g) What was the state of capitalist economy?
- h) How did the bourgeoisie develop?

#### **3. The legacy of industrialism:**

- a) How did Engels describe the way of life of the proletariat?
- b) Where did workers live and why did they live there?
- c) What clothing did they wear?
- d) What food could they buy?
- e) What caused illnesses and a continued inability to work?
- f) What did workers need to obtain?
- g) What should the capital-owning class do to change workers’ conditions and stop its careless murder of an entire social class according to Friedrich Engels?

### **B) Now look back at the text and check your answers.**

**14. A) Group Work.** *On the basis of the information found in the texts, prepare your presentations about **Friedrich Engels’s views concerning the devastating effects of industrialization on workers and their children**. Every member of each group should participate in presenting the material. So, decide who will speak on what aspect in advance.*

*B) Discuss these questions with your partners.*

1. What is meant by exploitation in sociology?
2. What is an example of social exploitation?

## PREPARING FOR THE EXAM

*15. For questions 1 – 15, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).*

**Social murder** is the unnatural (0) **death** that occurs due to social, political, or economic oppression. The phrase was coined (1) \_\_\_\_\_ Friedrich Engels in his 1845 work *The Condition of the Working-Class in England* whereby ‘the class which at present holds social and political control’ (i.e. the (2) \_\_\_\_\_) ‘places hundreds of (3) \_\_\_\_\_ in such a position that they inevitably meet a too early and an unnatural death’. This was in a different category to murder and manslaughter committed by individuals against one another, as social murder explicitly (4) \_\_\_\_\_ committed by the political and social elite (5) \_\_\_\_\_ the poorest (6) \_\_\_\_\_ society.

When one individual inflicts bodily injury (7) \_\_\_\_\_ another such that death results, we call the deed manslaughter; when the assailant knew (8) \_\_\_\_\_ advance that the injury (9) \_\_\_\_\_ be fatal, we call his deed murder. But when society places hundreds of proletarians in such a position that they inevitably meet a too early and an unnatural death, one (10) \_\_\_\_\_ is quite as much a death (11) \_\_\_\_\_ violence as that by the sword or bullet; when it deprives thousands of the necessities (12) \_\_\_\_\_ life, places them under conditions in which they cannot live – forces them, through the strong arm of the law, to remain in (13) \_\_\_\_\_ conditions until that death ensues [ɪnˈsjuː] which is the inevitable consequence – knows that these thousands of victims must perish, and yet permits these conditions to remain, its deed is murder just as surely (14) \_\_\_\_\_ the deed of the single individual; disguised, malicious murder, murder against which none can defend himself, which (15) \_\_\_\_\_ not seem what it is, because no man sees the murderer, because the death of the victim seems a natural one, since the offence is more one of omission than of commission. But murder it remains.

(<https://www.reddit.com/r/LateStageCapitalism>)

*16. Put each of the following words or phrases in its correct place in the text.*

- |                    |                        |                      |
|--------------------|------------------------|----------------------|
| A. the countryside | E. improved conditions | I. the machines      |
| B. factory work    | F. brought about       | J. labor unions      |
| C. work hours      | G. negative effects    | K. factory employees |
| D. factories       | H. towns and cities    | L. division of labor |

### Industrial Revolution Effects

The Industrial Revolution (1) \_\_\_\_\_ sweeping changes in economic and social organization. Managerial hierarchies also developed to oversee the (2) \_\_\_\_\_. By the late 1700s many people could no longer earn their living in (3) \_\_\_\_\_. Increasingly, people moved from farms and villages into bigger (4) \_\_\_\_\_ to find work in (5) \_\_\_\_\_. Cities grew larger, but they were often

dirty, crowded, and unhealthy. Although (6) \_\_\_\_\_ made work easier in some ways, (7) \_\_\_\_\_ created many problems for the laborers. (8) \_\_\_\_\_ did not earn much, and the work was often dangerous. Many worked 14 to 16 hours per day six days per week. Men, women, and even small children worked in factories. Workers sought to win (9) \_\_\_\_\_ and wages through (10) \_\_\_\_\_. These organizations helped establish laws to protect workers. Such laws, for instance, limited the number of (11) \_\_\_\_\_ for employees and guaranteed they would be paid a certain amount. The process of industrialization continues around the world, as do struggles against many of its (12) \_\_\_\_\_, such as industrial pollution and urban crowding.

(<https://www.britannica.com/summary/Industrial-Revolution-Causes-and-Effects>)

17. Read the text and decide which word **A**, **B**, **C** or **D** best fits each space.

**The Effects of Social Deprivation**

There is little (0) **\_B\_** on the effects of social deprivation or isolation on human adolescent development or on adult humans in general. Several studies have focused on loneliness in humans and have reported a (1) \_\_\_\_\_ between self-reported loneliness and mental health problems.

However, such studies (2) \_\_\_\_\_ not clearly establish whether loneliness results (3) \_\_\_\_\_ mental illness or vice versa. (4) \_\_\_\_\_, human loneliness is not straightforward to study (5) \_\_\_\_\_ as loneliness is not a simple product of objective social deprivation: people can be alone (6) \_\_\_\_\_ feeling lonely or feel lonely even in a crowd.

In contrast, there is a long (7) \_\_\_\_\_ of animal research documenting the (8) \_\_\_\_\_ effects of social deprivation, including complete isolation, (9) \_\_\_\_\_ brain and behavioural development during animal (10) \_\_\_\_\_.

These animal models usually involve (11) \_\_\_\_\_ animals of any form of social contact with their own (12) \_\_\_\_\_ and studying changes in brain and behaviour (13) \_\_\_\_\_ during and after social isolation. Although these experimental studies involve more extreme forms of social deprivation (14) \_\_\_\_\_ the physical distancing experienced during COVID-19, the animal research literature provides valuable insights (15) \_\_\_\_\_ the effects of depriving the developing animal of social contact during a sensitive period for social interaction.

(<https://pmc.ncbi.nlm.nih.gov/articles>)

0.	A. analyses	B. research	C. studies	D. tests
1.	A. connection	B. association	C. attachment	D. analogy
2.	A. is	B. are	C. does	D. do
3.	A. on	B. to	C. in	D. from
4.	A. Nevertheless	B. Consequently	C. Furthermore	D. Therefore
5.	A. experimental	B. experimentally	C. experimentation	D. experiment
6.	A. within	B. by	C. with	D. without
7.	A. history	B. story	C. record	D. narrative
8.	A. consequently	B. side	C. causal	D. casual
9.	A. on	B. for	C. to	D. in



10.	A. teenage	B. adolescence	C. young	D. juvenile
11.	A. deprive	B. deprived	C. to deprive	D. depriving
12.	A. shape	B. brand	C. species	D. model
13.	A. either	B. both	C. neither	D. nor
14.	A. than	B. then	C. rather	D. sooner
15.	A. to	B. on	C. in	D. into

18. For questions 1 – 15, read the text below and look carefully at each line. Some of the lines are correct and some have a word which should not be there. If a line is correct, put a tick (V) in the answer boxes provided.

Left Wing vs. Right Wing

0	The political terms <i>left wing</i> and <i>right wing</i> originated in the 18th	V
00	century during the time French Revolution. They are based on the	time
1	seating of arrangements in the French National Assembly – those	
2	who sat on the left of the chair of the parliamentary president were	
3	supported the revolution and a secular in republic, and opposed	
4	the monarchy of the old regime. The people on the left were in	
5	favor of radical change, socialism and republicanism i.e. a strong	
6	the French republic instead of the monarchy. The fundamental	
7	differences between left-wing and right-wing ideologies is center	
8	around the rights of individuals vs. the power of the government.	
9	Left-wing beliefs are liberal in that what they believe society is	
10	best being served with an expanded role for the government.	
11	People on the right believe in that the best outcome for society	
12	is achieved when individual rights and civil liberties are paramount	
13	and the role – and especially the power – of the government is to	
14	minimized. Examples of an expanded role for the government is	
15	include entitlement programs such as social security and Medicare,	
free public education, unemployment benefits, strong environmental laws, and other regulations on industries. Right wing ideology would favor market-based solutions to the issues that these government programs aim to tackle. For example, encouraging a freer marketplace for healthcare, driven by consumer choice to drive down costs.		

([https://en.wikipedia.org/wiki/Right-wing\\_politics](https://en.wikipedia.org/wiki/Right-wing_politics))

HOME ASSIGNMENT

19. A) Read this article, choose the most appropriate word or phrase from the list (A-M) for each gap. There are two extra words or phrases that you do not need to use. There is an example at the beginning (0).

Conflict Theory

The theory with (0) \_\_K\_\_, called **conflict theory**, looks at society as a competition for limited resources. Conflict theory sees society as (1) \_\_\_\_ individuals who must compete for



social, political, and material resources such as political power, leisure time, money, housing, and entertainment. Social structures and organizations such as religious groups, governments, and corporations (2) \_\_\_\_ this competition in their inherent inequalities. Some individuals and organizations are able to obtain and keep more resources than others. These ‘winners’ use their power and influence to maintain (3) \_\_\_\_ their positions of power in society and to suppress the advancement of other individuals and groups. Of the early founders of sociology, Karl Marx is most closely identified with this theory. He focused on the economic conflict between different social classes. As he and Fredrick Engels famously described in their *Communist Manifesto*, ‘the history of all hitherto existing society is the history of (4) \_\_\_\_\_. Freeman and slave, patrician and plebeian, lord and serf, guild-master and journeyman, in a word, oppressor and oppressed’ (1848).

Developing on this foundation, Polish-Austrian sociologist Ludwig Gumplowicz (1838–1909) expanded on Marx’s ideas to develop his own version of conflict theory, adding his knowledge about how civilizations (5) \_\_\_\_\_. In *Outlines of Sociology* (1884), he argues that war and conquest are the basis on which civilizations have been shaped. He believed that cultural and ethnic conflicts led to states being identified and defined by a dominant group that had power over other groups (Irving 2007).

The German sociologist Max Weber agreed with Marx that the (6) \_\_\_\_\_ of the capitalist system were a source of widespread conflict. However, he disagreed that the conflict must lead to revolution and the collapse of capitalism. Weber theorized that there was more than one cause for conflict: (7) \_\_\_\_\_, inequalities could exist over political power and social status. The level of inequalities could also be different for different groups based on education, race, or gender. As long as these conflicts remained separate, the system as a whole was not threatened. Weber also identified several factors that moderated (8) \_\_\_\_\_ to inequality. If the authority of the people in power was considered legitimate by those over whom they had power, then conflicts were less intense. Other moderating factors were high rates of social mobility and low rates of class difference. Another German sociologist, Georg Simmel (1858–1918), wrote that conflict can in fact help integrate and stabilize a society. Like Weber, Simmel said that the nature of social conflict was highly variable. The intensity and violence of the conflict depended upon the emotional involvement of the different sides, the degree of solidarity among the opposing groups, and if there were clear and limited goals to be achieved.

Simmel also said that frequent smaller conflicts would be less violent than a few large conflicts. Simmel also studied how conflict changes the parties involved. He showed that groups work to increase their internal solidarity, centralize power, reduce dissent, and become less tolerant of those not in the group during conflict. Resolving conflicts (9) \_\_\_\_\_ tension and hostility and pave the way for future agreements.

More recently, conflict theory has been used to explain inequalities between groups based on gender or race. Janet Saltzman Chafetz (1941–2006) was a leader

in the field of feminist conflict theory. Her books *Masculine/Feminine or Human* (1974), *Feminist Sociology* (1988), and *Gender Equity* (1990) and other studies Dr. Chafetz uses conflict theory to present a set of models to explain the forces maintaining a system of gender inequality as well as a theory of how such a system can be changed. She argues that two types of forces sustain a system of gender inequality. One type of force is coercive and is based on the advantages men have in finding, keeping, and advancing in positions within the workforce. The other depends on the voluntary choices individuals make based on the (10) \_\_\_\_ that have been passed down through their families. Chafetz argues that the system can be changed through changes in the number and types of jobs available to increasingly large numbers of well-educated women entering the workforce (Turner 2003).

### Criticism

Just as structural functionalism was criticized for focusing too much on the stability of societies, conflict theory has been criticized because it tends to focus on conflict to the exclusion of recognizing stability. Many social structures are extremely stable or have gradually progressed over time rather than changing abruptly as conflict theory would suggest.

(Conerly T.R., Holmes K., Tamang A.L. *Introduction to Sociology*. 3e. Houston: OpenStax.)

- |                              |                      |                             |
|------------------------------|----------------------|-----------------------------|
| A. besides economics         | E. can release       | I. their positions of power |
| B. reflect                   | F. evolve            | J. people's reaction        |
| C. their internal solidarity | G. gender inequality | K. a macro-level view       |
| D. class struggles           | H. being made up of  | L. gender roles             |
|                              |                      | M. economic inequalities    |

**B) Find a word in the text that means the same as the words and phrases below:**

1. that is a basic or permanent part of somebody/something and that cannot be removed ...
2. in a sudden, unexpected and often unpleasant way ...
3. the act of taking control of a country, city, etc. by force ...
4. to make something continue for some time without becoming less ...
5. agreement between and support for the members of a group, especially a political group ...
6. using force or the threat of force ...
7. to suggest facts and ideas to explain something ...
8. the process of helping something/somebody to make progress or succeed; the progress that is made ...
9. the fact of having or expressing opinions that are different from those that are officially accepted ...
10. until now; until the particular time you are talking about ...

**20. Choose the best option to complete statements about the text or answer the question.**

1. How does conflict theory look at society?

- A. a competition for unlimited resources
- B. relationship of individuals within their society
- 2. Who believed that war and conquest have shaped civilizations?
- A. Karl Marx
- B. Ludwig Gumplowicz
- 3. According to M. Weber, economic inequality \_\_\_\_
- A. couldn't result in revolution
- B. must lead to revolution
- 4. Dr. Chafetz thought conflict theory can explain inequalities based on
- A. political power and social status
- B. education and gender roles in families
- C. a competition for limited resources
- D. unintended consequences of a social process
- C. Max Weber
- D. Georg Simmel
- C. could result in evolution
- D. the only cause for conflict
- C. tension and hostility
- D. gender or race

WRITING

21. Write a summary of the article *I broadly accuse the bourgeoisie of social murder*.

22. Write your opinions on questions 1-5. Use 25-30 words.

- 1. What does social stratification mean in sociology?
- 2. What are examples of social stratification?
- 3. What political party is right-wing?
- 4. Is communism Left or Right?
- 5. Is Trump right or left wing?

## UNIT 2

### THE PROBLEM OF THE 20TH CENTURY IS THE PROBLEM OF THE COLOR LINE

W.E.B. DU BOIS (1868–1963)

#### Preparing to read

1. A) *Pair Work. Discuss these questions with a partner.*

1. What do you think the color line is?
2. What is the global color line?
3. What do you think Du Bois meant by the veil?
4. What is double consciousness from your point of view?
5. What is lynching?

B) *Read the definitions and compare them with your answers.*

The term **color line** was originally used as a reference to the racial segregation that existed in the United States after the abolition of slavery. An article by Frederick Douglass that was titled ‘The Color Line’ was published in the *North American Review* in 1881. The phrase gained fame after W. E. B. Du Bois’ repeated use of it in his 1903 book *The Souls of Black Folk*.

The phrase sees current usage as a reference to modern racial discrimination in the United States and legalized segregation after the abolition of slavery and the civil rights movement.

([https://www.buffalo.edu/ubreporter/archive/2012\\_02\\_02/profile](https://www.buffalo.edu/ubreporter/archive/2012_02_02/profile))

In *The Souls of Black Folk* (1903), W.E.B. Du Bois theorized that black peoples were viewed behind a metaphorical ‘**veil**’ that consisted of three interrelated aspects: the skin as an indication of African Americans’ difference from their white counterparts, white people’s lack of capacity to see African Americans as Americans, and African Americans’ lack of capacity to see themselves outside of the labels white America has given them. This, according to Du Bois, resulted in the gift and curse of ‘**double consciousness**,’ the feeling that one’s identity is divided. As African Americans fought for socio-political equality, the reconciliation of these halves became essential in creating a new identity in America by creating a distinct voice in the age of modernity.

(<https://digitalcommons.butler.edu/grtheses>)

**Lynching**, a form of violence in which a mob, under the pretext of administering justice without trial, executes a presumed offender, often after inflicting torture and corporal mutilation. The term **lynch law** refers to a self-constituted court that imposes sentence on a person without due process of law. Both terms are derived from the name of Charles Lynch (1736–96), a Virginia planter and justice of the peace who, during the American Revolution, headed an irregular court formed to punish loyalists.

Historically, the fehmic courts of medieval Germany imposed some punishments that involved lynching, as did the Halifax gibbet ['dʒɪbɪt] law (execution of those guilty of theft valued over a specific amount) and Cowper justice (trial after execution) in the border districts of England. Resembling these cases were the Santa Hermandad constabulary in medieval Spain and pogroms directed against Jews in Russia and Poland, although in these cases there was support from legally constituted authorities.

Vigilante [ˌvɪdʒɪˈlənti] justice has been practiced in many countries under unsettled conditions whenever informally organized groups have attempted to supplement or replace legal procedure or to fill the void where institutional justice



did not yet exist. Such conditions commonly give rise to acts of genocide ['dʒenəsaɪd]. Statistics of reported lynching in the United States indicate that, between 1882 and 1951, 4,730 persons were lynched, of whom 1,293 were white and 3,437 were black. Lynching continued to be associated with U.S. racial unrest during the 1950s and '60s, when civil rights workers and advocates were threatened and in some cases killed by mobs.

(<https://www.britannica.com/topic/lynching>)

*C) Work with your partner. Your understanding of the texts you read depends in part on your understanding of key terms. Pay careful attention to the explanations of these terms when matching them with their definitions.*

1. ethnicity –	a. the act or policy of separating people from different groups, for example people of different races, religions or sexes, and treating them in a different way
2. Chief Justice –	b. the power or right of governing and controlling; sovereign authority
3. Board of Education –	c. a place where legal matters are decided by a judge and jury or by a magistrate
4. segregation –	d. a grouping of people who identify with each other on the basis of shared attributes that distinguish them from other groups
5. the color line –	e. a body of citizens controlling especially the elementary and secondary public-school education in a state, county, city, or town
6. dominion –	f. a set of societal [səˈsaɪətl] or legal barriers that segregates people of color from white people (as by restricting social interaction or requiring separate facilities) and prevents people of color from exercising the same rights and accessing the same opportunities as white people

7. the ballot box –	<b>g.</b> the title of the presiding judge of a supreme court, it also refers to the U.S. Supreme Court
8. the legal court / law court / court of law –	<b>h.</b> refers to the system of democratic elections
9. folk <i>or</i> folks –	<b>i.</b> a situation that seems strange because it involves two ideas or qualities that are very different
10. paradox –	<b>j.</b> used to emphasize that something is very heavy, large <i>etc.</i>
11. sheer [ʃiə] size / weight –	<b>k.</b> the state or right of owning a business or holding property, a business or property, <i>etc.</i>
12. proprietorship –	<b>l.</b> people, especially those of a particular group or type; people in general

### VOCABULARY PRACTICE

2. A) Pronounce the words related to the theme:

**W**(illiam) **E**(dward) **B**(urghardt) **Du Bois** [du 'bɔɪs]; **e**thnicity [eθ'nisəti]; **i**nferiority [ɪn'fɪəri'ɒrəti]; **vs** / *Br. vs.* (*or* v/v.) = **v**ersus ['vɜ:səs]; **l**egal ['li:gəl]; to **l**egislate ['ledʒɪsleɪt]; to **c**ease [si:s]; to **s**eize [si:z]; **f**olk [fəʊk]; **a**ftermath ['ɑ:ftəməθ]; **s**imultaneity [ˌsɪmltə'neɪəti]; **i**nferior [ɪn'fɪəriə(r)]; **c**onsciousness ['kɒnʃəsənəs]; **x**enophobia [ˌzenə'fəʊbiə]; **b**ureau ['bjʊərəʊ]; **f**ugitive ['fju:dʒətɪv]; **a**cre ['eɪkə(r)]; **d**eposit [drɪ'pɒzɪt]; **c**ompromise ['kɒmprəmaɪz]; **a**nxiety [æŋ'zaɪəti]; **W**arsaw ['wɔ:sɔ]; **N**azism ['nɑ:tsɪzəm]; **p**hysique [fɪ'zi:k]; **p**roprietorship [prə'praɪətəʃɪp]

B) Complete the word building table.

Noun /Verb	Adjective / Adverb	Verb	Noun
ethnicity –		to rule –	
inferiority –		– segregation	
– legal		– legality	
to legislate –		to legislate –	
depth –		– depth	
to cease –		to cease –	
to assert –		to assert –	
to investigate –		to investigate –	
to divide –		to divide –	
– explicit –		to reflect –	
to answer –		to amuse –	
– dual		to reconcile –	
to dazzle –		to dazzle –	
– simultaneous –		to strive –	
contempt –		to bleach –	
to fold –		to fold –	
to abandon –		to abandon –	
revenge –		to equip –	



– competent	to provide –
to agitate –	to insult [m'salt] –
to permit –	to litigate –
anxiety –	to seize [si:z] –
– modern	– prison

*Note: strive – strove / strived – striven / strived*

*C) Choose one of the words from the table for the gaps in the sentences below and use it in the correct form (for a verb or a noun).*

1. The \_\_\_\_\_ of a particular state or country is the group of people in it who have the power to make and pass laws. 2. If you \_\_\_\_\_ something to make other people recognize your right or authority to do something, by behaving in a determined and confident way. 3. If one person is regarded as \_\_\_\_\_ **to** another, they are regarded as less important because they have less status or ability. 4. If someone \_\_\_\_\_ an event, situation, or idea, they try to find out information and facts about a subject or problem by study or research. 5. When someone in authority \_\_\_\_\_ that something is true or should happen, they state that they have officially decided that it is true or should happen. 6. A \_\_\_\_\_ is a situation in which two opposite ideas or feelings exist at the same time. 7. An action or situation that is \_\_\_\_\_ is allowed or required by law. 8. Something that is \_\_\_\_\_ is expressed or shown clearly and openly, without any attempt to hide anything. 9. \_\_\_\_\_ is the fact or process of ending or being brought to an end. 10. If someone or something \_\_\_\_\_ you, you are extremely impressed by their skill, qualities, or beauty. 11. If something \_\_\_\_\_ an attitude or situation, it shows that the attitude or situation exists or it shows what it is like. 12. If you have \_\_\_\_\_ **for** someone or something, you have no respect for them or think that they are unimportant. 13. \_\_\_\_\_ between two people or countries who have quarrelled is the process of their becoming friends again. 14. If something \_\_\_\_\_ you, it makes you want to laugh or smile. 15. \_\_\_\_\_ is a chemical that is used to make cloth white, or to clean things thoroughly and kill germs. 16. If you \_\_\_\_\_ a place, thing, or person, you leave the place, thing, or person permanently or for a long time, especially when you should not do so. 17. If someone \_\_\_\_\_ you, they say or do something that is rude or offensive. 18. \_\_\_\_\_ is the process of fighting or defending a case in a civil court of law. 19. If you \_\_\_\_\_ **to** do something or \_\_\_\_\_ **for** something, you make a great effort to do it or get it. 20. a) If a government or other authority \_\_\_\_\_ someone's property, they take it from them, often by force. b) When someone \_\_\_\_\_, they are arrested or captured. 21. a) If someone is in a state of \_\_\_\_\_, they are very worried or upset, and show this in their behaviour, movements, or voice. b) If people \_\_\_\_\_ **for / against** something, they protest or take part in political activity in order to get it.

*D)*

Negative Prefixes / Suffixes	Negative Prefixes / Suffixes
constitutional –	legal –

explicitly –	answerable –
internal –	reconciled –
to fold –	folding –
competency –	shiftful –
daunted –	to increase –

E)

Noun /Verb/Adjective	Person	Noun /Verb	Person
– citizen		to segregate –	
to legislate –		refuge –	
fugitive –		to litigate –	
nativism –		supremacism [su:ˈpreməsɪzəm] –	
Nazism –		to descend –	
proprietorship –		– slave	

3. How well do you know the vocabulary associated with this theme? The following words occur in the text. Fill in the correct word. Use a dictionary if necessary.

A) cease \_\_\_\_\_; aftermath \_\_\_\_\_; enmities \_\_\_\_\_; dawns on [dɔ:n] \_\_\_\_\_; redress \_\_\_\_\_; dignity \_\_\_\_\_; landmark \_\_\_\_\_; act out \_\_\_\_\_; ruled \_\_\_\_\_; tear [teə(r)] down \_\_\_\_\_; sneer [sniə(r)] \_\_\_\_\_; inferior \_\_\_\_\_; point out \_\_\_\_\_; legislate ['ledʒɪsleɪt] \_\_\_\_\_; dazzling \_\_\_\_\_; undaunted[ˌʌnˈdɔ:ntɪd] \_\_\_\_\_; shut out \_\_\_\_\_; lingers ['lɪŋgə(r)] \_\_\_\_\_; explicitly \_\_\_\_\_; veil \_\_\_\_\_

1. The Supreme Court \_\_\_\_\_ the law unconstitutional. 2. She felt socially \_\_\_\_\_ to her husband’s wealthy friends. 3. Their lawyer has said that they intend to seek \_\_\_\_\_ through the courts. 4. Bitter historical \_\_\_\_\_ underlie the present violence. 5. Only Parliament has the power to \_\_\_\_\_ on national matters. 6. The things people will do for charity never \_\_\_\_\_ to amaze me. 7. You can refer to an important stage in the development of something as a \_\_\_\_\_. 8. The \_\_\_\_\_ of an important event, especially a harmful one, is the situation that results from it. 9. If you \_\_\_\_\_ a fact or mistake, you tell someone about it or draw their attention to it. 10. The report states \_\_\_\_\_ that the system was to blame. 11. These teenagers are likely to \_\_\_\_\_ their distress by running away. 12. If something \_\_\_\_\_ you, you begin to realize it for the first time. 13. Foreign investors have been \_\_\_\_\_ from much of the market due to the high costs. 14. You can refer to something that hides or partly hides a situation or activity as a \_\_\_\_\_. 15. If you \_\_\_\_\_ / something /, you destroy it or remove it completely. 16. During his short but \_\_\_\_\_ career he broke almost every scoring record in the National League. 17. If you talk about the \_\_\_\_\_ of people or their lives or activities, you mean that they are valuable and worthy of respect. 18. When something such as an idea, feeling, or illness \_\_\_\_\_, it continues to exist for a long time, often much longer than expected. 19. If you

\_\_\_\_\_ **at** someone or something, you express your contempt for them by the expression on your face or by what you say. 20. If you are \_\_\_\_\_, you are not at all afraid or worried about dealing with something, especially something that would frighten or worry most people.

**B) bleach** \_\_\_\_\_; **striving** \_\_\_\_\_; **flee** (fled – fled) \_\_\_\_\_; **abandoned** \_\_\_\_\_; **reconcile** ['rekənsaɪl] \_\_\_\_\_; **contempt** \_\_\_\_\_; **destitute** ['destɪtʃu:t] \_\_\_\_\_; **hand over** \_\_\_\_\_; **simultaneously** [ˌsɪml'teɪniəsli] \_\_\_\_\_; **ashes** \_\_\_\_\_; **orders around / orders about** \_\_\_\_\_; **fugitive** ['fju:dʒətɪv] \_\_\_\_\_; **melted away** \_\_\_\_\_; **seize** \_\_\_\_\_; **litigants** \_\_\_\_\_; **merges** \_\_\_\_\_; **butchered** \_\_\_\_\_; **issues** \_\_\_\_\_; **intimidate** \_\_\_\_\_; **hampers** \_\_\_\_\_; **insults** \_\_\_\_\_

1. The game will be broadcast \_\_\_\_\_ on TV and radio. 2. The opinions of the public should not be ignored or treated with \_\_\_\_\_. 3. It was hard to \_\_\_\_\_ his career ambitions with the needs of his children. 4. Realism is needed, and a constant \_\_\_\_\_ to improve. 5. If one sound, colour, or object \_\_\_\_\_ **into** another, the first changes so gradually into the second that you do not notice the change. 6. Those curtains will look nicer if you \_\_\_\_\_ them. 7. He was caught trying to \_\_\_\_\_ the country. 8. The charity's work involves finding foster homes for \_\_\_\_\_ children. 9. If an organization or someone in an official position \_\_\_\_\_ something such as documents or equipment, they give these things to people who need them. 10. The war left a lot of people completely \_\_\_\_\_. 11. The \_\_\_\_\_ leader was captured last night. 12. If someone or something \_\_\_\_\_ you, they make it difficult for you to do what you are trying to do. 13. If you \_\_\_\_\_ **to** someone or \_\_\_\_\_ /something/ **to** them, you give them the responsibility for dealing with a particular situation or problem. 14. Her anger \_\_\_\_\_ when she read the letter. 15. All her hopes and dreams had turned to \_\_\_\_\_. 16. The crowd were shouting \_\_\_\_\_ at the police. 17. Plaintiffs and defendants are both \_\_\_\_\_. 18. If you say that someone \_\_\_\_\_ /you/ or \_\_\_\_\_ /you/, you mean they tell you what to do as if they have authority over you, and you dislike this. 19. They have the legal right to \_\_\_\_\_ his property. 20. If you \_\_\_\_\_ someone, you deliberately make them frightened enough to do what you want them to do. 21. You can say that someone \_\_\_\_\_ people when they have killed a lot of people in a very cruel way, and you want to express your horror and disgust.

**C) foregoing** \_\_\_\_\_; **dispel** \_\_\_\_\_; **anxiety** \_\_\_\_\_; \_\_\_\_\_; **cuts across** \_\_\_\_\_; **permissible** \_\_\_\_\_; **descent** \_\_\_\_\_; **in return for** \_\_\_\_\_; **apply** \_\_\_\_\_; **articulate** \_\_\_\_\_; **slipped away** (to slip) \_\_\_\_\_; **stretch** \_\_\_\_\_; **lynchings** \_\_\_\_\_; **sows** \_\_\_\_\_; **neglect** \_\_\_\_\_; **accommodating stance** \_\_\_\_\_; **physique** [fɪ'zi:k] \_\_\_\_\_; **unified** \_\_\_\_\_

1. Their support gradually \_\_\_\_\_. 2. The use of racial preferences is not \_\_\_\_\_ under the law. 3. In psychology, \_\_\_\_\_ is a state of feeling very worried, and often shaking or feeling sick, as a result of mental illness or a bad experience. 4. The video showed shocking images of real \_\_\_\_\_. 5. You can refer to what has just been stated or mentioned as the \_\_\_\_\_. 6. If you do something \_\_\_\_\_ what someone else has done for you, you do it because they did that thing for you. 7. While Republicans work closely with the business community, there's a growing sense that they need to separate themselves from Trump's \_\_\_\_\_ toward Russia. 8. A spider's web can \_\_\_\_\_ considerably without weakening. 9. If an issue or problem \_\_\_\_\_ the division between two or more groups of people, it affects or matters to people in all the groups. 10. He had good health and a strong \_\_\_\_\_. 11. It is the school's duty to \_\_\_\_\_ its practices to parents. 12. You use \_\_\_\_\_ to talk about a person's family background, for example their nationality or social status. 13. We have to be able to speak with a \_\_\_\_\_ voice on this subject. 14. The policy will \_\_\_\_\_ equally to everyone. 15. If you \_\_\_\_\_ someone or something, you fail to look after them properly. 16. To \_\_\_\_\_ an idea or feeling that people have means to stop them having it. 17. If someone \_\_\_\_\_ an undesirable feeling or situation, they cause it to begin and develop.

**4. Give a word or a phrase which means:**

**A)** 1. a very deep unfriendly feeling \_\_\_\_\_; 2. the period of time after *something* such as a war, storm, or accident when people are still dealing with the results \_\_\_\_\_; 3. to express your feelings about *something* through your behaviour or actions, especially when you have been feeling angry or nervous \_\_\_\_\_; 4. not good or not as good as *somebody/something* else \_\_\_\_\_; 5. to mention *something* in order to give somebody information about it or make them notice it \_\_\_\_\_; 6. to stop happening or existing; to stop *something* from happening or existing \_\_\_\_\_; 7. to make a legal decision about *something* \_\_\_\_\_; 8. payment, *etc.* that you should get for *something* wrong that has happened to you or harm that you have suffered \_\_\_\_\_; 9. to make a law affecting *something* \_\_\_\_\_; 10. an event, discovery, or change marking an important stage or turning point in *something* \_\_\_\_\_; 11. clearly or directly, so that the meaning is easy to understand \_\_\_\_\_; 12. to deliberately not let someone join you in an activity or share your thoughts and feelings \_\_\_\_\_; 13. a thing that serves to cover, conceal, or disguise \_\_\_\_\_; 14. to become evident to the mind; be perceived or understood \_\_\_\_\_; 15. the fact of being respected or deserving respect \_\_\_\_\_; 16. to continue to exist for longer than expected \_\_\_\_\_; 17. to smile or speak in a very unkind way that shows you have no respect for *someone* or *something* \_\_\_\_\_; 18. still enthusiastic and determined, despite difficulties, danger, *etc.* \_\_\_\_\_; 19. to pull or knock down a building, wall, *etc.* \_\_\_\_\_

**B)** 1. the act of trying very hard to achieve *something* \_\_\_\_\_; 2. to combine or make two or more things combine to form a single thing \_\_\_\_\_;

3. trying to avoid being caught \_\_\_\_\_; 4. to give *something* to *somebody*, *especially* officially \_\_\_\_\_; 5. the feeling that *somebody/something* is without value and deserves no respect at all \_\_\_\_\_; 6. to leave a person or place very quickly, *especially* because you are afraid of possible danger \_\_\_\_\_; 7. at the same time as *something* else \_\_\_\_\_; 8. to find an acceptable way of dealing with two or more ideas, needs, *etc.* that seem to be opposed to each other \_\_\_\_\_; 9. to become white or pale by a chemical process or by the effect of light from the sun; to make *something* white or pale in this way \_\_\_\_\_; 10. left and no longer wanted, used or needed \_\_\_\_\_; 11. without money, food and the other things necessary for life \_\_\_\_\_; 12. to give *someone* power or responsibility over *something* which you used to be in charge of \_\_\_\_\_; 13. a person involved in a lawsuit \_\_\_\_\_; 14. a) what is left after *something* has been destroyed by burning; b) the powder that is left when a dead person's body is burned \_\_\_\_\_; 15. to prevent *somebody* from easily doing or achieving *something* \_\_\_\_\_; 16. to disappear or make *something* disappear gradually \_\_\_\_\_; 17. to keep telling *somebody* what to do in a way that is annoying or unpleasant \_\_\_\_\_; 18. to frighten or threaten *somebody* so that they will do what you want \_\_\_\_\_; 19. a) to take illegal or stolen goods away from *somebody*; b) to arrest or capture *somebody* \_\_\_\_\_; 20. to kill people in a very cruel and violent way \_\_\_\_\_; 21. a remark or an action that is said or done in order to offend *somebody* \_\_\_\_\_

C) 1. the illegal killing of *somebody*, usually by hanging, by a crowd of people and without a trial \_\_\_\_\_; 2. to affect or be true for different groups that usually remain separate \_\_\_\_\_; 3. the state of feeling nervous or worried that *something* bad is going to happen \_\_\_\_\_; 4. to express or explain your thoughts or feelings clearly in words \_\_\_\_\_; 5. to stop existing; to disappear or die \_\_\_\_\_; 6. just mentioned or stated; preceding \_\_\_\_\_; 7. acceptable according to the law or a particular set of rules \_\_\_\_\_; 8. as payment or reward for *something* \_\_\_\_\_; 9. to make *something* bigger or looser by pulling it, or to become bigger or looser as a result of being pulled \_\_\_\_\_; 10. the size and appearance of *someone's* body \_\_\_\_\_; 11. a person's family origins \_\_\_\_\_; 12. brought together, combined, or united \_\_\_\_\_; 13. to pay too little attention to something \_\_\_\_\_; 14. to make *something*, *especially* a feeling or belief, go away or disappear \_\_\_\_\_; 15. to introduce or spread feelings or ideas, *especially* ones that cause trouble \_\_\_\_\_; 16. to use *something* such as a method, idea, or law in a particular situation, activity, or process \_\_\_\_\_

**5. Fill in the correct preposition where *necessary*.**

A) 1. a) The court will rule \_\_\_\_ the legality of the action. b) The judge ruled \_\_\_\_ favour \_\_\_\_ the plaintiff. c) The jury ruled \_\_\_\_ the tobacco companies. 2. a) \_\_\_\_ existing law, journalists cannot refuse to provide information to a jury. b) The constitution guarantees equality \_\_\_\_ the law for all. c) In Sweden it is \_\_\_\_ the law to hit a child. d) Defence attorneys can use any means \_\_\_\_ the law to get their client off. 3. Our equipment was markedly inferior \_\_\_\_ that of the enemy

forces. 4. The Civil Rights Act ends discrimination based \_\_\_\_ race, color, religion, or sex. 5. He went to the industrial tribunal to seek redress \_\_\_\_ the way his employers had discriminated against him. 6. a) Parliament legislated \_\_\_\_ a higher minimum wage. b) The European Parliament will legislate \_\_\_\_ further integration. c) The government will legislate \_\_\_\_ discrimination in the workplace. d) They promised to legislate \_\_\_\_ cigarette advertising. e) Legislating \_\_\_\_ carbon emissions is central to the Kyoto Protocol agreement. f) The purpose of the Electronic Communications Bill was to legislate \_\_\_\_ a framework in which e-commerce could safely take place. g) We must legislate \_\_\_\_ equal pay. 7. The job is great \_\_\_\_ terms \_\_\_\_ salary, but it has its disadvantages. 8. Some economists have pointed \_\_\_\_ that low inflation is not necessarily a good thing. 9. Children act \_\_\_\_ their emotions in inappropriate ways. 10. Suddenly it dawned \_\_\_\_ me that they couldn't possibly have met before. 11. I felt I was being shut \_\_\_\_ \_\_\_\_ all the family's affairs.

**Language notes:** 1. a) to **rule on** something: *e.g. The court has not yet ruled on the case.* b) to **rule against/in favour of** somebody/something: *e.g. The committee ruled against all-night opening mainly on safety grounds.* c) to **rule + object**: *e.g. A provincial magistrates' court last week ruled it unconstitutional.*

2. a) to **legislate against** something: *e.g. The state legislated against hunting certain animals.* (=the state created laws making it illegal to hunt certain animals) b) to **legislate for** something: *e.g. It's hard to legislate for* (= make a law that will protect) *the ownership of an idea.* c) to **legislate on** something: *e.g. In the interests of balancing the economy, Congress must legislate on trade.* d) to **legislate + object**: *e.g. to legislate a new law*

**B)** 1. a) Hundreds of people were forced to flee \_\_\_\_ their homes. b) They fled \_\_\_\_ Britain when the war started. c) Up to five million political refugees have fled \_\_\_\_ other countries. d) Most of the women there were Somalis fleeing \_\_\_\_ the civil war. 2. On 29 August the royal army marched \_\_\_\_ Inverness. 3. Political control has been handed \_\_\_\_ \_\_\_\_ religious leaders. 4. At the first sign of trouble, the crowd melted \_\_\_\_\_. 5. He sneered \_\_\_\_ people who liked pop music. 6. There has been mass agitation \_\_\_\_ the president. 7. The afternoon quietly slipped \_\_\_\_\_. 8. There has been a sharp rise \_\_\_\_ the number of people \_\_\_\_ \_\_\_\_ work. 8. Liz agreed to look after the baby \_\_\_\_ return \_\_\_\_ a free room. 9. The rules applied \_\_\_\_ employees and their behaviour at work.

**6. A) Study the following information about the words *economic* and *economical* and then complete the sentences with one of them.**

**1. Economic** means 'connected with the economy of a country or an area, or with the money that a society or an individual has': *e.g. the government's economic policy; the economic aspects of having children.*

**2. Economical** means 'spending money or using something in a careful way that avoids waste': *e.g. It is usually economical to buy washing powder in large quantities.*

(<https://www.oxfordlearnersdictionaries.com/definition>)



1. They discussed social, \_\_\_\_\_ and political issues. 2. There will be no quick \_\_\_\_\_ recovery. 3. It would be more \_\_\_\_\_ to buy the bigger size. 4. This new oven is highly \_\_\_\_\_. 5. \_\_\_\_\_ growth was fastest in Japan. 6. A small car is more \_\_\_\_\_ to run. 7. She's a lecturer in \_\_\_\_\_ history. 8. The government's \_\_\_\_\_ policy has been broadly successful. 9. This book deals with the social, \_\_\_\_\_ and environmental questions of the period. 10. Solid fuel would be more \_\_\_\_\_. 11. They discussed competitiveness in global \_\_\_\_\_ markets. 12. I'd like to buy a car that is more \_\_\_\_\_ on petrol.

**B)** Study the following information about the words **economics** and **economy** and then complete the sentences with one of them.

**1. Economics** means 'the study of how a society organizes its money, trade and industry', e.g. *Marxist economics, trends in modern economics*.

**2. Economy** means a) 'the system by which a country's money and goods are produced and used, or a country considered in this way' e.g. *a successful economy, the slowdown in the Japanese economy*; and b) 'the careful use of money, time, goods etc. so that nothing is wasted e.g. *Please use the water with economy*.

(<https://www.oxfordlearnersdictionaries.com/definition>)

1. He studied politics and \_\_\_\_\_ at Yale. 2. The new government inherited a strong \_\_\_\_\_. 3. The \_\_\_\_\_ is weak and consumer confidence is low. 4. He knows very little about \_\_\_\_\_ or international finance. 5. Knowledge of development \_\_\_\_\_ and the challenges faced by a small, developing country would be an advantage. 6. Not insuring your belongings is a false \_\_\_\_\_. 7. The company announced that it would cut 500 jobs as part of an \_\_\_\_\_ drive (=a way to save money). 8. In \_\_\_\_\_, its use is a blend of two ideas, abstraction and pure problem-solving. 9. The country's fragile \_\_\_\_\_ depends almost exclusively on tourism. 10. Keynes's theories have had an important influence on modern \_\_\_\_\_. 11. Our consultants include a professor of \_\_\_\_\_ at Harvard University. 12. Measures aimed at reviving the stagnant \_\_\_\_\_ are not working. 13. The University offers a one-year course in applied \_\_\_\_\_ for government policymakers 14. What can we learn from China's booming \_\_\_\_\_?

## GRAMMAR REVISION

7. A) Recall some forms of the nouns.

• **Plural Nouns** are the nouns that can be used only in the plural form:

- objects consisting of two parts: **garments** (*pyjamas, trousers*), **instruments** (*binoculars*), **tools** (*pliers, scissors*);
- *arms, ashes, barracks, clothes, congratulations, earnings, (good) looks, outskirts, people, police, premises, riches, stairs, surroundings, wages* (*Where are my clothes?*)
- **Group Nouns** (*army, audience, class, club, committee, company, council, crew, headquarter, family, jury, government, press, public, staff, team, etc.*)



can take either a singular or a plural verb depending on whether we see the group as a whole or as individuals. (*The team **was** chosen as the most promising. The team **were** given bonuses for their performance.*)

- **Uncountable Nouns** take a singular verb and are not used with a / an. **Some, any, much, no** can be used with them (e.g. Milk comes from cows. I need some food.)

#### **Uncountable Nouns** are:

- **mass nouns** (fluids, solids, food, gases, particles) *beer, blood, bread, air, oxygen, corn, flour, etc;*
- **subjects of study:** *accountancy, chemistry, economics, history, literature, mathematics, physics, etc;*
- **languages:** *Chinese, French, Italian, Japanese, Portuguese, etc.;*
- **sports:** *baseball, billiards, cricket, cycling, darts, football, etc.;*
- **diseases:** *chickenpox, flu, measles, mumps, pneumonia, tuberculosis, etc.;*
- **natural phenomena:** *darkness, fog, gravity, hail, snow, sunlight, etc.;*
- some other nouns: *accommodation, advice, anger, applause, assistance, behaviour, business, chaos, countryside, courage, dirt, education, equipment, evidence, fun, hair, homework, housework, information, intelligence, knowledge, luck, music, news, peace, progress, research, seaside, shopping, traffic, truth, wealth, weather, work, etc.*
- **collective nouns:** *baggage, crockery, cutlery, furniture, jewellery, litter, luggage, machinery, money, rubbish, stationary.*

**Note 1.** with expressions of duration, distance or money meaning ‘a whole amount’ we use a singular verb (*Five thousand pounds **was** too much to lose in a casino.*)

**Note 2.** We use **a / an, one, two** etc. with uncountable nouns such as *coffee, tea, beer, etc.* when we order something in a restaurant, cafe, etc. (*We’ll have three beers, please.*)

(Grammarway 4. Virginia Evans, Jenny Dooley – Express Publishing, 2008)

#### **B) Underline the correct verb form.**

1. Mathematics *is/are* my favourite subject. 2. Your bathroom scales *is/are* not very accurate. 3. Table-tennis *is/are* sometimes referred to as ping-pong. 4. \$2.000 *is/are* far too expensive for that stereo. 5. The police *is/are* coming to the rescue. 6. Paper *is/are* made from wood. 7. Children *like/likes* playing games. 8. The scissors *don’t/doesn’t* work well. 9. These trousers *is/are* terribly dirty. 10. Education *is/are* considered to be very important for almost everyone. 11. Most people *worry/worries* about the effect of pollution on the environment. 12. The rubbish *has/have* been taken away. 13. Water *is/are* necessary for plants to grow. 14. When I’m ill, my hair *become/becomes* greasy. 15. The information *is/are* inaccurate. 16. Binoculars *is/are* needed to see that far. 17. His luggage *was/were* left on the platform. 18. The stairs *is/are* very dangerous. 19. Mumps *is/are* contagious. 20. His experience *is/are* limited.

**C) Fill in *is* or *are*.**

1. Be careful! Those scissors \_\_\_\_\_ very sharp. 2. Physics \_\_\_\_\_ John's favourite subject at school. 3. The police \_\_\_\_\_ investigating the crime. 4. Those trousers \_\_\_\_\_ too big for me. 5. The stairs in my house \_\_\_\_\_ made of wood. 6. His new furniture \_\_\_\_\_ very modern. 7. The weather \_\_\_\_\_ going to be bad this weekend. 8. My advice \_\_\_\_\_ that you get a new job. 9. His new clothes \_\_\_\_\_ very fashionable. 10. The team \_\_\_\_\_ all training hard for Saturday's match. 11. The money in the box \_\_\_\_\_ for this week's shopping. 12. My pyjamas \_\_\_\_\_ not on my bed. 13. Measles \_\_\_\_\_ a childhood disease. 14. My luggage \_\_\_\_\_ in the car. 15. Your hair \_\_\_\_\_ very long again. 16. Tom's gloves \_\_\_\_\_ made of soft leather. 17. The class \_\_\_\_\_ all working on the project together. 18. Athletics \_\_\_\_\_ my favourite sport. 19. My shoes \_\_\_\_\_ too small for me. 20. The news \_\_\_\_\_ very exciting.

**D) Underline the correct word.**

1. A: I have a Math exam tomorrow. B: Oh dear. Mathematics *is/are* a very difficult subject.
2. A: My office is three miles from my house. B: Three miles *is/are* a long way to walk.
3. A: My little brother has got measles. B: Oh dear. Measles *is/are* a very serious illness.
4. A: Jane looks nice today, doesn't she? B: Yes. Her clothes *is/are* very smart.
5. A: I've got two pounds. I'm going to buy a CD. B: Two pounds *is/are* not enough to buy a CD.
6. A: The classroom was empty when I walked past. B: Yes. The class *was/were* all on a street outing.
7. A: Have you just cleaned the stairs? B: So be careful. The stairs *is/are* slippery.
8. A: Did you ask John to fix your car? B: Yes. His advice *was/were* that I take it to a garage.
9. A: Did you enjoy your holiday? B: Yes, thank you. The weather *was/were* wonderful.
10. A: These trousers *is/are* very old. B: You should buy a new pair.
11. A: How *is/are* the company doing lately? B: Great! We opened up two new branches.
12. A: I am going to travel for two years when I finish school. B: Two years *is/are* a long time to be away from home.

**Thinking about the topic**

8. A) Look at these headlines. What do you think each article will be about? Discuss in small groups:

**The Atlanta Compromise (Booker T. Washington's speech in 1895)** What was the compromise in your opinion?

**The Souls of Black Folk** What was the problem Black Americans encountered after the abolition of slavery from your point of view?

**The Negro and the Warsaw Ghetto** Do you think there was any connection between the Negro and the Warsaw Ghetto?

**The Civil Rights Act (1964)** What do you think this Act could forbid?

**B) Study the key dates in context with race and ethnicity.**

KEY DATES

**1857** US Chief Justice Roger B. Taney rules against a petition for freedom from enslaved Dred Scott, saying that blacks cannot be granted citizenship and therefore equal protection under the law because they are inferior to whites.

**1906** Max Weber says that shared perceptions and common customs, not biological traits, distinguish ethnic groups from each other.

**1954** The legal case of ‘Brown vs Board of Education’ rules that establishing ‘separate but equal’ schools for black and white children is unconstitutional.

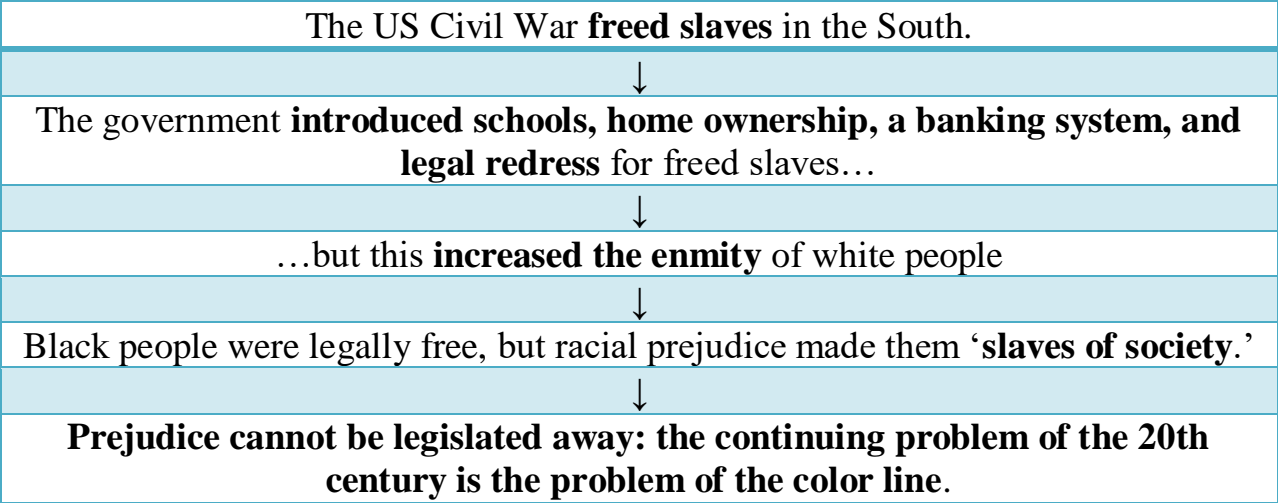
**1964** The Civil Rights Act outlaws public segregation and ends discrimination based on race, color, religion, or sex.

*C) Pair work Ask and answer questions about the key dates and events in context with race and ethnicity.*

Now read the text

THE PROBLEM OF THE 20TH CENTURY IS THE PROBLEM OF THE COLOR LINE

Toward the end of the 19th century, the US social reformer and freed slave Frederick Douglass drew attention to the continuing prejudice against black people in the US. He claimed that although blacks had ceased to belong to individuals, they had nevertheless become slaves of society. Out of the depths of slavery, he said, ‘has come this prejudice and this color line,’ through which white dominion was asserted in the workplace, the ballot box, the legal courts, and everyday life.



In 1903, W.E.B. Du Bois investigated the idea of the color line in The Souls of Black Folk. A literary, sociological, and political landmark, it examines the changing position of African-Americans from the US Civil War and its aftermath to the early 1900s, in terms of the physical, economic, and political relations of black and white people in the South. It concludes that ‘the problem of the 20th century is the problem of the color line’ – the continuing division between the opportunities and perspectives of blacks and whites. Du Bois begins his study by pointing out that no white person is willing to talk about race explicitly, choosing

instead to act out prejudice in various ways. But what they really want to know is this: ‘How does it feel to be a problem?’

Du Bois finds the question unanswerable, because it only makes sense from a white perspective – black people do not see themselves as ‘a problem.’ He then examines how this duality of perspective has occurred and gives the example of his first encounter with racism. While Du Bois finds the question unanswerable, because it only makes sense from a white perspective – black people do not see themselves as ‘a problem.’ He then examines how this duality of perspective has occurred and gives the example of his first encounter with racism. While at primary school, a new pupil refused to accept a greeting card from Du Bois, at which point ‘it dawned on me that I was different from the others.’

### Identity crisis

“That central paradox of the South – the social separation of the races.”

**W.E.B. Du Bois**

Du Bois suggests that the color line is internal too. Black people, according to him, see themselves in two ways simultaneously: through the reflection of the white world, which views them with amused contempt and pity, and through their own sense of self, which is more fluid and less well defined. These combine to form what Du Bois calls a doubleconsciousness: ‘...two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body.’



The unfolding history of the black person in the US is, Du Bois claims, the history of this inner conflict, which itself is a result of the external, worldly battle between black and white people. He suggests that a black person wants to merge the double consciousness into one state, and find a true African-American spirit that does not Africanize America, nor ‘bleach his African soul in a flood of white Americanism.’

The theory of double consciousness points to the epistemological importance of lived experience for social theory. In this short but significant paragraph, Du Bois introduces the three elements of the theory of double consciousness: the veil, twoness, and second sight.

**Double-consciousness** is Du Bois’ term for the peculiar problem of ‘twoness’ faced by African-Americans, who must develop a sense of self while simultaneously being aware of how they are seen through the eyes of others. A young black man may be a doctor, but he will also be acutely conscious of white society’s stereotyping of black males as dangerous and threatening and as, for example, criminals or ghetto gangsters.

### The Freedmen’s Bureau

How had black people become the ‘problem’? To try to explain this issue, Du Bois looks to the history of slavery in the US and the turning point of the Civil War. According to him, slavery was the real cause of the war, which started in

1861. As the Union army of the northern states marched into the South, slaves fled to join it. At first, slaves were returned to their owners, but the policy changed and they were kept as military labor.

**Ulysses S. Grant** and his generals advance on horseback in the Civil War. In 1868 the votes of a new black electorate were vital to Grant's election as Republican president

In 1863, slaves were declared free, and the government set up the Bureau of Refugees, Freedmen, and Abandoned Lands (also called the Freedmen's Bureau) to issue food, clothing, and abandoned property to the 'flood' of destitute fugitive former slaves (men, women, and children). However, the Bureau was run by military staff ill-equipped to deal with social reorganization. The Bureau was also hampered by the sheer size of the task: the promise of handing over slave-driven plantations to former slaves 'melted away' when it became clear that over 800,000 acres were affected.



One of the great successes of the Bureau was the provision of free schools for all children in the South. Du Bois points out that this was seen as a problem, because 'the South believed an educated Negro to be a dangerous Negro.' The opposition to black education in the South 'showed itself in ashes, insult, and blood.'



At the same time, the Bureau sowed division in legal matters. According to Du Bois, it used its courts to 'put the bottom rail on top' – in other words, it

favored black litigants. Meanwhile, the civil courts often aided the former slave masters. Du Bois describes white people as being 'ordered about, seized, imprisoned, and punished over and over again' by the Bureau courts, while black people were intimidated, beaten, raped, and butchered by angry and revengeful (white) men.

"Slavery is gone, but its shadow still lingers... and poisons... the moral atmosphere of all sections of the republic."

**Frederick Douglass**  
US social reformer (c.1818–1895)

The Bureau also opened a Freedman's Bank in 1865 to handle the deposits of former slave men and women. This initiative was hampered by incompetency, and the bank eventually crashed, taking the dollars of the freedmen with it. Du Bois says that this was the least of the loss, because 'all the faith in saving went too, and

much of the faith in men; and that was a loss that a nation which today sneers at Negro shiftlessness has never yet made good.'

The Bureau had set up a system of free (non-slave) labor and ex-slave proprietorship, secured the recognition of black people as free people in courts of law, and founded common schools. The greatest failing of the Bureau was that it did not establish goodwill between the former masters and the ex-slaves; in fact, it increased enmity. The color line remained, but instead of being explicit it now operated in more subtle ways.

### **Compromise or agitation?**

Following the post-war period known as the Reconstruction, some of the newly won black rights started to slip away. A ruling in a US legal case (*Plessy vs Ferguson*, 1896) made segregation in public places permissible and set a pattern of racial separation in the South that lasted until *Brown vs Board of Education*, 1954. Anxiety caused by modernity also fueled a rebirth of the Ku Klux Klan and its nativist white supremacism, accompanied by a rise in racist violence, including lynchings.

In 1895 the African-American politician Booker T. Washington had given a speech now known as 'the Atlanta Compromise.' He suggested that black people should be patient, adopt white middleclass standards, and seek self-advancement by self-improvement and education to show their worth. By foregoing political rights in return for economic rights and legal justice, Washington argued that social change would be more likely in the longer term. This accommodating stance became the dominant ideology of the time.

Du Bois disagreed strongly, and in *The Souls of Black Folk* he said that while black people did not expect full civic rights immediately, they were certain that the way for a people to gain their rights 'is not by voluntarily throwing them away.' Du Bois had hoped to eliminate racism and segregation through social science, but he came to believe that political agitation was the only effective strategy.

### **Stretching the color line**

In 1949, Du Bois visited the Warsaw Ghetto in Poland, where two-thirds of the population had been killed during the Nazi occupation, and 85 percent of the city lay in ruins. He was shocked by the experience, which he said gave him a 'more complete understanding of the Negro problem.' Faced with such absolute devastation and destruction, and knowing that it was a direct consequence of racist segregation and violence, Du Bois reassessed his analysis of the color line and declared it a phenomenon that can occur to any cultural or ethnic group. In his 1952 essay for the magazine *Jewish Life*, 'The Negro and the Warsaw Ghetto,' he writes: 'The race problem... cut across lines of color and physique and belief and status and was a matter of... human hate and prejudice.' It is therefore not color that matters so much as the 'line,' which can be drawn to articulate difference and hatred in any group or society.

### **Activist and scholar**



Du Bois became one of the founder members of the civil rights organization, the National Association for the Advancement of Colored People (NAACP). His ideas were concerned with people of African descent everywhere, and during the 1920s he helped found the Pan-African Association in Paris, France, and organized a series of pan-African congresses around the world. However, at the time of writing about the African soul, in the early 1900s, he said that the conditions that were necessary to achieve a true and unified African-American spirit had not yet been reached.

Du Bois applied systematic methods of fieldwork to previously neglected areas of study. The use of empirical data to catalog the details of black people's lives enabled him to dispel widely held stereotypes. For example, he produced a wealth of data on the effects of urban life on African Americans in *The Philadelphia Negro* (1899), which suggests that rather than being caused by anything innate, crime is a product of the environment. His pioneering sociological research and thinking was a huge influence on later prominent civil rights leaders, including Dr. Martin Luther King, Jr. Du Bois is recognized as one of the most important sociologists of the 20th century.

**W.E.B. Du Bois**



William Edward Burghardt Du Bois was a sociologist, historian, philosopher, and political leader. He was born in Massachusetts three years after the end of the Civil War. After graduating from high school, Du Bois studied at Fisk University, Nashville, and the university of Berlin, Germany, where he met Max Weber. In 1895 he became the first African American to receive a PhD when he gained a doctorate in history at Harvard University. From 1897 to 1910 he was professor of economics and history at Atlanta University, and from 1934 to 1944 he was chairman of the department of sociology. In 1961 Du Bois moved to Ghana, Africa, to work on the *Encyclopedia Africana*, but died two years later. He wrote numerous books, articles, and essays, and founded and edited four journals.

**Key works**

**1903** *The Souls of Black Folks*

**1920** *Darkwater: Voices from Within the Veil*

**1939** *Black Folk, Then and Now*

*(Megan Todd. The Sociology Book: Big Ideas Simply Explained (DK Big Ideas): Tomle, Sarah, Hobbs Mitchell, Todd Megan, Weeks Marcus, DK)*

**AFTER YOU READ**

**COMPREHENSION EXERCISES**

9. Choose the best option to complete statements about the text or answer the question.



1. The law case in 1954 which led to a decision of the US Supreme Court that made separate education for black and white children illegal, was \_\_\_\_.  
*a.* The petition for Freedom  
*b.* Plessy vs Ferguson, 1896  
*c.* Brown vs Board of Education  
*d.* The Civil Rights Act
2. The ruling in the Supreme Court case upheld a Louisiana state law that allowed for 'equal but separate accommodations for the white and colored races,' resulting from the law case \_\_\_\_.  
*a.* Brown vs Board of Education  
*b.* Plessy vs Ferguson, 1896  
*c.* The petition for Freedom  
*d.* The Civil Rights Act
3. \_\_\_\_ prohibits discrimination on the basis of race, color, religion, sex or national origin.  
*a.* The Civil Rights Act of 1964  
*b.* The petition for Freedom  
*c.* Plessy vs Ferguson, 1896  
*d.* Brown vs Board of Education
4. \_\_\_\_ were lawsuits filed by enslaved persons against slaveholders asserting their right to freedom.  
*a.* The Civil Rights Act  
*b.* Plessy vs Ferguson  
*c.* Brown vs Board of Education  
*d.* The petitions for Freedom
5. The term \_\_\_\_ was originally used as a reference to the racial segregation that existed in the United States after the abolition of slavery.  
*a.* color line  
*b.* double consciousness  
*c.* duality  
*d.* veil
6. \_\_\_\_ is the feeling of belonging to two different groups, each leading to a different social identity. It can be very difficult, if not impossible, to reconcile the conflicting perspectives.  
*a.* The Color line  
*b.* Social separation  
*c.* Double consciousness  
*d.* The Veil
7. In *The Souls of Black Folk*, Du Bois refers to the existence of a barrier prohibiting genuine understanding and equality between Black people and White people as \_\_\_\_.  
*a.* double consciousness  
*b.* duality  
*c.* the Color line  
*d.* the Veil
8. Rather than generating theoretical formulations and studying abstract concepts, Du Bois insisted that sociology be an \_\_\_\_ adhering to the methods utilized by the physical sciences.  
*a.* pure logic  
*b.* empirical science  
*c.* academic science  
*d.* theoretical science

**10. Match the key terms with their definitions.**

<b>1. citizenship –</b>	<b>a.</b> money that someone pays you because they have caused you harm or loss
<b>2. Brown v Board of Education –</b>	<b>b.</b> a period of uncertainty and confusion in which a person's sense of identity becomes insecure, typically due to a change in their expected aims or role in society

3. legal redress –	<b>c.</b> the belief that a particular race, religion, gender, or belief system is superior to others
4. duality –	<b>d.</b> it was the milestone decision, the Supreme Court ruled that separating children in public schools on the basis of race was unconstitutional. It signaled the end of legalized racial segregation in the schools of the United States, overruling the ‘separate but equal’ principle set forth in the 1896 Plessy v. Ferguson case
5. identity crisis –	<b>e.</b> in U.S. history, the period (1865–77) that followed the American Civil War and during which attempts were made to redress the inequities of slavery and its political, social, and economic legacy and to solve the problems arising from the readmission to the Union of the 11 states that had seceded at or before the outbreak of war
6. double consciousness –	<b>f.</b> the state of being a member of a particular country and having rights because of it
7. Reconstruction –	<b>g.</b> an instance of opposition or contrast between two concepts or two aspects of something;
8. Ku Klux Klan [ <i>'ku: 'klʌks 'klæn</i> ] –	<b>h.</b> the individual sensation of feeling as though your identity is divided into several parts, making it difficult or impossible to have one unified identity
9. nativism –	<b>i.</b> a secret organization in the U.S. that is made up of white people who are opposed to people of other races
10. supremacism –	<b>j.</b> the idea that people who were born in a country are more important than people who have come to the country from somewhere else

**11. Synonyms:** Find the words in the text that have a similar meaning and write them on the lines below.

**IN CONTEXT**

**A**

- 1. to decree .....
- 2. to release .....
- 3. to forbid.....
- 4. compensation .....
- 5. hatred .....

**B**

- 1. milestone .....
- 2. consequences.....
- 3. clearly .....
- 4. bright / blinding.....
- 5. to stop.....
- 6. to research .....

**C Identity crisis**

- 1. trying / aspiring .....
- 2. internal .....
- 3. at the same time .....
- 4. to combine .....
- 5. to whiten .....

**D The Freedmen’s Bureau**

- 1. runaway .....
- 2. to prevent .....
- 3. poor .....
- 4. to stay .....
- 5. to help.....
- 6. vindictive .....
- 7. ownership.....
- 8. unchangeableness .....

**E Compromise or agitation?**

- 1. to disappear .....
- 2. campaigning .....
- 3. allowable .....
- 4. model .....
- 5. an increase .....
- 6. dignity .....
- 7. above-mentioned .....

**F Stretching the color line**

- 1. build (*n*).....
- 2. bias .....
- 3. so .....
- 4. to explain .....

**G Activist and scholar**

- 1. origin .....
- 2. set up .....
- 3. united .....
- 4. experimental / practical.....

**SPEAKING**

*12. A) Pair Work. Answers the questions in pairs*

**IN CONTEXT**

**A Race and ethnicity**

- 1. What was the reason for ruling against a petition for freedom from enslaved Dred Scott in 1857?
- 2. What perceptions did Max Weber share?
- 3. What was the ruling in the legal case of ‘Brown vs Board of Education in

1954'?

4. What did the Civil Rights Act outlaw?

## **B**

1. What issue did Frederick Douglass draw attention to?

2. What did he claim?

3. In which spheres were black people slaves of society, according to Frederick Douglass?

4. Why is *The Souls of Black Folk* important for sociologists?

5. What was the problem of the 20th century according to Du Bois?

6. What did Du Bois point out?

7. What question did Du Bois find unanswerable? Why?

8. What did he call duality of perspective?

9. Why did he realize that he was 'shut out from their world by a vast veil'?

10. When and why did Du Bois feel the need to tear down the veil?

11. What did he mean by using the term 'a color line'?

## **C Identity crisis**

1. Why did Du Bois suggest that the color line is internal too?

2. What did Du Bois call a double consciousness?

3. How did Du Bois see the history of the black person in the USA?

4. What did a black person want from Du Bois's point of view?

## **D The Freedmen's Bureau**

1. What was the real cause of the war according to Du Bois?

2. What did slaves do when the Union army of the northern states marched into the South?

3. Why was the Bureau of Refugees, Freedmen, and Abandoned Lands (also called the Freedmen's Bureau) set up?

4. Why did the Freedmen's Bureau fail?

5. What was one of the great successes of the Bureau and why was it seen as a problem?

6. What division did the Bureau sow? Did the civil courts do the same?

7. What were the punishments for white people and black people?

8. Why did the Bureau also open a Freedman's Bank? Was it successful?

9. Why was that bank crash the least of the loss?

10. What system did the Bureau set up?

11. What was the greatest failing of the Bureau?

## **E Compromise or agitation?**

1. Why did some of the newly won black rights start to slip away?

2. What did anxiety caused by modernity also fuel?

3. What did Booker T. Washington suggest in his speech known as 'the Atlanta Compromise'?

4. How did Du Bois reply to Washington's speech?

5. How did Du Bois hope to eliminate racism and segregation?

## **F Stretching the color line**

1. What gave Du Bois a ‘more complete understanding of the Negro problem’?
2. Why did Du Bois reassess his analysis of the color line?
3. What did Du Bois write in *The Negro and the Warsaw Ghetto* and what was his conclusion?

### **G Activist and scholar**

1. What organizations did Du Bois participate in?
2. What methods did Du Bois apply?
3. What is one of the examples, which ruins well-known stereotypes?
4. Why is Du Bois recognized as one of the most important sociologists of the 20th century?

**B)** Now look back at the text and check your answers.

**13. A) Group Work.** On the basis of the information found in the texts, prepare your presentations on the theme ***The problem of the 20<sup>th</sup> century is the problem of the color line.*** Every member of each group should participate in presenting the material. So, decide who will speak on what aspect in advance.

**B)** Discuss these questions with your partners.

1. What were the problems in the 20th century?
2. What was the biggest impact of the 20th century?

## **PREPARING FOR THE EXAM**

**14.** For questions **1 – 15**, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning **(0)**.

### **Brown v. Board of Education**

When Brown’s case and four **(0) other** cases related to school segregation first came **(1)** \_\_\_\_\_ the Supreme Court in 1952, the Court combined them into a single case **(2)** \_\_\_\_\_ the name *Brown v. Board of Education of Topeka*. Thurgood Marshall, the head of the Legal Defense and Educational Fund, served **(3)** \_\_\_\_\_ chief attorney **(4)** \_\_\_\_\_ the plaintiffs. Thirteen years later, President Lyndon B. Johnson would appoint Marshall as the first Black Supreme Court **(5)** \_\_\_\_\_.

At first, the justices were divided on **(6)** \_\_\_\_\_ to rule on school segregation, with Chief Justice Fred M. Vinson holding the opinion that the *Plessy* verdict should stand. But in September 1953, before *Brown v. Board of Education* was **(7)** \_\_\_\_\_ be heard, Vinson died, and President Dwight D. Eisenhower replaced him **(8)** \_\_\_\_\_ Earl Warren, then governor of California.

Displaying considerable political skill and determination, the new chief justice succeeded **(9)** \_\_\_\_\_ engineering a unanimous verdict **(10)** \_\_\_\_\_ school segregation the **(11)** \_\_\_\_\_ year.

In the decision, issued **(12)** \_\_\_\_\_ May 17, 1954, Warren wrote that ‘**(13)** \_\_\_\_\_ the field of public education the doctrine of ‘separate but equal’ has **(14)** \_\_\_\_\_ place,’ as segregated schools are ‘inherently unequal.’ As a result, the Court ruled that the plaintiffs were being ‘deprived **(15)** \_\_\_\_\_ the equal

protection of the laws guaranteed by the 14th Amendment.'

(<https://www.history.com/topics/black-history>)

15. Put each of the following words or phrases in its correct place in the text.

- |                |                          |                            |
|----------------|--------------------------|----------------------------|
| A. experience  | E. an upbringing         | I. white society           |
| B. dynamics    | F. the internal conflict | J. psychological challenge |
| C. in contempt | G. for understanding     | K. post-slavery            |
| D. his own     | H. one's self            | L. an oppressive society   |

### Double consciousness

**Double consciousness** is (1) \_\_\_\_ experienced by subordinated or colonized groups in (2) \_\_\_\_\_. The term and the idea were first published in W. E. B. Du Bois's auto-ethnographic work, *The Souls of Black Folk* in 1903, in which he described the African American (3) \_\_\_\_ of double consciousness, including (4) \_\_\_\_\_.

Originally, double consciousness was specifically the (5) \_\_\_\_ African Americans experienced of 'always looking at (6) \_\_\_\_ through the eyes' of a racist (7) \_\_\_\_ and 'measuring oneself by the means of a nation that looked back (8) \_\_\_\_'. The term also referred to Du Bois's experiences of reconciling his African heritage with (9) \_\_\_\_ in a European-dominated society.

The idea of double consciousness is important because it illuminates the experiences of black people living in (10) \_\_\_\_ America, and also because it sets a framework (11) \_\_\_\_ the position of oppressed people in an oppressive world. As a result, it became used to explain the (12) \_\_\_\_ of gender, colonialism, xenophobia and more alongside race. This theory laid a strong foundation for other critical theorists to expand upon.

([https://en.wikipedia.org/wiki/Double\\_consciousness](https://en.wikipedia.org/wiki/Double_consciousness))

16. Read the text and decide which word A, B, C or D best fits each space.

### Reconstruction

The national debate (0) B Reconstruction began during the Civil War. In December 1863, less than a year after he (1) \_\_\_\_ the Emancipation Proclamation, Pres. Abraham Lincoln announced the first (2) \_\_\_\_ program for Reconstruction, the Ten Percent Plan. (3) \_\_\_\_ it, when one-tenth of a state's prewar voters took an (4) \_\_\_\_ of loyalty, they could establish a new state government. To Lincoln, the plan was an attempt (5) \_\_\_\_ the Confederacy (6) \_\_\_\_ than a blueprint for the postwar South. It was put into operation in parts of the Union – occupied Confederacy, but (7) \_\_\_\_ of the new governments achieved broad local (8) \_\_\_\_\_. In 1864 Congress enacted (and Lincoln pocket vetoed) the Wade-Davis Bill, which proposed to delay the formation of new Southern governments until a majority of voters (9) \_\_\_\_ a loyalty oath. Some Republicans were already convinced that equal (10) \_\_\_\_ for the former slaves had to (11) \_\_\_\_ the South's readmission to the Union. In his last speech, on April 11, 1865, Lincoln, referring to Reconstruction in Louisiana [luːˈiːziˈænə], expressed the view that some Blacks – the 'very intelligent' and those who had served in the Union army – ought to (12) \_\_\_\_ the right to vote.



Long portrayed by many historians as a time when (13) \_\_\_\_ Radical Republicans fastened Black (14) \_\_\_\_ upon the defeated Confederacy, Reconstruction has since the late 20th century been viewed more sympathetically as a laudable experiment in interracial (15) \_\_\_\_.

(<https://www.nps.gov/articles/reconstruction>)

0.	A. under	B. over	C. of	D. between
1.	A. issued	B. supplied	C. provided	D. equipped
2.	A. comprehensiveness	B. comprehension	C.comprehensively	D. comprehensive
3.	A. According	B. Upon	C. On	D. Under
4.	A. curse	B. abuse	C. oath	D. swear
5.	A. to weaken	B. weaken	C. weakening	D. being weaken
6.	A. more	B. rather	C. better	D. sooner
7.	A. no one	B. not any	C. not one	D. none
8.	A. contribution	B. maintenance	C. support	D. assistance
9.	A. has taken	B. had taken	C. have taken	D. take
10.	A. rights	B. duties	C. pay	D. obligations
11.	A. escort	B. follow	C. go along	D. accompany
12.	A. participate	B. appreciate	C. enjoy	D. like
13.	A. vindictively	B. vindictive	C. vindictiveness	D. vindictive
14.	A. supremacy	B. transcendence	C. mastery	D. superiority
15.	A. autocracy	B. oligarchy	C. aristocracy	D. democracy

**Language Note:** **pocket veto** – an indirect veto of a legislative bill by the president or a governor by retaining the bill unsigned until it is too late for it to be dealt with during the legislative session

17. For questions 1 – 14, read the text below and look carefully at each line. Some of the lines are correct and some have a word which should not be there. If a line is correct, put a tick (V) in the answer boxes provided.

**The Veil**

0	W. E. B. Du Bois <i>who</i> uses the concepts of ‘the veil’ and	who
00	‘double-consciousness’ to explain the peculiar conditions	V
1	within which African Americans find out themselves in the United	
2	States and the specific tools at their disposal to understand	
3	(and hopefully to dismantle) those conditions. The existence	
4	of African Americans ‘behind under the veil’ of segregation	
5	is hidden from the view of the most white folk, but those who	
6	live behind of it also move in the ‘white’ world. As such, they	
7	have a knowledge about their own lives, about the functioning	
8	of the veil, and about the activities of those who live on	
9	the other side of the veil as well as. The double-consciousness	
10	that ensues from to being both an African-American and	
11	an American provides the basis for more deeper insights	
12	into the social realm and the possibility for the more	

- 13

effective actions against the such systems of domination
- 14

in place.

(<https://globalsocialtheory.org/concepts/double-consciousness>)

GRAMMAR REVISION

18. Study the following information.

THE REPORTED SPEECH INTRODUCTORY VERBS

Introductory verbs	Direct Speech	Reported Speech
Verb + to-infinitive		
agree demand	‘Yes, I’ll come with you.’ ‘Tell me everything.’	He <b>agreed to come</b> with me. He <b>demanded to be told</b> everything.
offer	‘Would you like me to carry it?’	He <b>offered to carry</b> it.
promise	‘I’ll study more.’	He <b>promised to study</b> more.
refuse	‘No, I won’t come with you.’	He <b>refused to come</b> with me.
threaten	‘Behave yourself or I’ll punish you’	He <b>threatened to punish</b> me if I didn’t behave myself.
claim	‘I heard her say that.’	He <b>claimed to have heard</b> her say that.
Verb + smb +to infinitive		
advise	‘You should write a complaint.’	He <b>advised me to write</b> a complaint.
allow / permit	‘You can use my phone.’	He <b>allowed (permitted) me to use</b> his phone.
ask	‘You may speak now.’	He <b>permitted me to speak</b> .
	‘Please, put it away.’	He <b>asked me to put</b> it away.
beg	‘Please, please help me.’	He <b>begged me to help</b> him.
command	‘Fire.’	He <b>commanded the soldiers to fire</b> .
encourage	‘Go ahead, phone your lawyer.’	He <b>encouraged me to phone</b> my lawyer.
forbid	‘You mustn’t eat sweets.’	He <b>forbade me to eat</b> sweets.
instruct	‘Insert the card and wait for the machine to open.’	He <b>instructed me to insert</b> the card and <b>wait</b> for the machine to open.
invite	‘Would you like to come to my house?’	He <b>invited me to go</b> to his house.
order	‘Sit down immediately.’	He <b>ordered me to sit down</b> immediately.
remind	‘Don’t forget to pay the bill.’	He <b>reminded me to pay</b> the bill.
urge	‘Finish your work.’	

<b>warn</b>	‘Don’t touch this switch.’	He <b>urged me to finish</b> my work.
<b>want</b>	‘I’d like you to go out.’	He <b>warned me not to touch</b> the switch. He <b>wanted me to go</b> out.
<b>Verb + -ing form</b>		
<b>accuse smb of</b>	‘You broke the vase.’	He <b>accused me of breaking / having broken</b> the vase.
<b>apologise for</b>	‘I’m sorry I upset you.’	He <b>apologised for upsetting / having upset</b> me.
<b>admit (to)</b>	‘Yes, I lied to her.’	He <b>admitted (to) lying / having lied</b> to her.
<b>boast about / of</b>	‘I am better than you.’	He <b>boasted about being</b> better than me.
<b>complain to smb about / of</b>	‘You never tidy up.’	He <b>complained to me about my never tidying</b> up.
<b>deny</b>	‘No, I didn’t steal the car.’	He <b>denied stealing / having stolen</b> the car.
<b>insist on</b>	‘You must wear warm clothes.’	He <b>insisted on me/my wearing</b> warm clothes.
<b>suggest</b>	‘Let’s go to the theatre.’	He <b>suggested going</b> to the theatre.
<b>Verb + that-clause</b>		
<b>agree</b>	‘Yes, it’s a beautiful hat.’	He <b>agreed that</b> it was a beautiful hat.
<b>boast</b>	‘I’m a brilliant lawyer.’	He <b>boasted that</b> he was a brilliant lawyer.
<b>claim</b>	‘I know the answer.’	He <b>claimed that</b> he knew the answer.
<b>complain</b>	‘You never listen to me.’	He <b>complained that</b> I never listened to him.
<b>deny</b>	‘I’ve never spoken to her.’	He <b>denied that</b> he had ever spoken to her.
<b>exclaim / remark</b>	‘It’s wonderful.’	He <b>exclaimed / remarked that</b> it was wonderful.
<b>explain</b>	‘It’s an easy recipe to follow.’	He <b>explained that</b> it was an easy recipe to follow.
<b>inform smb</b>	‘You will be called for an interview.’	He <b>informed me that</b> I would be called for an interview.
<b>explain to smb + how</b>	‘This is how you make it,’	He <b>explained to me how</b> to make it.
<b>wonder where / what / why / how +</b>	He asked himself, ‘How can she reach the top?’	He <b>wondered how</b> she could reach the top.

<b>clause</b>	He asked himself, ‘Where is Joan?’ He asked himself, ‘Why is she crying?’ He asked himself, ‘What is she doing?’	He <b>wondered where</b> Joan was.  He <b>wondered why</b> she was crying.  He <b>wondered what</b> she was doing.
<b>wonder + whether + to- infinitive or clause</b>	He asked himself, ‘Shall I buy that car?’  He asked himself, ‘Where am I going?’ He asked himself, ‘What should I tell her?’ He asked himself, ‘How can I fix it?’	He <b>wondered whether</b> to buy that car. He <b>wondered</b> whether he should buy that car. He <b>wondered</b> where he was going.  He <b>wondered</b> what he should tell her. He <b>wondered</b> how to fix it.

(Grammarway 4. Virginia Evans, Jenny Dooley – Express Publishing, 2008)

19. Complete the sentences.

- ‘You should spend more time studying.’ My dad advises \_\_\_\_\_
- ‘Don’t forget to lock the door before you leave.’ My mother always reminds \_\_\_\_
- ‘I am sorry I forgot to wash dishes.’ He apologised \_\_\_\_\_
- ‘You never help me out very much, Stuart.’ Mary complained \_\_\_\_\_
- ‘Shall we go out this evening?’ Mark suggested \_\_\_\_\_
- ‘You mustn’t play near the road.’ Father forbade \_\_\_\_\_
- ‘My employer does not respond to changes in my family life!’ Mr Gray accused \_\_\_\_\_
- ‘I’m the sole provider for my family.’ Steve boasted \_\_\_\_\_

- ‘Yes, a woman’s commitment to her career decreases when she has children.’ Employers admit \_\_\_\_\_
- ‘You must take sole responsibility for your family.’ Mr Stamp insisted \_\_\_\_\_
- ‘Please, please, clean up the kitchen after dinner.’ Marta begged \_\_\_\_\_

20. Fill in the gaps with one of the *introductory verbs* from the list below.

**agree, invite, warn, accuse, boast, complain, insist, explain, exclaim, remind, suggest, promise**

- ‘Will you come to the house warming party?’ he said to her. He \_\_\_\_\_ her to go to the house warming party.
- ‘I’m the best father in the world,’ he said. He \_\_\_\_\_ about being the best father in the world.
- ‘Yes, I’ll help you with cooking,’ he said. He \_\_\_\_\_ to help me with cooking.

4. 'What a beautiful dress she is wearing!' he said. He \_\_\_\_\_ that she was wearing a beautiful dress.
5. 'He never buys me flowers,' she said. She \_\_\_\_\_ about his never buying her flowers.
6. 'Let's go for a picnic,' he said. He \_\_\_\_\_ going for a picnic.
7. 'You stole the money,' he said. He \_\_\_\_\_ Jim of stealing the money.
8. 'Don't forget to hang out the washing,' he said. He \_\_\_\_\_ me to hang out the washing.
9. 'I promise I'll clean the windows,' she said. She \_\_\_\_\_ to clean the windows.
10. 'You must finish your homework,' she said to him. She \_\_\_\_\_ on him finishing his homework.
11. 'Don't touch the wet paint,' he said to me. He \_\_\_\_\_ me not to touch the wet paint.
12. 'There's nothing else I can do,' he said. He \_\_\_\_\_ that there was nothing else he could do.

**HOME ASSIGNMENT**

*21. First, choose an appropriate introductory verb, then report the sentence.*

1. 'Please, please don't go.' She \_\_\_\_\_
2. 'Yes, I'll do the shopping.' He \_\_\_\_\_
3. 'Children, sit down!' The mother \_\_\_\_\_
4. 'Could I borrow your pen?' She \_\_\_\_\_
5. 'It was me who made the mistake.' He \_\_\_\_\_
6. 'You should speak to the manager.' Jim \_\_\_\_\_
7. 'No, I won't type the letter for you'. He \_\_\_\_\_
8. 'I promise I'll take you home'. She \_\_\_\_\_
9. 'Wash your plate!' The mother \_\_\_\_\_
10. 'Stop shouting or I'll punish you.' She \_\_\_\_\_
11. 'No, I didn't take the money.' Sam \_\_\_\_\_
12. 'Let's go for a walk.' Tom \_\_\_\_\_
13. 'I'm sorry I broke your glasses.' He \_\_\_\_\_
14. 'Don't forget to pay the bills.' I \_\_\_\_\_
15. 'Don't go near the river.' The father \_\_\_\_\_
16. 'You broke the window.' Peter \_\_\_\_\_
17. 'Children, be quiet!' The father \_\_\_\_\_
18. 'I'll send you to your room if you're naughty.' She \_\_\_\_\_
19. 'You can use my computer.' She \_\_\_\_\_
20. 'I'd like you to answer my e-mail.' He \_\_\_\_\_
21. 'Go ahead, speak about it to your husband.' My friend \_\_\_\_\_

*22. Revision Complete the sentences using the words in bold. Use two to five words.*

1. Martin arrived too late to help Anne out. **arrive** He *didn't arrive early enough* to help Anne out.

2. Preparing the meal took her three hours.  
**prepare** She \_\_\_\_\_ the meal.
3. He made too little money to support the family.  
**enough** He \_\_\_\_\_ money to support the family.
4. Sociologists found the results of the recent opinion poll surprising.  
**were** Sociologists \_\_\_\_\_ of the recent opinion poll.
5. Could you clean up the kitchen after dinner, please?  
**mind** Would \_\_\_\_\_ the kitchen after dinner?
6. Employers made men have complete commitment to their career.  
**to** Men \_\_\_\_\_ complete commitment to their career.
7. She was allowed to stay at her friend's house.  
**her** They \_\_\_\_\_ at her friend's house.
8. He wasn't free enough to help Anne around the house.  
**busy** He \_\_\_\_\_ Anne around the house.
9. He had difficulty helping his son with homework.  
**hardly** He \_\_\_\_\_ his son with homework.
10. I prefer going out to staying at home.  
**than** I prefer to \_\_\_\_\_ at home.
11. Would you mind keeping quiet while she's talking?  
**keep** Could \_\_\_\_\_ she's talking?
12. We all could hardly keep up with the competition.  
**had** We \_\_\_\_\_ up with competition.
13. I think it's difficult to balance home and career. **balancing** I think \_\_\_\_\_ difficult.
14. She prefers doing most of the childcare to doing housework. **to** She prefers \_\_\_\_\_ than do housework.
15. They took ages to reach a compromise.  
**them** It \_\_\_\_\_ a compromise.
16. The boss let Martin take off time from work to spent more time with his children.  
**was** Martin \_\_\_\_\_ off time from work to spend more time with his children.
17. They found further research fascinating.  
**were** They \_\_\_\_\_ further research.
18. It was difficult for them to manage their roles at work and in their family.  
**difficulty** They \_\_\_\_\_ their roles at work and in their family.

23. A) Read this article, choose the most appropriate word or phrase from the list (A-M) for each gap. There are two extra words or phrases that you do not need to use. There is an example at the beginning (0).

All sociologists are interested in (0) **K** of individuals and how those experiences are shaped by interactions with social groups and society (1) \_\_\_\_\_. Cultural patterns and social forces put pressure on people (2) \_\_\_\_\_ one choice over another. Sociologists try to identify these general patterns (3) \_\_\_\_\_ the behavior of large groups of people living in the same society and experiencing the same societal pressures.



The recent turmoil in (4) \_\_\_\_\_ and the high rate of foreclosures offer an example of how a sociologist might explore social patterns. Owning a home has long been considered as an essential part of the American Dream. People often work for years to save for a down payment on what will be (5) \_\_\_\_\_ they ever make. The monthly mortgage is often a person's largest budget item. Missing one or more mortgage payments can (6) \_\_\_\_\_ serious consequences. The lender may foreclose on the mortgage and (7) \_\_\_\_\_ the property. People may lose their homes and may not be able to borrow money in the future. Walking away from the responsibility to pay debts is not a choice most people make easily.

About three million homes were repossessed in the United States between 2006 and 2011. Experts predicted the number could double. This is a much higher rate than (8) \_\_\_\_\_. What social factors are contributing to this situation, and where might sociologists find patterns? Do Americans view debt, including mortgages, differently than in the past? What role do unemployment rates play? Might a shift in class structure be an influential factor? What about the way major economic players operate?

To answer these questions, sociologists will look beyond individual foreclosures at national trends. They will see that in recent years unemployment has been (9) \_\_\_\_\_. They will observe that many lenders approved subprime mortgages with adjustable rates that started low and ballooned. They may look into whether unemployment and lending practices were different for members of different social classes, races, or genders. By analyzing the impact of these external conditions on individuals' choices, sociologists can better explain why people make the decisions they do.

Sociologists identify and study patterns related to all kinds of contemporary social issues. The 'don't ask, don't tell' policy, the emergence of the Tea Party (10) \_\_\_\_\_, how Twitter has influenced everyday communication – these are all examples of topics that sociologists might explore.

(Conerly T.R., Holmes K., Tamang A.L. *Introduction to Sociology*. 3e. Houston: OpenStax.)

- |                                  |                                    |                                  |                    |
|----------------------------------|------------------------------------|----------------------------------|--------------------|
| <b>A.</b> by examining           | <b>E.</b> repossess                | <b>I.</b> the historical average | <b>M.</b> approved |
| <b>B.</b> as a political faction | <b>F.</b> at record highs          | <b>J.</b> to select              |                    |
| <b>C.</b> the largest investment | <b>G.</b> the U.S. housing market  | <b>K.</b> the experiences        |                    |
| <b>D.</b> as a whole             | <b>H.</b> different social classes | <b>L.</b> result in              |                    |

**B) Find a word in the text that means the same as the words and phrases below:**

(11) a state of great worry in which everything is confused and nothing is certain ...

(12) the action of taking back property that was bought with borrowed money because the money was not being paid back as formally agreed, or an example of this ...

(13) a payment of part of the total cost of something that you make when you buy it, the rest of the cost is usually paid over a period of time ...

- (14) a legal agreement by which a sum of money is lent for the purpose of buying buildings, land *etc.* ...
- (15) to take possession of smth again, *esp.* for non-payment of money due ...
- (16) the percentage or number of people who are involuntarily without jobs ...
- (17) a change or transfer from one place, position, direction, person, etc., to another ...
- (18) to suddenly become larger in amount...
- (19) happening or arising or located outside or beyond some limits or especially surface ...
- (20) belonging to the present time ...

C) Choose the best option to complete statements about the text or answer the question.

- (21) Seeing patterns means that a sociologist needs to be able to \_\_\_\_
 

<ul style="list-style-type: none"> <li>a. compare the behavior of individuals from different societies</li> <li>b. compare one society to another</li> </ul>	<ul style="list-style-type: none"> <li>c. identify similarities in how social groups respond to social pressure</li> <li>d. compare individuals to groups</li> </ul>
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- (22) The essential part of the American Dream has long been considered \_\_\_\_
 

<ul style="list-style-type: none"> <li>a. foreclosures offer</li> <li>b. repossessions of the property</li> </ul>	<ul style="list-style-type: none"> <li>c. mortgage payments</li> <li>d. having a house</li> </ul>
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- (23) The largest investment people ever make and often work for years is \_\_\_\_
 

<ul style="list-style-type: none"> <li>a. a down payment</li> <li>b. a monthly mortgage</li> </ul>	<ul style="list-style-type: none"> <li>c. the largest budget item</li> <li>d. repossessing the property</li> </ul>
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- (24) Sociologists look \_\_\_\_ individual foreclosures at national trends
 

<ul style="list-style-type: none"> <li>a. into</li> <li>b. beyond</li> </ul>	<ul style="list-style-type: none"> <li>c. for</li> <li>d. after</li> </ul>
--	--
- (25) Sociologists might examine whether there were different unemployment and credit practices \_\_\_\_\_.
 

<ul style="list-style-type: none"> <li>a. related to contemporary social issues</li> <li>b. by analyzing the external conditions</li> </ul>	<ul style="list-style-type: none"> <li>c. to find patterns</li> <li>d. for members of different social classes, races, or genders</li> </ul>
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24. Write a summary of the article *The problem of the 20<sup>th</sup> century is the problem of the color line*.

25. Write your opinions on questions 1-5. Use 25-30 words.

- 1. What is the double or dual conscious theory? \_\_\_\_\_
- 2. How does Du Bois describe the feeling of double consciousness? \_\_\_\_\_
- 3. What did Du Bois mean by the veil? \_\_\_\_\_

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4. What did W.E.B. Du Bois fight for? \_\_\_\_\_

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5. What were the goals of W.E.B. Du Bois in your opinion? \_\_\_\_\_

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UNIT 3

THE POOR ARE EXCLUDED FROM THE ORDINARY LIVING PATTERNS, CUSTOMS, AND ACTIVITIES OF LIFE

PETER TOWNSEND (1928–2009)

Preparing to read

1. A) *Pair Work. Discuss these questions with a partner.*

- 1. What is poverty in sociology?
- 2. What do you think relative poverty is?
- 3. What do you think absolute poverty is?
- 4. What is the difference between absolute poverty and relative poverty in your opinion?
- 5. Why is poverty a social problem?

B) *Do you know the following terms? Read the definitions and examples.*

**Subsistence Minimum** is a minimum level of income, which is considered to be necessary to ensure sustenance and other basic personal needs at a level allowing the individual to survive. In addition to Living Minimum, the Institute of Subsistence Minimum is introduced in order to increase motivation of adults in material need. Subsistence Minimum cannot be used for dependent children, the recipients of an old-age pension, for disabled persons at the third level and for persons over the age of 68.

(<https://www.mpsv.cz/web/en/living-and-subsistence-minimum>)

**Income gap** refers to the difference in income earned between demographic segments. But what is it? Economic inequality is the unequal distribution of income (earnings) or wealth (net worth or savings) in a society. For example, in the United States, the top 20% of citizens earn more than 20% of the nation's income, while the bottom 20% earn less than 20% of that income.

It's a serious problem because the lack of financial stability for large portions of a population can promote potentially destructive social and economic upheaval generally, as well as financial hardships and lower standards of living, in particular.

(<https://www.investopedia.com/terms/i/income-inequality.asp>)

C) *Work with your partner. Your understanding of the texts you read depends in part on your understanding of key terms. Pay careful attention to the explanations of these terms when matching them with their definitions.*

1. subsistence level –	a. a philosophical theory or approach which emphasizes the existence of the individual person as a free and responsible agent determining their own development through acts of the will
2. basic needs –	b. the circumstances or factors affecting the way in

	which people live, particularly with regard to their well-being
3. existentialism –	c. to make people notice and be concerned or think about something
4. hierarchy –	d. the state of having what you need in order to stay alive, but no more
5. living conditions –	e. the state of having a lot of money and a good standard of living
6. affluence –	f. These are the essentials people must have for physical survival. Examples include air, food, drink, shelter, clothing, warmth, sleep, and health. If you fail to meet them, your body cannot function properly.
7. to draw attention to something –	g. a system, especially in a society or an organization, in which people are organized into different levels of importance from highest to lowest

### VOCABULARY PRACTICE

2. A) Pronounce the words related to the theme:

**merely** ['mɪəli]; **efficiency** [ɪ'fɪʃnsi]; **subsistence** [səb'sɪstəns]; **existentialism** [ˌegzɪ'stɛnʃəlɪzəm]; **hierarchy** ['haɪəˌrɑːki]; **priority** [praɪ'ɔːrəti]; **relative** ['relətɪv]; **indecent** [ɪn'diːsnt]; **sufficient** [sə'fɪʃnt]; **amenity** [ə'miːnəti / Am. ə'menəti]; **co-found** (also cofound) [ˌkəʊ'faʊnd]; to **decrease** [dɪ'kriːs]; **affluence** ['æfluəns]

B) Complete the word building table.

Noun/Verb	Adjective/Adverb	Verb	Noun
– necessary		to maintain –	
– decent		to survive –	
credit –		– deprivation	
– poor		to indicate –	
– sufficient		to assume –	
to obtain –		to decrease –	
efficiency –		to distribute –	
existentialism –		to surge –	
affluence –		– normality	
– normal		to publish –	

C) Choose one of the words from the table for the gaps in the sentences below and use it in the correct form (for a verb or a noun).

1. If you \_\_\_\_\_ someone **of** something that they want or need, you take it away from them, or you prevent them from having it. 2. If something is \_\_\_\_\_ **for** a particular purpose, there is enough of it for the purpose. 3. \_\_\_\_\_ means relating to human existence and experience. 4. If you \_\_\_\_\_ something, you

continue to have it, and do not let it stop or grow weaker. 5. A \_\_\_\_\_ is something that you must have in order to live properly or do something. 6. If you refer to the \_\_\_\_\_ of a person or living thing, you mean that they live through a dangerous situation in which it was possible that they might die. 7. If you \_\_\_\_\_ that something is true, you imagine that it is true, sometimes wrongly. 8. A \_\_\_\_\_ in the quantity, size, or intensity of something is a reduction in it. 9. A(n) \_\_\_\_\_ is a sign which suggests, for example, what people are thinking or feeling. 10. The \_\_\_\_\_ of something is how much of it there is in each place or at each time, or how much of it each person has. 11. A \_\_\_\_\_ is a sudden large increase in something that has previously been steady, or has only increased or developed slowly. 12. If you are \_\_\_\_\_, you have a lot of money.

D)

Negative Prefixes / Suffixes	Negative Prefixes / Suffixes
to include –	equality –
decent –	sufficient –
efficiency –	steadily –
to increase –	even –
essential –	normal –

E)

Noun /Verb	Person	Noun /Verb	Person
campaign –		existentialism –	
cofound –		– economist	

3. How well do you know the vocabulary associated with this theme? The following words occur in the text. Fill in the correct word. Use a dictionary if necessary.

**maintenance** \_\_\_\_\_; **creditable** \_\_\_\_\_; **render** \_\_\_\_\_;  
**efficiency** \_\_\_\_\_; **point out** \_\_\_\_\_; **indecent** \_\_\_\_\_;  
**deprivation** \_\_\_\_\_; **insufficient** \_\_\_\_\_; **amenities** \_\_\_\_\_;  
**necessities** \_\_\_\_\_; **surging** (surge) \_\_\_\_\_;  
**assumption** \_\_\_\_\_; **indicates** \_\_\_\_\_; **carry out** \_\_\_\_\_;  
**affluent** \_\_\_\_\_; **co-founded** \_\_\_\_\_; **merely** \_\_\_\_\_;  
\_\_\_\_\_; **uneven** \_\_\_\_\_; **taken into account** \_\_\_\_\_; **in terms of** \_\_\_\_\_;  
**decrease** (v.) \_\_\_\_\_; **subsistence** \_\_\_\_\_

1. Many people cannot even afford basic \_\_\_\_\_ such as food and clothing. 2. The opposition says the legislation was drafted with \_\_\_\_\_ haste. 3. It contained so many errors as to \_\_\_\_\_ it worthless. 4. It was a very \_\_\_\_\_ result for the team. 5. We need to \_\_\_\_\_ more research. 6. His income was \_\_\_\_\_ for the family’s needs. 7. Most students need to take out loans for \_\_\_\_\_ as well as tuition fees. 8. It is not \_\_\_\_\_ a job, but a way of life. 9. Giving employees more flexible working hours usually leads to enhanced \_\_\_\_\_. 10. Many of the families are forced to live at the \_\_\_\_\_ level. 11. Low birth weight is related to economic \_\_\_\_\_. 12. Femininity is still defined \_\_\_\_\_ beauty. 13. The study \_\_\_\_\_ a connection between poverty and \_\_\_\_\_



crime. 14. \_\_\_\_\_ are things such as shopping centres or sports facilities that are provided for people's convenience, enjoyment, or comfort. 15. Coursework is \_\_\_\_\_ as well as exam results. 16. Steve Wozniak and Steve Jobs \_\_\_\_\_ Apple Computers. 17. If you \_\_\_\_\_ a fact or mistake, you tell someone about it or draw their attention to it. 18. There is a general but false \_\_\_\_\_ that intelligent people do better in life. 19. Attacks of asthma \_\_\_\_\_ in frequency through early adult life. 20. As people become more \_\_\_\_\_, so their standard and style of living improves. 21. There is an \_\_\_\_\_ distribution of wealth across the country from the north to the south. 22. The \_\_\_\_\_ demand so far this year has helped to push rental values up by 11.3% across Dubai during the first six months.

**Language notes:** 1. In written English, people often use **conduct** when writing about research, experiments *etc.*, because this sounds more formal than **carry out**: *e.g. They conducted experiments to test this theory.*

2. **Decrease** belongs to a group of verbs where the same noun can be the subject of the verb or its object. You can say: *They decreased the number of buses.* In this sentence, 'the number of buses' is the object of **decrease**. You can say: *The number of buses decreased.* In this sentence, 'the number of buses' is the subject of **decrease**.

4. Give a word or a phrase which means:

1. not having or providing enough of what is needed \_\_\_\_\_; 2. used meaning 'only' or 'simply' to emphasize a fact or *something* that you are saying \_\_\_\_\_; 3. offending against accepted standards of sexual or moral behaviour; not modest \_\_\_\_\_; 4. of a quite good standard and deserving praise or approval \_\_\_\_\_; 5. the quality of doing *something* well with no waste of time or money \_\_\_\_\_; 6. to do *something* that needs to be organized and planned \_\_\_\_\_; 7. a thing that you must have and cannot manage without \_\_\_\_\_; 8. to cause someone or something to be in a particular condition \_\_\_\_\_; 9. the money needed for *somebody's* living expenses; the act of providing this money \_\_\_\_\_; 10. the lack of something that you need in order to be healthy, comfortable, or happy; a condition of loss, hardship *etc.* \_\_\_\_\_; 11. the condition of only just having enough money or food to stay alive \_\_\_\_\_; 12. used to show what aspect of a subject you are talking about or how you are thinking about it \_\_\_\_\_; 13. *something* that makes a place comfortable or easy to live in \_\_\_\_\_; 14. to consider particular facts, circumstances, *etc.* when making a decision about *something* \_\_\_\_\_; 15. to show that a particular situation exists, or that something is likely to be true \_\_\_\_\_; 16. to mention *something* in order to give somebody information about it or make them notice it \_\_\_\_\_; 17. belief or feeling that *something* is true or that *something* will happen, although there is no proof \_\_\_\_\_; 18. to become smaller in size, number, *etc.*; to make *something* smaller in size, number, *etc.* \_\_\_\_\_; 19. to establish *something*, such as a business or organization, together with one or more other people or organizations \_\_\_\_\_; 20. not equal or equally balanced \_\_\_\_\_; 21. to suddenly increase in

value, amount or number of *something* \_\_\_\_\_; 22. having plenty of money, nice houses, expensive things *etc.* \_\_\_\_\_

5. Fill in the correct preposition where **necessary**.

1. A survey is now being carried \_\_\_\_\_ nationwide. 2. The plan was to refurbish the whole building but the funds raised were insufficient \_\_\_\_\_ the purpose. 3. It's too early to start talking \_\_\_\_\_ terms \_\_\_\_\_ casualties. 4. A strong musical culture survived the deprivations \_\_\_\_\_ slavery. 5. I hope my teacher will take \_\_\_\_\_ account the fact that I was ill just before the exams when she marks my paper. 6. Critics point \_\_\_\_\_ that the prince, on his income, should be paying tax. 7. a) The number of new students decreased \_\_\_\_\_ 210 \_\_\_\_\_ 160 this year. b) The price of wheat has decreased \_\_\_\_\_ 5 per cent. c) This species of bird is decreasing \_\_\_\_\_ numbers every year. d) Fertility decreases \_\_\_\_\_ age. e) The North's share of the world's energy consumption is expected to decrease \_\_\_\_\_ 70% \_\_\_\_\_ 60%. f) Average house prices decreased \_\_\_\_\_ 13% last year. g) Attacks of asthma decrease \_\_\_\_\_ frequency through early adult life. 7. The purpose of the article was to draw attention \_\_\_\_\_ the problems faced \_\_\_\_\_ single parents.

6. A) Study the following information about the words **credible** – **credulous** – **creditable** and then complete the sentences with one of them.

1. **'credible'** ['kredɪbl]: If something is **credible**, it can be believed. **Credible** is most commonly used in negative sentences. *E.g. His latest statements are hardly credible.*

2. **'credulous'** ['kredʒələs (Am.) / 'kredjələs]: People who are **credulous** are always ready to believe what other people tell them, and are easily deceived. *E.g. **Credulous** women bought the mandrake root to promote conception.*

3. **'creditable'** ['kreditəbl]: A performance, achievement, or action that is **creditable** is of a reasonably high standard. *E.g. He polled a creditable 44.8 percent.*  
(Collins COBUILD English Usage © HarperCollins Publishers 2012)

1. In such a situation, I suggest, faith becomes blind, belief becomes \_\_\_\_\_ and trust becomes misplaced. 2. This is not \_\_\_\_\_ to anyone who has studied the facts. 3. Their performance was even less \_\_\_\_\_. 4. The student's effort on the essay – though not outstanding – was \_\_\_\_\_. 5. They charmed \_\_\_\_\_ investors out of millions of dollars. 6. She finished a \_\_\_\_\_ third. 7. This was a highly \_\_\_\_\_ defeat. 8. They haven't produced any \_\_\_\_\_ evidence for convicting him. 9. Quack doctors charm money out of the pockets of \_\_\_\_\_ health-hungry citizens. 10. The story of what had happened to her was barely (= almost not) \_\_\_\_\_. 11. To maintain a \_\_\_\_\_ threat of intervention, we have to maintain a \_\_\_\_\_ alliance. 12. If you describe someone as \_\_\_\_\_, you have a low opinion of them because they are too ready to believe what people tell them and are easily deceived. 13. A \_\_\_\_\_ performance or achievement is of a reasonably high standard. 14. \_\_\_\_\_ means able to be trusted or believed.

## GRAMMAR REVISION

7. Recall **the Complex Subject Construction**. **The Complex Subject** is used with the word-groups *to be sure, to be certain, to be bound, to be likely, to be unlikely*. E.g. *He is bound to lose the case.*

**Note 1:** the difference between: *He is sure to come.* – Він напевне /обов’язково прийде. *He is sure of coming.* – Він певен, що прийде.

**Note 1:** **Bound to** is used mainly in spoken English. In written English, people usually use **certain to, it is inevitable that** instead: Mistakes are **bound to** happen. → **It is inevitable that** mistakes will happen.

Turn the following sentences into the sentences with **the complex subject**.

A) E.g. He is waiting for someone. – *He seems to be waiting for someone.*

1. Total earnings are insufficient to obtain the minimum necessities for the maintenance of merely physical efficiency. – Total earnings are likely \_\_\_\_\_

2. Du Bois became one of the founder members of the civil rights organization, the National Association for the Advancement of Colored People (NAACP). – Du Bois is sure \_\_\_\_\_

3. The number of people in poverty will increase. – The number of people in poverty is bound \_\_\_\_\_

4. Poverty has been steadily decreasing in affluent societies. – Poverty is certain \_\_\_\_\_

5. Every society has an average level in terms of living conditions, diet, amenities, and the type of activities people can participate in. Every society is bound \_\_\_\_\_

6. ‘Poverty’ should be defined not in absolute terms, but in terms of relative deprivation. – ‘Poverty’ is unlikely \_\_\_\_\_

B) E.g. She was tired. – *She appeared to be tired.*

1. Necessities of life include, ‘whatever the custom of the country renders it indecent for creditable people, even of the lowest order, to be without.’ (*to be bound*) \_\_\_\_\_

2. Other factors, such as poor skills or bad health, must also be taken into account. (*to be certain*) \_\_\_\_\_

3. Townsend is a leading campaigner who cofounded the Child Poverty Action Group. (*to be likely*) \_\_\_\_\_

4. He drew attention to the increasing income gap between those at the top and lower levels of society. (*to be bound*) \_\_\_\_\_

5. They are socially excluded from normal life. (*to be sure*) \_\_\_\_\_

6. These problems will be solved in different ways. (*to be supposed*) \_\_\_\_\_

**8. Grammar Revision** Choose the correct form of the word that best completes the sentence.

1. He heard somebody... his name.  
a) to call                      b) call                      c) calls                      d) called
2. I hate him ... like that.  
a) to talk                      b) talk                      c) talks                      d) talked
3. They made him ... every day.  
a) to practice                      b) practice                      c) practices                      d) practiced
4. He was seen ... the house.  
a) to break into                      b) break into                      c) breaks into                      d) broke into
5. She advised me ... the truth.  
a) to tell                      b) tell                      c) tells                      d) telling
6. I ... to see him yesterday.  
a) happen                      b) to happen                      c) happened                      d) was happened
7. She seems ... for a long time.  
a) to wait                      b) to be waiting                      c) to have waited                      d) to have been waiting
8. She ... to be a famous scientist.  
a) expects                      b) expected                      c) is expecting                      d) is expected
9. He is sure ... about it.  
a) asks                      b) to be asked                      c) ask                      d) asked
10. This document is known ... last week.  
a) to sign                      b) to be signed                      c) to have been signed                      d) to have been signing
11. As the plane flew over we saw the workers ... the new opera house.  
a) to build                      b) build                      c) building                      d) built
12. Don't disturb me, I've got a report ... by lunch.  
a) to be written                      b) to be writing                      c) to write                      d) writing
13. For evil ... it is necessary that the good do nothing.  
a) succeed                      b) succeeding                      c) succeeded                      d) to succeed
14. Eliza rejoined her friends, only ... that Mr Darcy had left.  
a) to be discovered                      b) discover                      c) to discover                      d) discovering

### Thinking about the topic

**9.** *It is a good habit to predict the information in a text before you read it. It can motivate you to read the text and help you start thinking about some of the language that you might find there.*

**A)** Choose the best option.

1. Poverty was defined by the social campaigner \_\_\_\_ at the beginning of the 20th century.  
a. Peter Townsend                      b. Seebohm Rowntree                      c. Thomas Piketty
2. Governments have been using the 'subsistence level' definition to determine the cost of \_\_\_\_.  
a. food, rent, fuel, and                      b. diet, amenities, and the                      c. security, protection and

clothing

type of activities

stability

3. It was \_\_\_\_ who defined ‘poverty’ not in absolute terms, but in terms of relative deprivation.

a. Adam Smith

b. Thomas Piketty

c. Peter Townsend

4. Peter Townsend drew attention to the increasing \_\_\_\_.

a. generation gap

b. income gap

c. gender gap

*B) Study the key dates in context with relative poverty.*

## KEY DATES

**1776** Scottish economist Adam Smith says the necessities of life include, “whatever the custom of the country renders it indecent for creditable people, even of the lowest order, to be without.”

**1901** British sociologist Seebohm Rowntree publishes *Poverty: A Study of Town Life*.

**1979** Peter Townsend publishes *Poverty in the United Kingdom*.

**1999** The UK government carries out the Poverty and Social Exclusion survey of Britain.

**2013** French economist Thomas Piketty publishes *Capital in the 21st Century*, documenting extreme income inequality in 20 countries.

*C) Pair work Ask and answer questions about the key dates and events in context with race and ethnicity.*

**Now read the text**

## THE POOR ARE EXCLUDED FROM THE ORDINARY LIVING PATTERNS, CUSTOMS, AND ACTIVITIES OF LIFE

Poverty was defined by the social campaigner Seebohm Rowntree at the beginning of the 20th century as a state in which ‘total earnings are insufficient to obtain the minimum necessities for the maintenance of merely physical efficiency.’ This is the ‘subsistence level’ definition of poverty, which has been used by governments to determine the cost of a person’s basic needs such as food, rent, fuel, and clothing.

However, in 1979 the British sociologist Peter Townsend said that ‘poverty’ should be defined not in absolute terms, but in terms of relative deprivation. He indicated that every society has an average level in terms of living conditions, diet, amenities, and the type of activities people can participate in. Where an individual or family lacks the resources to obtain these, they are socially excluded from normal life, as well as being materially deprived. Other factors, such as poor skills or bad health, must also be taken into account.



Townsend – a leading campaigner who cofounded the Child Poverty Action Group – pointed out that there was an assumption that poverty had been steadily



decreasing in affluent societies. But he drew attention to the increasing income gap between those at the top and lower levels of society, and said that when a country becomes wealthier, but income distribution is markedly uneven, the number of people in poverty is bound to increase.

**Peter Brereton Townsend** (6 April 1928, Middlesbrough – 8 June 2009, Dursley)



was a British sociologist. The last position he held was Professor of International Social Policy at the London School of Economics. He was also Emeritus Professor of Social Policy in the University of Bristol, and was one of the co-founders of the University of Essex. He wrote widely on the economics of poverty and was co-founder of the Child Poverty Action Group. The Peter Townsend

Policy Press Prize was established by the British Academy in his memory.

(Megan Todd. *The Sociology Book: Big Ideas Simply Explained* (DK Big Ideas): Tomley Sarah, Hobbs Mitchell, Todd Megan, Weeks Marcus, DK)

**AFTER YOU READ**

**COMPREHENSION EXERCISES**

10. Choose the best option to complete statements about the text or answer the question.

1. Scottish economist Adam Smith says the necessities of life include \_\_\_\_.  

a. customs people can rely on	c. things people consider indecent
b. things people cannot live without	d. things creditable people have
2. Poverty: A Study of Town Life was published by \_\_\_\_.  

a. Adam Smith	c. Seebohm Rowntree
b. Peter Townsend	d. Thomas Piketty
3. Extreme income inequality in 20 countries was researched by \_\_\_\_.  

a. Adam Smith	c. Seebohm Rowntree
b. Peter Townsend	d. Thomas Piketty
4. The ‘subsistence level’ definition of poverty has been used to determine \_\_\_\_.  

a. the cost of a person’s basic needs	c. relative deprivation
b. the poverty line	d. a person’s average income
5. \_\_\_\_ refers to inequality: the idea that people are deprived (materially or in other ways) compared with others in society.  

a. Absolute deprivation	c. Relative deprivation
b. Social deprivation	d. Educational deprivation
6. When you can only afford a hut but your neighbours have a big house, you feel \_\_\_\_ deprived.  

a. relatively	c. socially
b. absolutely	d. educationally



7. \_\_\_\_ describes a condition in which household income falls below a level needed to maintain the basic necessities of life, such as food and shelter.

- a. Relative deprivation

b. Absolute deprivation
- c. Social deprivation

d. Educational deprivation

8. (1) \_\_\_\_ refers to the lack of life necessities, i.e. food, water, shelter and fuel. It means the loss or absence of the means to satisfy the basic needs for survival – food, clothing and shelter. (2) \_\_\_\_ refers to deprivations experienced when individuals compare themselves with others.

- a. Relative deprivation

b. Absolute deprivation

11. Match the questions with their answers.

1. How does Peter Townsend define poverty? –	a. by linking people’s material resources to ‘deprivation indicators’ (such as not having a refrigerator), and he was the first to propose a cruder yet more convenient measure that set the poverty line at a fixed percentage of national average income (see Townsend, 1962: 222)
2. How did Townsend measure poverty? –	b. Weaknesses of Townsend’s deprivation index are: it is said to be measuring inequality rather than poverty. Wedderburn (1981) said the choice of deprivation indicators was not objective; the index consisted of items which reflected Townsend’s own tastes and values.
3. What are the criticisms of Townsend? –	c. Peter Townsend was an academic sociologist, researcher and prominent social policy campaigner. He wrote extensively on the economics of poverty, health inequalities in low-income groups, the elderly poor, and definitions of poverty in the modern welfare state.
4. What type of sociologist was Peter Townsend? –	d. Peter Townsend invented the relative deprivation theory of poverty on an international scientific basis, i.e. poverty is defined as those people whose resources are so seriously below those commanded by the average individual or family that they are, in effect, excluded from ordinary living patterns, customs and activities.
5. Why is poverty a problem? –	e. Absolute Poverty is used to describe a condition where an individual does not have the financial means to obtain commodities to sustain life. Relative Poverty refers to the standard of living compared to economic standards of living within the same surroundings.
6. What are the two types of poverty in sociology? –	f. Townsend developed a new measure instead which he described as relative deprivation. He accessed a large sample with his questionnaires and developed a measure – an index – based on a great number of things such as food, clothes, fuel, leisure activities, <i>etc.</i>
7. What were the three dimensions	g. Poverty entails more than the lack of income and productive resources to ensure sustainable livelihoods. Its manifestations

of poverty? –	include hunger and malnutrition, limited access to education and other basic services, social discrimination and exclusion as well as the lack of participation in decision-making.
8. What research method did Townsend use? –	<b>h.</b> There are three that make up the core experience of poverty: disempowerment; suffering in body, mind, and heart; and struggle and resistance. They are very salient [ <i>'seilient</i> ] to people living in poverty, yet little understood across society.

**12. Synonyms:** Find the words in the text that have a similar meaning and write them on the lines below.

**IN CONTEXT**

**A**

- 1. praiseworthy .....
- 2. to perform .....

**B**

- 1. to get .....
- 2. effectiveness .....
- 3. only, just .....
- 4. quality of life .....
- 5. to reduce .....
- 6. to take into consideration .....
- 7. wealthy .....

**SPEAKING**

**13. A) Pair Work.** Answers the questions in pairs

**IN CONTEXT**

- A**
- 1. What did Adam Smith think about poverty?
  - 2. What is Seebohm Rowntree’s publication called?
  - 3. What is Peter Townsend’s publication called?
  - 4. What was the theme of the survey carried out by the UK government?
  - 5. What work did French economist Thomas Piketty publish in 2013?

- B**
- 1. What is Seebohm Rowntree’s definition of poverty?
  - 2. What is this definition called and how has it been used?
  - 3. What was Peter Townsend’s idea about the definition of poverty?
  - 4. Why did he suggest defining poverty in terms of relative deprivation?
  - 5. What happens to an individual or a family if they lack the resources to obtain the things for normal life?
  - 6. Which factors must also be taken into account?
  - 7. What organization did Peter Townsend cofound?
  - 8. What assumption did Peter Townsend point out?
  - 9. What phenomena did Peter Townsend draw attention to?

**B) Now look back at the text and check your answers.**

**14. A) Group Work.** On the basis of the information found in the texts, prepare your presentations about **Peter Townsend’s views on poverty**. Every member of

each group should participate in presenting the material. So, decide who will speak on what aspect in advance.

**B) Discuss these questions with your partners.**

1. How can we stop relative poverty in your opinion?
2. What are harmful effects of poverty from your point of view?

## PREPARING FOR THE EXAM

**15.** For gaps 1-10, read this short article and choose the most appropriate phrase from the list (A-M) for each gap. There is one extra phrase that you do not need to use. There is an example at the beginning (0). Get ready to speak about Maslow's hierarchy of needs.

Psychology can be useful to every person who participates (0) B In the family: to understand the partner, to create comfort and more. With a child: to hear a child at different stages of his development, to help adapt to society. When negotiating: (1) \_\_\_\_ or to satisfy the need of a partner. And humanistic psychology with its own features will also be useful for you.

Abraham Maslow is considered (2) \_\_\_\_ Humanistic Psychology. His theory is premised ['premist] on the philosophies of humanism and existentialism that proposed that it is the unique experience of the individual that is the most important phenomenon in the study and analysis of human behaviour.

Maslow was most famous for his proposal that (3) \_\_\_\_ is founded on a hierarchy ['haɪə.rɑ:ki] of needs. The fundamental principle behind this hierarchy is that people are born with certain needs, the fulfilment of which allows us (4) \_\_\_\_ and fulfil other more complex needs.

Survival and physiological needs such as hunger, thirst, oxygen, shelter and sleep are found (5) \_\_\_\_ of the hierarchy of needs which, in a sense, means that they are the highest priority needs. These are the basic needs that should first be met before people

can even consider other higher-level needs. If a person is hungry or homeless, he will not care much for completing a college degree or belonging to a circle of close friends. His efforts will understandably be directed at (6) \_\_\_\_.

Next in line are the safety needs which aside from safety, also include, security, protection and stability. Upon meeting physiological needs, an individual can now focus on (7) \_\_\_\_ and that of his immediate surroundings. A person needs to feel safe and protected with other people in an environment that is free from harm.

Upon being assured of safety and security, the individual can now focus on seeking out friendships and groups in order to (8) \_\_\_\_\_. The third level needs include the need to be loved and accepted and the need to belong. When the person is at this stage of need fulfilment, he can now devote his efforts to finding ways to be accepted and to fit in.



As the more basic needs of love and belongingness are met, the loftier needs that come next in hierarchy which are the needs for achievement, education, respect and competence now gain more and more precedence. At this level, people dedicate their efforts to adding to their accomplishments and gaining the respect, admiration, and appreciation of others. Self-respect is also a very important need that an individual must fulfil at this point in life, as are being confident and competent and demonstrating independence and freedom. People usually focus on (9) \_\_\_\_ at this stage, gaining more knowledge and experience and working toward achieving a solid sense of self-worth.

At the top of the **pyramid of needs** is the need for self-actualization, which entails an extensive understanding of the self and the actualization of one's full potentials. Individuals who have reached this stage of self-actualization know who they truly are and feel comfortable and content in the stature and place they have established for themselves. At this stage, the person accepts the world, (10) \_\_\_\_ in it and considers people as inherently good. However, Maslow believed that very few people really ever reach this stage of development and are able to fulfil this need.

(<https://www.simplypsychology.org/maslow.html>)

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| A. fulfilling his urgent needs     | G. climbing the professional ladder |
| B. in human relationships          | H. to resist manipulation           |
| C. has found his place             | I. in the lowest layer              |
| D. to move forward                 | J. reach this stage                 |
| E. experience a sense of belonging | K. human motivation                 |
| F. to be the Father of             | L. securing his physical safety     |

16. Put each of the following words or phrases in its correct place in the text.

**Adam Smith** recognizes that (1) \_\_\_\_ is an inescapable aspect of a capitalist (2) \_\_\_\_\_. He attributes poverty to the (3) \_\_\_\_ force of Nature. Smith argues that Nature motivates all people (4) \_\_\_\_ to amass [ə'mæʃ] more and more material (5) \_\_\_\_\_. However, Smith also writes that material possessions can never bring a person true (6) \_\_\_\_ and that continually working to become rich will always be (7) \_\_\_\_\_. In Smith's ideal economy, no one is (8) \_\_\_\_ and all workers are paid enough (9) \_\_\_\_ life. Social inequality is better than universal equality because societies that are universally equal must also be universally poor. Here, Smith uses the example of tribal African (10) \_\_\_\_ in which resources are equally distributed, but even the kings have fewer material (11) \_\_\_\_ than the poor do in 18th century Britain. When social inequality is present, poverty can be considered in terms of physical poverty and social poverty. Physical poverty involves lacking the resources to sustain life. Social poverty is the (12) \_\_\_\_ associated with not having all of the material luxuries available to the wealthy.

(<https://trace.tennessee.edu/cgi/viewcontent>)

- |                |               |                |
|----------------|---------------|----------------|
| A. goods       | E. unemployed | I. poverty     |
| B. economy     | F. stigma     | J. to sustain  |
| C. communities | G. immovable  | K. to toil     |
| D. happiness   | H. in vain    | L. possessions |

17. Read the text and decide which word **A, B, C** or **D** best fits each space.

**Poverty** is the (0) **B** of one who lacks a usual or socially acceptable amount of money or material possessions. Poverty is said (1) \_\_\_\_ when people lack the (2) \_\_\_\_ to satisfy their basic needs. In this context, the identification of poor people first (3) \_\_\_\_ a determination of what constitutes (4) \_\_\_\_ needs. These may be defined as narrowly as ‘those necessary for (5) \_\_\_\_’ or as broadly as ‘those reflecting the prevailing standard of living in the community.’ The first (6) \_\_\_\_ would cover only those people near the borderline of starvation or death from (7) \_\_\_\_ the second would extend to people (8) \_\_\_\_ nutrition, housing, and clothing, though adequate to preserve life, do not measure up to those of the population (9) \_\_\_\_ a whole. The problem of definition is (10) \_\_\_\_ compounded by the noneconomic connotations that the word poverty (11) \_\_\_\_\_. Poverty has been associated, for example, with poor health, low levels of education or skills, an (12) \_\_\_\_ or an unwillingness to work, high rates of disruptive or disorderly behaviour, and improvidence. While these attributes (13) \_\_\_\_ to exist with poverty, their inclusion in a definition of poverty would (14) \_\_\_\_ to obscure the relation between them and the inability to provide for one’s basic needs. Whatever definition one uses, authorities and laypersons alike commonly assume that the effects of poverty are harmful (15) \_\_\_\_ both individuals and society.

(<https://www.britannica.com/topic/poverty>)

0.	A. mood	B. state	C. shape	D. frame
1.	A. to exist	B. exist	C. existing	D. existed
2.	A. meaningfulness	B. meaning	C. mean	D. means
3.	A. require	B. is required	C. requires	D. required
4.	A. trivial	B. secondary	C. basic	D. incidental
5.	A. selection	B. survival	C. subsistence	D. continuation
6.	A. criterion	B. criteria	C. criterions	D. criterial
7.	A. display	B. attention	C. uncovering	D. exposure
8.	A. that	B. which	C. who	D. whose
9.	A. on	B. as	C. in	D. to
10.	A. farthest	B. far	C. further	D. farther
11.	A. has acquired	B. have acquired	C. had acquired	D. is acquired
12.	A. powerlessness	B. incompetency	C. disability	D. inability
13.	A. have found	B. have been found	C. has found	D. had been found
14.	A. tend	B. bound	C. certain	D. sure
15.	A. for	B. towards	C. to	D. on

**Language Notes:** 1. You use **as a whole** after a noun to emphasize that you are talking about all of something and regarding it as a single unit. *E.g. Is this true just of some classes, or of the school as a whole?*

2. You add **on the whole** to a statement to show that what you are saying is true in general but may not be true in every case. *E.g. I didn’t enjoy the food because on the whole I don’t really like fish.*

18. For questions 1 – 15, read the text below and look carefully at each line. Some of the lines are correct and some have a word which should not be there. If a line is correct, put a tick (V) in the answer boxes provided.

0	Although <i>the</i> poverty is a phenomenon as old as human history,	<i>the</i>
00	its significance has changed over time. Under traditional (i.e.	V
1	nonindustrialized) the modes of economic production,	
2	widespread poverty had been accepted such as inevitable.	
3	The total output of goods and services, even if equally distributed,	
4	would be still have been insufficient to give the entire population	
5	a comfortable standard of having living by prevailing standards.	
6	With the economic productivity that being resulted from	
7	in industrialization, however, this ceased to be the case – especially	
8	in the world’s most industrialized countries, where national outputs	
9	were sufficient to raise the entire population to a comfortable level	
10	if the necessary redistribution could have be arranged without	
11	adversely affecting on output.	
12	Several types of poverty may be distinguished depending from	
13	on such factors as a time or duration (long- or short-term or	
14	cyclical) and under distribution (widespread, concentrated,	
15	individual).	

(<https://www.britannica.com/topic/poverty>)

HOME ASSIGNMENT

19. A) Read this article, choose the most appropriate word or phrase from the list (A-M) for each gap. There are two extra words or phrases that you do not need to use. There is an example at the beginning (0).

Why do people (0) K? One traditional commonsense answer is that people (1) \_\_\_\_\_ to kill themselves. Another view is that sunspots drive people to take their own lives.

Sociologists are not particularly interested in why any one individual commits suicide; they are more concerned with why (2) \_\_\_\_\_ take their own lives. In order to (3) \_\_\_\_\_, sociologists develop theories that offer (4) \_\_\_\_\_ of some type of behavior.

In sociology *a theory* is a statement or a series of statements that uses concepts to explain problems, actions or behavior. An effective theory will have both explanatory and predictive power. That is, it will help us to develop a broad and integrated view of (5) \_\_\_\_\_ and to understand how one type of change in an environment leads to others.

An essential task in building *a sociological theory* is to examine the relationship between bits of data, gathered through research that may seem (6) \_\_\_\_\_. For example, in researching the problem of suicide sociologists are primarily concerned not with the personalities of (7) \_\_\_\_\_, but rather with suicide rates and how they vary from country to country. And their research suggests that suicide,



while a solitary act, is (8) \_\_\_\_\_. They have developed a theory to explain how individual behavior can be understood within a social context. Their theory has predictive power, since it suggests that suicide rates will rise or fall in conjunction with certain social and economic changes.

It is important to understand that a theory — even the best of theories — is not a final statement about human behavior. This theory of suicide is not an exception. Sociologists continue to examine factors which contribute to (9) \_\_\_\_\_. The sociological research shows that the incidence of suicide (10) \_\_\_\_, and the impact is the greatest after the publicized suicide of an entertainer or politician, and is somewhat less after the suicide of an artist, a criminal or a member of the economic elite.

One means of classifying sociological theories is by the subject under study. Thus, there are theories concerning the causes of criminal behavior or the universal nature of religion. Yet, theories can also be distinguished by levels of analysis.

(<https://www.chegg.com>)

- |   |                                       |  |
|---|---------------------------------------|--|
| <b>A.</b> a general explanation                 | <b>E.</b> a society's rate of suicide | <b>I.</b> related to group life  |
| <b>B.</b> cross-cultural study of suicide rates | <b>F.</b> people in general           | <b>J.</b> study of small groups  |
| <b>C.</b> individual suicide victims            | <b>G.</b> completely unrelated        | <b>K.</b> commit suicide   |
| <b>D.</b> seemingly isolated phenomena          | <b>H.</b> undertake such research     | <b>L.</b> increases following nationally televised stories about suicide |
|   |                                       | <b>M.</b> inherit the desire   |

**B) Find a word in the text that means the same as the words and phrases below:**

- (11) a dark area that sometimes appears on the sun's surface ...
- (12) an idea or a principle that is connected with something...
- (13) giving the reasons for something; intended to describe how something works or to make something easier to understand ...
- (14) facts or information, especially when examined and used to find out things or to make decisions ...
- (15) to change or be different according to the situation ...
- (16) done alone, without other people ...
- (17) a combination of events, etc., that causes a particular result ...
- (18) something or someone that is not included in a general statement or does not follow a rule or pattern ...
- (19) the number of times something happens, especially crime, disease etc., rate ...
- (20) a small group of people in a society, etc. who are powerful and have a lot of influence, because they are rich, intelligent, etc. ...

**C) Choose the best option to complete statements about the text or answer the question.**

- (21) What are sociologists particularly interested in?
- |   |   |
|---|---|
| <b>a.</b> if people inherit the desire to kill themselves | <b>c.</b> why an individual commits suicide |
|---|---|

**b. why people in general take their own lives**

**d.** if sunspots drive people to take their own lives.

(22) In sociology a theory is \_\_\_\_.

**a.** a way to explain the dynamics of power and inequality within society

**c.** a way to explain different aspects of social interactions and to create a hypothesis, about society

**b.** a way to explain different views on different phenomena

**d.** the concept of class, capitalism, and labor in society

**(23)** What are sociologists primarily concerned with in researching the problem of suicide?

*a.* Suicide rates

### c. Individual suicide victims

***b.*** A solitary act of suicide

***d.*** A group act of suicide

(24) How can a theory explain individual behavior within a social context in relation to suicide?

**a.** It can prevent personalities from committing suicide.

**c.** It will help us to develop a broad view of suicide rates.

**b.** It can explain how suicide rates vary from country to country.

**d.** It can predict if suicide rates will rise or fall with certain social and economic changes

(25) Sociological studies show that the number of suicides \_\_\_\_ after stories about suicides of an entertainer or politician broadcast on national television.

*a.* falls

***c.*** increases

***b.*** decreases

*d.* declines

## WRITING

**20.** Choose one of the issues discussed in task 14 B) to write an essay.

21. Write a summary of the article *The poor are excluded from the ordinary living patterns, customs, and activities of life*.

**22. Write your opinions on questions 1-5. Use 25-30 words.**

1. What is Seebom Rowntree's definition of poverty? \_\_\_\_\_

2. What is the purpose of 'subsistence level' definition? \_\_\_\_\_

3. What does the term 'relative deprivation' mean according to Peter Townsend? \_\_\_\_\_

4. What happens when a country becomes wealthier from Peter Townsend's point of view?

5. What conclusion was made by Peter Townsend? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## UNIT 4

### THERE AIN'T NO BLACK IN THE UNION JACK

PAUL GILROY (1956 – )

#### Preparing to read

1. A) *Pair Work. Discuss these questions with a partner.*

1. Do you know what Union Jack is and what it symbolizes?
2. What does the black Union Jack mean in your opinion?
3. Do you know how racism was created?
4. Professor Paul Gilroy has reshaped debates on racism, nationalism and multiculturalism. Paul taught at Goldsmiths during the 1990s and wrote his award-winning book *The Black Atlantic* (1994) whilst working here. What did he mean by calling the Atlantic Black?

B) *What do these terms mean? Read the definitions.*

**Colonialism** is defined as ‘control by one power over a dependent area or people.’ It occurs when one nation subjugates another, conquering its population and exploiting it, often while forcing its own language and cultural values upon its people.

(<https://www.nationalgeographic.com/culture/article/colonialism>)

**Nazism** ['nɑ:t,sɪzəm] is a form of fascism ['fæ,ʃɪzəm], with disdain for liberal democracy and the parliamentary system. It incorporates a dictatorship, fervent antisemitism [ˌæntɪ'semətɪzəm], anti-communism, anti-Slavism, scientific racism, white supremacy, social Darwinism and the use of eugenics [ju:'dʒeniks] into its creed.

(<https://policycommons.net/topics/nazism>)

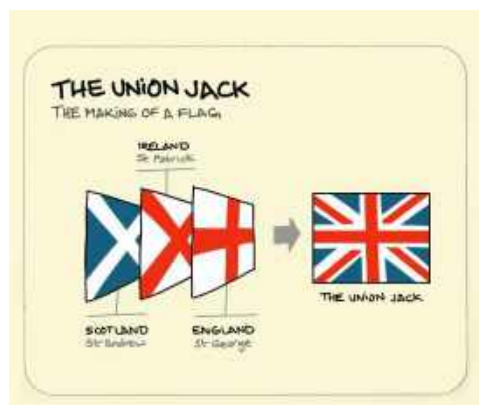
**The United Nations Educational, Scientific and Cultural Organization** (abbreviation: UNESCO) is a specialized agency of the United Nations aimed at promoting world peace and security through international cooperation in education, arts, sciences and culture.

(<https://www.nations-united.org>)

**Social Constructionism:** In the interdisciplinary fields of sociology, social ontology, and communication theory, **social constructionism** serves as a theoretical framework that suggests various facets of social reality – such as concepts, beliefs, norms, and values – are formed through continuous interactions and negotiations among society's members, instead of the pure objective observation of physical reality. The theory of social constructionism posits that much of what individuals perceive as ‘reality’ is actually the outcome of a dynamic process of construction influenced by social conventions and structures.

(<https://moodle.znu.edu.ua/pluginfile>)

The **Union Jack**, or **Union Flag**, is the *de facto* national flag of the United Kingdom. Although no law has been passed making the Union Flag the official national flag of the United Kingdom, it has effectively become such through precedent. The Union Flag was also used as the official flag of several British colonies and dominions before they adopted their own national flags. The flag continues to have official status in Canada, by parliamentary resolution, where it is known as the **Royal Union Flag**.



The flag consists of the red cross of Saint George (patron saint) of England, which also represents Wales), edged in white, superimposed on the saltire of St Patrick (patron saint of Ireland), also edged in white, which are superimposed on the saltire ['sɔ:ltəɪə(r)] of Saint Andrew (patron saint of Scotland).

([https://en.wikipedia.org/wiki/Union\\_Jack](https://en.wikipedia.org/wiki/Union_Jack))

*C) Work with your partner. Your understanding of the texts you read depends in part on your understanding of key terms. Pay careful attention to the explanations of these terms when matching them with their definitions.*

1. dictatorship –	<i>a.</i> opposition to political systems based on the belief in a society without different social classes in which the methods of production are owned and controlled by all its members and everyone works as much as they can and receives what they need
2. anti-Slavism –	<i>b.</i> a far-right, authoritarian, ultranationalist political ideology and movement, characterized by a dictatorial leader, centralized autocracy, militarism, forcible suppression of opposition, belief in a natural social hierarchy, subordination of individual interests
3. anti-communism –	<i>c.</i> the pseudoscientific belief that the human species can be subdivided into biologically distinct taxa called ‘races,’ and that empirical evidence exists to support or justify racial discrimination, racial inferiority
4. scientific racism –	<i>d.</i> form of government in which one person or a small group possesses absolute power without effective constitutional limitations
5. fascism –	<i>e.</i> the belief that white people are better in some way than people from other groups and should have more power, authority, and rights than them because of this
6. white supremacy –	<i>f.</i> the selection of desired heritable characteristics in order to improve future generations, typically in reference to humans.
7. social Darwinism –	<i>g.</i> a form of racism or xenophobia, refers to various

	negative attitudes towards Slavic peoples, the most common manifestation is the claim that the inhabitants of Slavic nations are inferior to other ethnic groups
8. eugenics –	<i>h.</i> believe in ‘survival of the fittest – the idea that certain people become powerful in society because they are innately better. It has been used to justify imperialism, racism, eugenics and social inequality at various times over the past century and a half
9. ontology –	<i>i.</i> the quality in a group of people or things of being all the same or all of the same type
10. homogeneity –	<i>j.</i> the study of existence; but it is much more than that, too. It is also the study of how we determine if things exist or not, as well as the classification of existence. It attempts to take things that are abstract and establish that they are, in fact, real

VOCABULARY PRACTICE

2. A) Pronounce the words related to the theme:

**Nazi** ['nɑ:tsi]; **dilution** [daɪ'lu:ʃn]; **homogeneity** [ˌhəʊməʊdʒə'ni:əti]; **eugenics** [ju:'dʒenɪks]; **consequence** ['kɒnsɪkwəns]; **authentic** [ɔ:'θentɪk]; **allegiance** [ə'li:dʒəns]; **disparity** [dɪ'spærəti]; **stereotype** ['steriətaɪp]; **enmesh** [ɪn'meʃ]; **consciousness** [(Br.) 'kɒnʃəsənəs, (Am.) 'kɑ:ŋʃəsənəs]

B) Complete the word building table.

Noun/Verb	Adjective/Adverb	Verb	Noun
to justify –		to justify –	
purity –			– purity /
to prevent –		to prevent –	
obsession –		to obsess –	
homogeneity –		to decline –	
consequence –			– dilution
to abandon –		to arrive –	
disparity –			– assumption
division –		to abandon –	
to enmesh –		to invert –	
stereotype –		to propose –	

C) Choose one of the words from the table for the gaps in the sentences below and use it in the correct form (for a verb or a noun).

1. If someone or something \_\_\_\_\_ you **from** doing something, they do not allow you to do it. 2. The \_\_\_\_\_ **of** something are the results or effects of it. 3. If someone’s behaviour is \_\_\_\_\_, they cannot stop doing a particular thing or behaving in a particular way. 4. An action, situation, emotion, or idea that

is \_\_\_\_\_ is acceptable or correct because there is a good reason for it. 5. The \_\_\_\_\_ of a piece of work or activity is the act of stopping doing it before it is finished. 6. If you \_\_\_\_\_ a substance, you make it clean by removing any harmful, dirty, or inferior substances from it. 7. If there is a \_\_\_\_\_ **in** something, it becomes less in quantity, importance, or quality. 8. a) If a liquid (*passive*) \_\_\_\_\_ or (*active*) \_\_\_\_\_, it is added to or mixes with water or another liquid, and becomes weaker. b) If someone or something \_\_\_\_\_ a belief, quality, or value, they make it weaker and less effective. 9. If there is a \_\_\_\_\_ **between** two or more things, there is a noticeable difference between them. 10. The \_\_\_\_\_ of a large unit **into** two or more distinct parts is the act of separating it into these parts. 11. If you are \_\_\_\_\_ **in** or **with** something, usually something bad, you are involved in it and cannot easily escape from it. 12. If you \_\_\_\_\_ that something is true, you imagine that it is true, sometimes wrongly. 13. If you \_\_\_\_\_ a theory or an explanation, you state that it is possibly or probably true, because it fits in with the evidence that you have considered. 14. When there is an \_\_\_\_\_ of something, it is changed into its opposite.

D)

Negative Prefixes / Suffixes	Negative Prefixes / Suffixes
justifiable –	purity –
to escape – ( <i>adj.</i> )	to place –

E)

Noun /Verb	Person	Noun /Verb	Person
outside –		– member	
racism –		to think –	
anti-racism –		eugenics –	

3. How well do you know the vocabulary associated with this theme? The following words occur in the text. Fill in the correct word. Use a dictionary if necessary.

obsessively \_\_\_\_\_; homogeneous \_\_\_\_\_; purity \_\_\_\_\_; ascribes \_\_\_\_\_; arise \_\_\_\_\_; assume \_\_\_\_\_; decline \_\_\_\_\_; stock (x2) \_\_\_\_\_; disparate \_\_\_\_\_; justify \_\_\_\_\_; allegiance \_\_\_\_\_; prevent \_\_\_\_\_; enmeshed \_\_\_\_\_; dilution \_\_\_\_\_; inescapable \_\_\_\_\_; inverted \_\_\_\_\_; notion \_\_\_\_\_; displaced \_\_\_\_\_; abandoned \_\_\_\_\_

1. How can you \_\_\_\_\_ the employment of capital punishment? 2. A serious problem can \_\_\_\_\_ if the heart stops pumping effectively. 3. White also appeals due to its association with innocence and \_\_\_\_\_. 4. Nothing will \_\_\_\_\_ him **from** speaking out against injustice. 5. He worries \_\_\_\_\_ about his appearance. 6. There has been a 5 per cent \_\_\_\_\_ **in** student numbers. 7. The author \_\_\_\_\_ the economy’s success **to** the current government. 8. This is a serious \_\_\_\_\_ of their election promises. 9. The country is ethnically



relatively \_\_\_\_\_. 10. If you are from a particular \_\_\_\_\_, you are descended from a particular group of people. *E.g.* He's of Irish \_\_\_\_\_. 11. The research reinforces the \_\_\_\_\_ that fathers have an important role in their children's lives. 12. It is reasonable to \_\_\_\_\_ that the economy will continue to improve. 13. By 1930 he had \_\_\_\_\_ his Marxist principles. 14. Love of one's country does not mean blind \_\_\_\_\_ to a regime. 15. Scientists are trying to pull together \_\_\_\_\_ ideas in sociology. 16. Congress worried about becoming \_\_\_\_\_ in a foreign war. 17. In some languages, the word order in questions is \_\_\_\_\_. 18. Gradually factory workers have been \_\_\_\_\_ by machines. 19. This leads to the \_\_\_\_\_ conclusion that the two things are connected.

**4. Give a word or a phrase which means:**

1. to stop *somebody* from doing *something*; to stop *something* from happening \_\_\_\_\_; 2. to say or think that *something* is caused by, comes from, or is associated with *something* or *someone* \_\_\_\_\_; 3. consisting of things or people that are all the same or all of the same type \_\_\_\_\_; 4. in a way that shows that you are thinking too much about one particular person or thing, in a way that is not reasonable or normal \_\_\_\_\_; 5. (*rather formal*) to happen; to start to exist (*especially* of a problem or a difficult situation) \_\_\_\_\_; 6. a continuous decrease in the number, value, quality, *etc.* of *something* \_\_\_\_\_; 7. to give an acceptable explanation for *something* that other people think is unreasonable \_\_\_\_\_; 8. lack of dirty or harmful substances \_\_\_\_\_; 9. the country or group of people that a person comes from \_\_\_\_\_; 10. the act of making *something* weaker or less effective \_\_\_\_\_; 11. an idea, a belief or an understanding of *something* \_\_\_\_\_; 12. to think or accept that *something* is true but without having proof of it \_\_\_\_\_; 13. so different from each other that they cannot be compared or cannot work together \_\_\_\_\_; 14. a person's continued support for a political party, religion, leader, *etc.* \_\_\_\_\_; 15. very involved in an unpleasant or complicated situation \_\_\_\_\_; 16. to leave a thing or place, especially because it is impossible or dangerous to stay \_\_\_\_\_; 17. of a fact or a situation that you cannot avoid or ignore \_\_\_\_\_; 18. to take the place or position of *something* or *someone* \_\_\_\_\_; 19. to change the normal position of *something*, *especially* by turning it into a position in which the top of it is where the bottom of it normally is or by arranging it in the opposite order \_\_\_\_\_

**5. Fill in the correct preposition where *necessary*.**

1. There were reports that some people had been prevented \_\_\_\_ voting in the election. 2. Over half the candidates failed to reach \_\_\_\_ the expected standard. 3. A lot of employees are worried \_\_\_\_ their jobs. 4. There has been a decline \_\_\_\_ the size of families. 5. He ascribed his success \_\_\_\_ the help of his friends. 6. We made our decision \_\_\_\_ the basis \_\_\_\_ the information we had. 7. A degree in English could lead \_\_\_\_ a career in journalism. 8. She has become enmeshed \_\_\_\_ a tangle of drugs and petty crime. 9. Every day the schoolchildren pledge an oath

of allegiance \_\_\_\_ their country.

6. A) Study the following information about the words **rise** and **arise**, then complete the sentences with one of them in the correct form.

Both **rise** and **arise** are irregular verbs:

**to rise – rose – risen;**

**to arise – arose - arisen**

1. ‘**rise**’: When something rises, it moves upwards. *E.g. Several birds **rose** from the tree-tops.* If an amount rises, it increases. *E.g. Unemployment **has risen** sharply.*

2. ‘**arise**’: When an opportunity, problem, or situation arises, it begins to exist. *E.g. He promised to help Rufus if the occasion **arose**.*

(Collins COBUILD English Usage © HarperCollins Publishers 2012)

1. A serious problem \_\_\_\_ (just). 2. Their profits \_\_\_\_ to \$1.8 million. 3. Are there any matters \_\_\_\_ from our earlier discussion? 4. Global temperatures could \_\_\_\_ three degrees or more 5. Several important legal questions \_\_\_\_ in the contract negotiations. 6. More problems like those at the nuclear power plant are certain to \_\_\_\_\_. 7. Unemployment \_\_\_\_ by 3 per cent. 8. Interest rates \_\_\_\_ to a six-year high. 9. An opportunity \_\_\_\_ to work in the United States. 10. Questions naturally \_\_\_\_ as to who was responsible. 11. The research budget \_\_\_\_ from £175,000 in 2015 to £22.5 million in 2020. 12. The number of people seeking asylum in Britain \_\_\_\_ sharply. 13. We keep them informed of any changes as they \_\_\_\_\_. 14. The divorce rate \_\_\_\_ steadily since the 2010s. 15. Children should be disciplined when the need \_\_\_\_\_. 16. The country faces economic recession and \_\_\_\_\_ unemployment. 17. This issue \_\_\_\_\_ as an unintended consequence of the Act.

## GRAMMAR REVISION

7. A) Recall *the Subjunctive Mood*.

**Subjunctive** is a form or mood of verbs that helps us talk about wishes, possibility or uncertainty. The subjunctive mood is a verb form in English that is used to express desires, suggestions, doubts, or hypothetical situations. By using the subjunctive mood, the speaker can convey a sense of uncertainty or possibility, and express ideas that are not necessarily rooted in fact.

The bare infinitive form of the subjunctive is used after certain verbs and expressions to give emphasis. These are the verbs: **advise, ask, demand, insist, order, recommend, propose, request, require, suggest**, and the expressions **it’s essential, it’s imperative, it’s important, it’s necessary, it’s strange, it’s traditional, it’s vital**, etc. followed by (that) + subject. In British English we normally use **should + present (perfect) infinitive** form of the subjunctive. *E.g. It is essential (that) you (should) finish this work today.*

(<https://langeek.co/en/grammar/course/40/subjunctive>)

**B) Give the correct form of the infinitive in brackets. Some of the verbs are passive.**

1. It is imperative that we \_\_\_\_\_ (follow) his orders to the last letter.
2. He insisted that he \_\_\_\_\_ (pay) for the meal.
3. He proposed that women \_\_\_\_\_ (admit) into the club.
4. It is important that you \_\_\_\_\_ (take) the pills three times a day.
5. He demanded that no one else \_\_\_\_\_ (allow) to see the contract.
6. She recommended that we \_\_\_\_\_ (stay) at the office.

**C) Turn the following sentences using the words in brackets.**

1. 'I would report the police,' he said. (suggest) \_\_\_\_\_
  2. 'Let's file a complaint,' she said. (propose) \_\_\_\_\_
  3. 'Why not pay the damages?' he said. (recommend) \_\_\_\_\_
  4. 'Please, bring me the documents,' Mr. Brown said. (request) \_\_\_\_\_
  5. 'You must certify a copy of the contract,' said Mr. Smith. (insist) \_\_\_\_\_
  6. 'You should reduce the amount of food,' the doctor said. (advise) \_\_\_\_\_
- 

**D) Choose the correct answer.**

1. A: What is your opinion about Bob's condition? B: I recommend ... as much as possible.  
a) him resting      b) him rest      c) that he rests      d) that he rest
2. A: Why does Ted need a tutor? B: Because it's important ... in his exam.  
a) that he do well      b) he well does      c) for him do well      d) that he will do well
3. A: Where is Jim? B: He was making so much noise that I requested ...  
a) him leave      b) that he left      c) that he leaves      d) that he leave
4. A: Did you hear that Mary's plane is snowbound in Chicago? B: We suggested that she ... a train, but she wouldn't listen.  
a) **would take**      b) should take      c) took      d) takes
5. A: Please, take this seat. B: No, I insist on ... it .  
a) that you take      b) your taking      c) you take      d) you to take

**8. A) Study the following information.**

In formal English a group of verbs and adjectives are used to *recommend*, *suggest*, *request*, *demand*, express *urgency*, or *necessity*, etc., are commonly followed by a **that** clause with the **bare infinitive** or **should + bare infinitive**.

*E.g. I recommend that your daughter (should) stop dieting.*

*It is necessary you (should) be here on time.*

*The Smiths insisted that we (should) stay with them.*

**Notice** that in the first sentence the verb *stop* does not contain the third person singular *-s* (*stops*) but instead occurs in the bare infinitive form. In the third example, even though the main verb (*insisted*) is in the past, the following clause still contains the bare infinitive rather than the past tense form.

*The following sentences are, therefore, considered incorrect in formal English, find the mistakes.*

1. It is important that Peter has a legal degree for his new job.
2. The doctor recommended that the pregnant woman was taken to the hospital immediately.

*Some verbs and adjectives, that can be followed by a **that-clause**, can also be followed by a gerund or infinitive.*

**Compare:**

*I asked that he go. – I asked him to go.*

*It's important that we be there. – It's important for us to be there.*

*We insisted that he take his time. – We insisted on his taking his time.*

*I suggest that we meet at 9.00. – I suggest meeting at 9.00.*

**B) Choose the correct answer.**

1. 'The telephone company is threatening to cut off our service.' – 'It's urgent .... the bill.'

a) that we pay                      b) us to pay                      c) us paying                      d) that we have to pay

2. 'What did the doctor tell you about her health?' – He recommended ... less.'

a) that she worked      b) that she work      c) her work                      d) her working

3. 'Should I tell Mr. Forbes about the broken window?' – 'It's necessary ... before it rains.'

a) that he knows      b) he know                      c) his knowing                      d) him to know

4. 'We've just got a letter from Ron?' – 'It's surprising that ... to you after all these years.'

a) he still writes      b) he still write                      c) still is writing                      d) he still wring

5. 'What did the school officials tell Chuck?' – 'They insisted that..... a haircut.'

a) he got                      b) he gets                      c) he get                      d) him to get

6. 'Who do you think should work on the project?' – 'I recommend ... the consultant.'

a) for Victoria be      b) that Victoria be      c) that Victoria is      d) Victoria being

7. 'Should I begin typing these letters?' – 'I suggest ... bookkeeping first.'

a) you finished      b) you to finish                      c) you finish                      d) you will finish

8. 'Did your granny give you a watch?' – 'Yes. She insisted .... it.'

a) that I took                      b) I will take                      c) on my taking                      d) for me to take

9. 'Have you received the shipment of goods yet?' – 'No, but it's possible that it .... in a few days.'

a) will come                      b) comes                      c) come                      d) has come

10. 'Marie practices the piano so early in the morning.' – 'We asked .... , but she won't.'

a) that she stops      b) her stopping                      c) her to stop                      d) for her stop

**C) Study the following sentences. Decide if the italicized words of the sentences are correct (C/I).**

1. Doctors recommend that a pregnant mother *not take* medicine if possible.

2. Many Americans requested that Martin Luther King's birthday *be made* a national holiday.
3. The city council thinks it is imperative that the mayor *will report* the city streets soon.
4. The Laws now insist *on that* drunk drivers pay stiff fines and go to jail.
5. In the past men generally preferred that their wives *worked* in the home.

### Thinking about the topic

9. *It is a good habit to predict the information in a text before you read it. It can motivate you to read the text and help you start thinking about some of the language that you might find there.*

A) Choose the best option A, B or C.

1. British sociologist Paul Gilroy investigates \_\_\_\_ in Britain in the 20th century in his book *There Ain't No Black in the Union Jack*.

- a. Nazism                                      b. racism                                      c. anti-racism

2. The arrival of black people in Britain was thought to be the ' \_\_\_\_ '.

- a. national decline                      b. dilution of continuous                      c. dilution of homogenous  
national stock                                      stock

3. From Paul Gilroy's point of view, notions of nationality may not be \_\_\_\_, but they have racist consequences.

- a. accidentally racist                      b. unintentionally racist                      c. deliberately racist

4. In seeking to define Britishness, 20th-century writers always appeared to see a \_\_\_\_.

- a. a permanent outsider                      b. a black Britain                      c. white Britain

5. Paul Gilroy suggested abandoning the discussion of 'ethnicity' or 'culture' because by \_\_\_\_, they led to a division between 'them' and 'us'.

- a. creating a false idea of                      b. putting disparate                      c. creating a social  
'natural' categories                      people into different                      concept  
groups

B) Study the key dates in context with racism.

### KEY DATES

**18th–19th** centuries Biological-based ideas of race are used to justify slavery and colonialism.

**1940s** The Nazi party uses 'race' to justify political inequality and introduces ideas of 'racial purity.'

**1950** UNESCO declares that 'race' is a social myth.

**1970s** Michel Foucault ['fu:kəʊ] argues that biological ideas of race, linked with certain essential traits, arose with colonialism.

**1981** US sociologist Anne Wortham publishes *The Other Side of Racism*, identifying five black movements that prevent society from reaching a position 'beyond racism.'

**1987** Paul Gilroy publishes *There Ain't No Black in the Union Jack*

C) **Pair work** Ask and answer questions about the key dates and events in context with race and ethnicity.

Now read the text

## THERE AIN'T NO BLACK IN THE UNION JACK



In his book *There Ain't No Black in the Union Jack*, British sociologist Paul Gilroy focuses on racism in Britain in the 20th century. He points out that in the 1970s Britain worried about its 'national decline' almost obsessively, and many commentators ascribed this to the 'dilution of homogenous and continuous national stock' – specifically, Gilroy says, to the arrival of black people in Britain.

Gilroy indicates that fixed notions of nationality, such as 'Britishness,' may not be intentionally racist, but they have racist consequences. In seeking to define Britishness, 20th-century writers always seemed to imagine a white Britain – black people were seen as permanent outsiders. They were denied authentic national membership on the basis of their 'race,' and it was often assumed that their allegiance lay elsewhere.

While accepting that the idea of race has been a historical and political force, Gilroy says that it is no more than a social construct, a concept created in society. Where some sociologists have suggested a discussion of 'ethnicity' or 'culture' instead, Gilroy proposes that we should abandon all of these ideas. Whatever terms we use, he says, we are creating a false idea of 'natural' categories by putting disparate people into different groups, leading to a division between 'them' and 'us.'

**Food banks** have faced surging demand in recent years. They meet basic needs, but often include non-essential foodstuffs that are now considered normal for people to have

A food bank is a place which stocks food, typically basic items and non-perishable items, that are then supplied free of charge to people and families in need.



### Raciology

According to Gilroy, all these types of discussion leave us enmeshed in what he calls 'raciology' – a discourse that assumes certain stereotypes, prejudices, images, and identities. Anti-racists find themselves inverting the position of racist thinkers, but are nevertheless unable to displace the idea of racism altogether. The solution, Gilroy suggests, lies in refusing to accept racial divisions as an



inescapable, natural force, and instead developing ‘an ability to imagine political, economic, and social systems in which ‘race’ makes no sense.’



**Paul Gilroy** (born 16 February 1956) is an English sociologist and cultural studies scholar who is the founding Director of the Sarah Parker Remond Centre for the Study of Race and Racism at University College London (UCL). Gilroy is the 2019 winner of the €660,000 Holberg Prize, for ‘his outstanding contributions to a number of academic fields, including cultural studies, critical race studies, sociology, history, anthropology and African-American studies’.

(Megan Todd. *The Sociology Book: Big Ideas Simply Explained* (DK Big Ideas): Tomley Sarah, Hobbs Mitchell, Todd Megan, Weeks Marcus, DK)

## AFTER YOU READ

### COMPREHENSION EXERCISES

10. Choose the best option to complete statements about the text or answer the question.

1. \_\_\_\_ was used to justify slavery and colonialism.  

<b>a.</b> Racial purity	<b>c.</b> A position ‘beyond racism’
<b>b.</b> Biological racism	<b>d.</b> A homogeneous nation
2. Ideas of ‘racial purity’ was introduced by \_\_\_\_ to justify inequality.  

<b>a.</b> Anne Wortham	<b>c.</b> Michel Foucault
<b>b.</b> Paul Gilroy	<b>d.</b> the Nazi
3. Biological ideas of race resulted from \_\_\_\_.  

<b>a.</b> colonialism	<b>c.</b> anti-communism
<b>b.</b> Nazism	<b>d.</b> ‘racial purity’
4. ‘Race’ was declared \_\_\_\_ by UNESCO.  

<b>a.</b> a social construct	<b>c.</b> a social myth
<b>b.</b> a social life	<b>d.</b> a social welfare
5. Britain worried about its ‘national decline’ almost obsessively because of ‘dilution of \_\_\_\_, from Paul Gilroy’s point of view.  

<b>a.</b> homogenous national stock’	<b>c.</b> white people
<b>b.</b> black people	<b>d.</b> colonialism
6. According to Paul Gilroy, ‘Britishness’ may not be \_\_\_\_, but they have racist consequences.  

<b>a.</b> accidentally racist	<b>c.</b> deliberately racist
<b>b.</b> circumstantially racist	<b>d.</b> unintentionally racist
7. Paul Gilroy points out that anti-racists \_\_\_\_ the idea of racism altogether.  

<b>a.</b> are able to display	<b>c.</b> managed to displace
<b>b.</b> can’t remove	<b>d.</b> succeeded in displacing



**11. Match the key terms with their definitions.**

<b>1. racial purity –</b>	<b>a.</b> can be based on real phenomena and are a generalized idea of something of meaning, <i>e.g.</i> common demographic measures: Income, Age, Education Level, Number of Siblings
<b>2. concepts –</b>	<b>b.</b> the study of race as a scholarly discipline, racial anthropology
<b>3. social construct –</b>	<b>c.</b> is one in which all its individuals share both the same racial ethnicity, the same language and a series of beliefs, where its members share a culture, customs and the way of thinking
<b>4. raciology –</b>	<b>d.</b> is defined as existing of only one racial background and not being racially mixed
<b>5. allegiance –</b>	<b>e.</b> the meaning, notion, or connotation placed on an object or event by a society, and adopted by that society with respect to how they view or deal with the object or event
<b>6. biological racism –</b>	<b>f.</b> loyalty and obedience owed to one’s country or government
<b>7. a homogeneous society –</b>	<b>g.</b> sometimes termed scientific racism, is the pseudoscientific belief that the human species can be subdivided into biologically distinct ‘races,’ and exists to support or justify racism, racial inferiority, or racial superiority

**12. Synonyms:** Find the words in the text that have a similar meaning and write them on the lines below.

**IN CONTEXT**

**A**

1. to excuse .....
2. cleanness .....
3. characteristic .....
4. originate .....

**B**

1. decrease.....
2. to attribute .....
3. unvarying .....
4. weakening (solution) .....
5. folk/family/bloodline .....
6. idea/concept .....
7. outcome / result .....
8. loyalty/devotion.....
9. to suggest .....
10. different/distinctive .....
- 11.to tangle/entrap.....
12. discussion/talk.....

## SPEAKING

**13. A) Pair Work.** *Answers the questions in pairs*

### A IN CONTEXT

1. Why were biological-based ideas of race used in the 18<sup>th</sup>-19<sup>th</sup> centuries?
2. Why did the Nazi use the word 'race'?
3. What did UNESCO declare in 1970?
4. What did Michel Foucault think about biological ideas of race?
5. What did Anne Wortham write about in her *The Other Side of Racism*?

### B Paul Gilroy's *There Ain't No Black in the Union Jack*

1. What did British sociologist Paul Gilroy focus on in his book *There Ain't No Black in the Union Jack*?
2. What did Britain worry about almost obsessively in the 1970s?
3. What did many commentators ascribe **national decline** to?
4. What were Gilroy's ideas concerning fixed notions of nationality, such as 'Britishness'?
5. How did 20th-century writers seem to imagine a white Britain? How were black people treated?
6. What did Gilroy say while accepting that the idea of race has been a historical and political force?
7. What did some sociologists suggest?
8. What did Gilroy propose instead of that discussion and why?
9. What did he think about raciology?
10. What solution did Gilroy suggest?

**B) Now look back at the text and check your answers.**

**14. A) Group Work.** *On the basis of the information found in the texts, prepare your presentations about **Paul Gilroy's views concerning racism**. Every member of each group should participate in presenting the material. So, decide who will speak on what aspect in advance.*

**B) Discuss these questions with your partners.**

1. What causes racism nowadays?
2. What do common examples of racism include now?

## PREPARING FOR THE EXAM

**15.** *For questions 1 – 18, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).*

### Social Constructs

Unlike phenomena that (0) **are** innately determined or biologically predetermined, (1) \_\_\_\_ social constructs are collectively formulated, sustained, and shaped (2) \_\_\_\_ the social contexts in (3) \_\_\_\_ they exist. These constructs significantly impact (4) \_\_\_\_ the behavior and perceptions of individuals, often (5) \_\_\_\_ internalized based on cultural narratives, (6) \_\_\_\_ or not these are empirically

verifiable. In this two-way process (7) \_\_\_\_ reality construction, individuals not only interpret and assimilate information through their social relations but also contribute (8) \_\_\_\_ shaping existing societal narratives.

(9) \_\_\_\_ of social constructs range widely, encompassing the assigned value of money, conceptions of concept of self/self-identity, beauty standards, gender, language, race, ethnicity, social class, social hierarchy, nationality, religion, social norms, the modern calendar, marriage, education, the measurement of time, citizenship, stereotypes, femininity and (10) \_\_\_\_, social institutions, and even the idea of ‘social construct’ (11) \_\_\_\_\_. These constructs are (12) \_\_\_\_ universal truths but are flexible entities that (13) \_\_\_\_ vary dramatically (14) \_\_\_\_ different cultures and societies. They arise (15) \_\_\_\_ collaborative consensus and (16) \_\_\_\_ shaped and maintained through collective human interactions, cultural practices, and shared beliefs. This articulates the view that people in society construct ideas or concepts that may not exist (17) \_\_\_\_ the existence of people or language to validate those concepts, meaning without a society these constructs would cease (18) \_\_\_\_ exist.

([https://en.wikipedia.org/wiki/Social\\_constructionism](https://en.wikipedia.org/wiki/Social_constructionism))

16. Put each of the following words or phrases in its correct place in the text.

**Eugenics** [ju:'dʒeniks] (from Ancient Greek ‘good, well’, and ‘come into being,’ ‘growing’) is a pseudoscientific [ˌsjuːdɒs.saɪənˈtɪfɪk] set of (1) \_\_\_\_ and practices that aim (2) \_\_\_\_ the genetic quality of a (3) \_\_\_\_\_. Historically, eugenicists have attempted to alter human gene pools (4) \_\_\_\_ people and groups judged (5) \_\_\_\_ or promoting those judged (6) \_\_\_\_\_. In recent years, the term has seen a (7) \_\_\_\_ in bioethical discussions on the usage of (8) \_\_\_\_ such as CRISPR and genetic screening, with heated debate around whether these technologies should be considered eugenics or not.

The concept (9) \_\_\_\_ the term; Plato suggested (10) \_\_\_\_ the principles of selective breeding to humans around 400 BCE. Early advocates of eugenics in the 19th century regarded it as a way of improving groups of people. In contemporary usage, the term *eugenics* is closely associated with (11) \_\_\_\_\_. Modern bioethicists who advocate new eugenics characterize it as a way of enhancing individual traits, (12) \_\_\_\_ of group membership.

(<https://en.wikipedia.org/wiki/Eugenics>)

- |                     |                 |                      |
|---------------------|-----------------|----------------------|
| A. to be superior   | E. by excluding | I. to improve        |
| B. applying         | F. regardless   | J. predates          |
| C. new technologies | G. beliefs      | K. to be inferior    |
| D. human population | H. revival      | L. scientific racism |

**Note:** CRISPR – short for ‘clustered regularly interspaced short palindromic repeats’

17. Read the text and decide which word A, B, C or D best fits each space.

**Anne Wortham** ‘a freelance writer, editor, and broadcast researcher .... (presently) a doctoral candidate in sociology at Boston College,’ proposes in The (0) **B** Side of Racism: A Philosophical Study of Black Race Consciousness, to

study blacks who (1) \_\_\_\_ black consciousness. Wortham (2) \_\_\_\_ ethnic or racial consciousness, and therefore characterizes ‘the other side of racism ‘as’ a dilemma of individual self-esteem (3) \_\_\_\_ opposed to problems of group conflict in race relations.’ Thus, public (4) \_\_\_\_ based on ‘ethnic polity,’ such as that engendered by the civil rights (5) \_\_\_\_ is ‘retributive ‘reverse discrimination’ advocated in favor of ethno-racial (6) \_\_\_\_ rather than the oppressive discrimination (7) \_\_\_\_ engaged in (8) \_\_\_\_ the majority *against* such groups.’ (*Emphasis in the original*) The author believes that ‘achieving power or redressing grievances on the basis of race or ethnicity is clearly not in accord (9) \_\_\_\_ the American tradition of (10) \_\_\_\_ no formal recognition to ethnic groups as political entities.’ Rather, individualism is the key factor and it is the (11) \_\_\_\_ form of freedom; hence programs geared to redress groups’ grievances reduce individual freedom.

One form of qualitative sociology concerns itself with (12) \_\_\_\_ to understand the rules used to find meaning in others’ actions, expressions, and thoughts. This approach enhances the investigator’s ability to identify the processes geared to aid individuals (and groups) in their quest to make (13) \_\_\_\_ of the world, to create order where none is inherent. The product of this kind of qualitative investigation is a second-order construct, a framework which prohibits the investigation both from judging an individual’s ethnic consciousness or choice of (14) \_\_\_\_ action and from focusing on the inner mental processes of individuals. Wortham, in this book, provides no evidence of being aware of this construct but instead seems (15) \_\_\_\_ her own ideological perspective as a basis for attributing motives to actors and making value judgments which denigrate their ‘ethnic’ consciousness and choice of social action.

(<https://scholarscompass.vcu.edu/ess/vol2/iss1/27/>)

0.	A. Another	B. Other	C. Others	D. The Other
1.	A. advocate	B. oppose	C. resist	D. contradict
2.	A. convicts	B. accuse	C. praises	D. condemns
3.	A. such as	B. like	C. as	D. such
4.	A. political	B. politics	C. politic	D. policy
5.	A. movement	B. move	C. moving	D. moveable
6.	A. majority	B. minorities	C. a number	D. a figure
7.	A. traditionalist	B. tradition	C. traditionally	D. traditional
8.	A. of	B. by	C. from	D. with
9.	A. with	B. to	C. on	D. of
10.	A. having given	B. being given	C. given	D. giving
11.	A. higher	B. more high	C. highest	D. most high
12.	A. sought	B. being sought	C. seek	D. seeking
13.	A. a decision	B. sense	C. believe	D. history
14.	A. social	B. societal	C. sociable	D. socialist
15.	A. used	B. using	C. to use	D. use

18. For questions 1 – 15, read the text below and look carefully at each line. Some of the lines are correct and some have a word which should not be there. If a line

is correct, put a tick (V) in the answer boxes provided.

0 Scientific racism, sometimes termed *the* biological racism, is  
00 the pseudoscientific belief that the human species can be  
1 subdivided into biologically distinct ‘races,’ and that empirical  
2 evidence exists to support or is justify racism, racial inferiority, or  
3 racial superiority. Before until the mid-20th century, scientific  
4 racism was being accepted throughout the scientific community,  
5 but it is no any longer considered scientific. The division of  
6 humankind into a biologically separate groups, along with the  
7 assignment of particular physical and mental characteristics into  
8 to these groups through constructing and applying corresponding  
9 explanatory models, is referred on to as racialism, race realism,  
10 or race science by those who have support these ideas. Modern  
11 scientific consensus rejects off this view as being irreconcilable  
12 with modern genetic research.  
13 Scientific racism misapplies, misconstrues, or distorts the  
14 anthropology (notably about physical anthropology), evolutionary  
15 biology and other disciplines or pseudo-disciplines through  
proposing anthropological typologies to classify human  
populations into physically discrete human races, some of which  
might be asserted to be superior or inferior to others.

<i>the</i>
<b>V</b>

Scientific racism was common during the period from the 1600s to the end of World War II, and was particularly prominent in European and American academic writings from the mid-19th century through the early-20th century. Since the second half of the 20th century, scientific racism has been discredited and criticized as obsolete, yet has persistently been used to support or validate racist world-views based upon belief in the existence and significance of racial categories and a hierarchy of superior and inferior races.

([https://en.wikipedia.org/wiki/Scientific\\_racism](https://en.wikipedia.org/wiki/Scientific_racism))

GRAMMAR

The Gerund and the Infinitive

19. *Note also after the verbs **remember, forget, regret**, the gerund is used for the past actions, the infinitive for future actions. Compare: Do you **remember posting** the letter? – I must **remember to post** the letter. I’ll never **forget taking** the exam. – I **forgot to come** to that exam. I **regret saying** it wasn’t true. – I **regret to say** it isn’t true.*

*Paraphrase the following sentences using ‘forget’ or ‘remember’ followed either by the infinitive or the gerund.*

- 1. Do you remember how women have fought for their rights? \_\_\_\_\_
- 2. Please, remember that we must decrease gender discrimination. \_\_\_\_\_
- 3. I didn’t return the money I had borrowed from him, I quite forgot. \_\_\_\_\_

4. She forgot that she got all the housework done. \_\_\_\_\_
5. Women have almost forgotten that they usually made far less money than men. \_\_\_\_\_
6. She said that she remembered that she had had a talk with him on the subject of discrimination in the workplace. \_\_\_\_\_
7. She remembers she has made great progress toward her goal. \_\_\_\_\_
8. Women don't forget that women remained unequal to men economically. \_\_\_\_\_
9. Does she remember that she held lower-status, lower-paying jobs than most men in her company? \_\_\_\_\_
10. The nurse forgot that she was subordinate to male doctors. \_\_\_\_\_

**20. A)** Remember that after the verbs **hate** and **prefer** the gerund is used for habits and the infinitive is used for the future actions. Compare: *He **hates getting up** early.* (habit) – *He **hates to get up** early.* (future action). *I **prefer walking**.* (habit) – *I **prefer to walk**.* (future action)

In the pattern **mean + a gerund**, **mean** is used in the meaning 'означати' in the pattern **mean + an infinitive**, **mean** is used in the meaning 'збиратися, хоміму'. Compare: *Having a party tonight will **mean working** hard tomorrow.* (Прийом гостей сьогодні означає напружену роботу завтра) – *I **mean to work** harder next year.* (Я збираюсь працювати більш напружено наступного року.)

Both the **gerund** and the **infinitive** can be used after the verbs **advise, allow, forbid, recommend, permit, encourage** as well as **hear** and **watch**. But in this case the difference of structural character is observed. Інфінітив вживається в тих випадках, якщо після дієслова вживається додаток. Герундій ставиться безпосередньо після цих дієслів. Compare: *I wouldn't **advise anyone to swim** in the river.* – *I wouldn't **advise swimming** in the river.* *The students **watched the artist paint** the portrait of a young ballet-dancer.* – *The students **watched painting** in progress.*

Learn to distinguish between **like doing** and **like to do**. Often it doesn't matter whether to say '*I **like doing*** or '*I **like to do***. For example, you can say, '*I **like going** to bed early*' or '*I **like to go** to bed early.*' We usually say '*I **like doing***' when 'like' means 'enjoy'. E.g. *Do you **like driving**?* (=Do you enjoy it?), or *My wife doesn't **like cooking**?* (= She doesn't enjoy it.) When 'like' doesn't mean 'enjoy', we use '*I like to do*', which means 'I find it is good or right to do something. E.g. *My mother **likes to do** the washing-up immediately after the meal.*

**B)** Open the brackets. Use either **gerund** or **infinitive**.

1. Do you remember \_\_\_\_\_ (to lock) the car? – I'm afraid, I don't. I'd better \_\_\_\_\_ (to go) back and \_\_\_\_\_ (to do) it now.
2. Let's \_\_\_\_\_ (to go) for a swim. 'I'm not quite good at \_\_\_\_\_ (to swim). What about \_\_\_\_\_ (to go) for a drive instead?
3. We stopped once \_\_\_\_\_ (to buy) some food and then we stopped again \_\_\_\_\_ (to ask) someone the way.
4. I'll never forget \_\_\_\_\_ (to sail) down the Danube on the warm spring night last year.
5. The management wouldn't allow the public \_\_\_\_\_ (to smoke) in the theatre.
6. John said he remembered \_\_\_\_\_ (to buy) the newspaper, but now he can't find it.
7. Gloria regrets \_\_\_\_\_ (to shout) at her sister.
8. Please don't forget \_\_\_\_\_ (to pay) the

bill. 9. The management wouldn't allow \_\_\_\_\_ (*to smoke*) in the theatre. 10. Being a teacher means \_\_\_\_\_ (*to correct*) a lot of homework. 11. Did you remember \_\_\_\_\_ (*to post*) my letters today? 12. I regret \_\_\_\_\_ (*to inform*) you that we cannot give your money back. 13. I'm sorry. I didn't mean \_\_\_\_\_ (*to break*) your vase. 14. She stopped \_\_\_\_\_ (*to go*) to the gym after she had got back into the shape. 15. They don't permit us \_\_\_\_\_ (*to park*) here. 16. I advised her \_\_\_\_\_ (*to speak*) to her boss. 17. We don't permit \_\_\_\_\_ (*to smoke*) in our house. 18. Did you see the robber? – Yes. I saw him \_\_\_\_\_ (*to get*) into the car and drive away. 19. We advise \_\_\_\_\_ (*to book*) in advance. 20. Do you prefer \_\_\_\_\_ (*to dine*) out or would you rather \_\_\_\_\_ (*to have*) dinner at home? – I'd like \_\_\_\_\_ (*to go*) out. I always enjoy \_\_\_\_\_ (*to have*) dinner in a restaurant. 21. I don't mind \_\_\_\_\_ (*to travel*) by bus, but I hate \_\_\_\_\_ (*to stand*) in queues. – I don't like \_\_\_\_\_ (*to queue*) either, and you waste so much time \_\_\_\_\_ (*to wait*) for buses. I think we'd rather \_\_\_\_\_ (*to go*) by underground. 22. Would you like \_\_\_\_\_ (*to go*) to a lecture on Beethoven tonight? – No, thanks. I like \_\_\_\_\_ (*to listen*) to music but I don't like \_\_\_\_\_ (*to listen*) to people talking about it. 23. I didn't mean \_\_\_\_\_ (*to eat*) anything but cakes looked so good, that I couldn't help it. 24. Can you come on Saturday? We are all looking forward to \_\_\_\_\_ (*to see*) you. 25. Remember \_\_\_\_\_ (*to bring*) your tennis rackets. All right. 26. When would you like \_\_\_\_\_ (*to start*)? – In a few minutes. – Let's \_\_\_\_\_ (*to wait*) till it stops \_\_\_\_\_ (*to rain*) otherwise we'll get wet through walking to the bus station. 27. Do you remember \_\_\_\_\_ (*to meet*) him at my house last year? – Yes, certainly. I'll never forget \_\_\_\_\_ (*to meet*) him. He's a wonderful man. 28. I hope you won't regret \_\_\_\_\_ (*to lend*) her the book. 29. The results are very disappointing; I regret \_\_\_\_\_ (*to say*).

## HOME ASSIGNMENT

22. Complete the sentences using the words in bold. Use two to five words.

1. We weren't advised to book in advance.

### ADVISE

They \_\_\_\_\_ book in advance.

2. You really need to renew your passport before you go on holiday.

### NEEDS

Your passport \_\_\_\_\_ before you go on holiday.

3. They require hotel guests to vacate their rooms by twelve noon.

### ARE

Hotel guests \_\_\_\_\_ their rooms by twelve noon.

4. The dietician advised us not to eat between meals.

### EATING

The dietician \_\_\_\_\_  
\_\_\_\_\_ between meals.

5. They need to consider the proposals more carefully.

### CONSIDERED

The proposals \_\_\_\_\_ more carefully.



6. During the winter I prefer watching football to playing it.

**SOONER**

During the winter I \_\_\_\_\_ play it.

7. Those working with pre-school age children will probably find the course interesting.

**INTEREST**

The course \_\_\_\_\_  
to those working with pre-school age children.

8. The factory has been able to reduce its CO2 emissions by 50% in the last year.

**SUCCEDED**

The factory \_\_\_\_\_ back its CO2 emissions by 50% in the last year.

9. It's a long walk home, so I advise you not to miss the last train.

**BETTER**

It's a long walk home, so \_\_\_\_\_ the last train.

10. I find people's use of the word 'girls' to refer to adult women objectionable.

**USING**

I \_\_\_\_\_ the word 'girls' to refer to adult women.

11. I first participated in competitive sport when I was six years old.

**PART**

I first \_\_\_\_\_ at the age of six.

12. People think that there are fewer than 4,000 tigers surviving in the wild in India.

**THOUGHT**

There \_\_\_\_\_ fewer than 4,000 tigers surviving in the wild in India.

*23. A) Read this article, choose the most appropriate word or phrase from the list (A-M) for each gap. There are two extra words or phrases that you do not need to use. There is an example at the beginning (0).*

The phenomenon known as Facebook was designed (0) K. Whereas earlier generations wrote notes in each other's printed yearbooks at the end of the academic year, (1) \_\_\_\_\_ ushered in dynamic new ways for people to interact socially. Instead of having to meet up on campus, students can call, text, and Skype from their dorm rooms. Instead of a study group gathering weekly in the library, (2) \_\_\_\_\_ help learners connect. The (3) \_\_\_\_\_ computer technology has forever changed the ways students engage with each other.

Now, after (4) \_\_\_\_\_ have viewed for primacy, a few have established their place in the market and some have attracted niche audience. While Facebook launched the social networking trend geared towards (5) \_\_\_\_\_, now people of all ages are actively "friending" each other. LinkedIn distinguished itself by focusing on (6) \_\_\_\_\_, serving as a virtual world for workplace networking. Newer offshoots like Foursquare help people connect based on the real-world places that are frequent, while Twitter has cornered the market on brevity.

These newer modes of social interaction have also spawned (7) \_\_\_\_\_, such as cyberbullying and what some call FAD, or Facebook Addiction Disorder. Researchers have also examined (8) \_\_\_\_\_, such as whether Facebooking lowers a student's GPA (grade point average), or whether there might be long-term effects of replacing (9) \_\_\_\_\_ with social media.

All of these social networks demonstrate emerging ways (10) \_\_\_\_\_, whether positive or negative. They illustrate how sociological topics are alive and changing today. Social media will most certainly be a developing topic in the study of sociology for decades to come.

(Conerly T.R., Holmes K., Tamang A.L. *Introduction to Sociology*. 3e. Houston: OpenStax.)

- A. several social networks

B. other potential negative impacts

C. modern technology and the internet

D. professional connections,
- E. the study of sociology

F. availability and immediacy of

G. face-to-face interaction

H. online forums and chat rooms
- I. teens and young adults,

J. that people interact

K. specifically for students

L. harmful consequences,

M. a survey of the public

- B) Find a word in the text that means the same as the words and phrases below:*
- (11) to be the beginning of something new or to make something new begin...
  - (12) to become involved with and try to understand something/somebody ...
  - (13) the fact of being the most important person or thing ...
  - (14) a small section of the market for a particular kind of product or service ...
  - (15) to make, change or prepare something so that it is suitable for a particular purpose ...
  - (16) a thing that develops from something, especially a small organization that develops from a larger one ...
  - (17) the quality of using few words when speaking or writing ...
  - (18) to make a series of things happen or start to exist ...
  - (19) the activity of sending Internet or text messages that threaten or insult someone ...
  - (20) a condition or illness that causes problems with the way part of the body or brain works ...

*C) Choose the best option to complete statements about the text or answer the question.*

- (21) What did modern technology and the Internet introduce?

a. printed yearbooks

b. the ways students engage with each other.

c. gathering weekly in the library

d. new ways of social interaction between people
- (22) Facebook started the trend of social networks aimed at \_\_\_\_.

a. teenagers and young people

b. professional connection

c. people of all ages

d. people who like expressing smth in

very few words

(23) New ways of social interaction have also led to \_\_\_\_ such as cyberbullying

- a. potential impacts
- b. long-term effects
- c. hazardous effects
- d. harmless effects

(24) Facebook Addiction Disorder is a harmful consequence of \_\_\_\_

- a. social interaction
- b. new means of social interaction
- c. face-to-face interaction
- d. texting and calling

(25) All of these social networks demonstrate new ways for people to interact, \_\_\_\_

- a. neither positive nor negative
- b. which are negative
- c. which are positive
- d. both positive and negative

**WRITING**

24. Write a summary of the article *There ain't no black in the Union Jack*.

25. Write your opinions on questions 1-5. Use 25-30 words.

1. Why did Britain worry about its ‘national decline’ almost obsessively in the 1970s? \_\_\_\_\_

2. Where can fixed notions of nationality, such as ‘Britishness’, lead to? \_\_\_\_\_

3. How did 20th-century writers imagine black people? \_\_\_\_\_

4. What did Paul Gilroy think about the idea of race? \_\_\_\_\_

5. What did he call ‘raciology’? \_\_\_\_\_

## UNIT 5

### A SENSE OF ONE'S PLACE

PIERRE BOURDIEU (1930–2002)

#### Preparing to read

*1. A) Pair Work. Discuss these questions with a partner.*

1. What is 'common sense' in sociology?
2. What are some examples of common sense?
3. What is social order in sociology?
4. What do examples of a social order include?
5. What is Bourdieu's theory of habitus?

*B) Now read the definitions and compare them with your answers.*

**Common sense** knowledge is a concept that holds significant importance in the field of sociology. It refers to the everyday knowledge and beliefs that individuals acquire through their social interactions and experiences. Some of the greatest examples of the use of common sense include: recognizing dangerous situations and taking appropriate precautions – such as not walking alone at night in a high-crime area or avoiding activities that could lead to serious injury.

(<https://easysociology.com/general-sociology>)

**Social order** refers to the structured arrangement of norms, values, roles, and



institutions within a society that guides individuals' behavior, maintains stability, and regulates interactions. Maintaining social order implies promoting domestic tranquility through social justice, thus withholding the social system's integrity. For example, the judicial system is responsible for ensuring the government follows the constitution when

executing its order to protect the rights of the ordinary citizen.

(<https://encyclopedia.pub/entry>)

In sociology, **habitus** is a concept developed by Pierre Bourdieu and refers to the norms, values, attitudes, and behaviours of a particular social group (or social class).

(<https://www.tutor2u.net/sociology/topics/habitus>)

**Social class** also called **class**, a group of people within a society who possess the same socioeconomic [ˌsəʊsiəʊˌekəˈnɒmɪk] status. Besides being important in social theory, the concept of class as a collection of individuals sharing similar economic circumstances [ˈsɜːkəmstəns] has been widely used in censuses [ˈsensəs] and in studies of social mobility.

(<https://www.britannica.com/topic/social-class>)

C) Work with your partner. Your understanding of the texts you read depends in part on your understanding of key terms. Pay careful attention to the explanations of these terms when matching them with their definitions.

1. class structure –	<i>a.</i> making assumptions, making interpretations based on personal opinions without any verifiable facts
2. social order –	<i>b.</i> a system of philosophy, based on religious principles and writing, that was taught in universities in the Middle Ages
3. objective –	<i>c.</i> the policy of controlling the amount of money available in a country as a way of keeping the economy strong
4. subjective –	<i>d.</i> a term that refers to how all societal components work together to move forward rather than fall apart. Also, it means the behavior of individuals to abide by the shared social contracts that entail laws, rules, values, standards, and norms
5. monetarism –	<i>e.</i> making an unbiased, balanced observation based on facts which can be verified
6. scholasticism – [skə'ləstɪsɪzəm]	<i>f.</i> the hierarchical organization by which a society or community is divided into classes. The vast majority of the population of the United States considers itself as belonging to the middle class. In Marxism, class structure is organized into the bourgeoisie and the proletariat
7. common sense –	<i>g.</i> to think of or treat someone or something as unimportant or not worthy of respect
8. versatility – [ˌvɜːsə'tɪləti]	<i>h.</i> sound, practical judgement concerning everyday matters, or a basic ability to perceive, understand, and judge in a manner that is shared by nearly all people
9. passé – ['pæseɪ]	<i>i.</i> ability to adapt or be adapted to many different functions or activities
10. to look down your nose at smb/smith –	<i>j.</i> the adjective used to call something outdated, unfashionable, and so out of touch with trends

## VOCABULARY PRACTICE

2. A) Pronounce the words related to the theme:

**Bourdieu** [burdjø]; **technique** [tek'ni:k]; **unique** [ju'ni:k]; **theology** [θi'vlədʒi]; **pretentious** [pri'tenʃəs], **gaudy** ['gɔ:di]; **internalize** [ɪn'tɜ:nəlaɪz]; **exhibit** [ɪg'zɪbɪt]; **leisure** ['leɜə]; **avant-garde** [ˌævɒŋ'gɑ:d]; **boutique** [bu:'ti:k]; **luxury** ['lʌkʃəri]; **objective** [əb'dʒektɪv]; **subjective** [səb'dʒektɪv]; **simultaneity** [ˌsɪmltə'neiəti]; **differentiate** [ˌdɪfə'renʃiət]; **monetarism** ['mʌnɪtərɪzəm];

**delineate** [di'li:niət]; **passé** ['pæseɪ]; **scholasticism** [skə'læstɪsɪzəm]; **arena** [ə'ri:nə]; **versatility** [ˌvɜ:sə'tɪləti]

*B) Complete the word building table.*

Noun / Verb	Adjective /Adverb	Verb	Noun
to elaborate [ɪ'ləbeɪreɪt] –		to elaborate –	
access / –		to embody –	
to subordinate –		to subordinate –	
pretension / –		to believe –	
to reproduce – /		to reproduce –	
– gaudy		to own –	
to incline –		to incline –	
luxury / –		to inscribe –	
– particular		to internalize –	
strength –		– strength	
simultaneity – –		to exhibit –	
to discern –		to differentiate –	
ability –		– ability	
– aware		to restrict –	
to use –		to delineate –	
monetarism –		to acquire –	
to deliberate – –		to deliberate –	
scholasticism –		to bring up –	
to convert –		to convert –	

*C) Choose one of the words from the table for the gaps in the sentences below and use it in the correct form (for a verb or a noun).*

1. If you say that someone has \_\_\_\_\_, you disapprove of them because they claim or pretend that they are more important than they really are. 2. If you say that someone or something is the \_\_\_\_\_ **of** a quality or idea, you mean that that is their most noticeable characteristic or the basis of all they do. 3. If you do one thing **in** the \_\_\_\_\_ that another thing is true or will happen, you do it because you think, usually wrongly, that it is true or will happen. 4. If you \_\_\_\_\_ a plan or theory, you develop it by making it more complicated and more effective. 5. Someone who is \_\_\_\_\_ **to** you has a less important position than you and has to obey you. 6. If you \_\_\_\_\_ an action or an achievement, you repeat it or make something happen in the same way as it happened before. 7. An / A \_\_\_\_\_ is a feeling that makes you want to act in a particular way. 8. Clothes, colours *etc.* that are \_\_\_\_\_ are too bright and look cheap – used to show disapproval. 9. If something \_\_\_\_\_ a person or group or if they \_\_\_\_\_ their position, they become more powerful and secure, or more likely to succeed. 10. If you \_\_\_\_\_ something such as a belief or a set of values, you make it become part of your attitude or way of thinking. 11. \_\_\_\_\_ is very great comfort, especially among beautiful and expensive

surroundings. 12. Things which are \_\_\_\_\_ happen or exist at the same time. 13. If you \_\_\_\_\_ **between** things or if you \_\_\_\_\_ one thing **from** another, you recognize or show the difference between them. 14. If you can \_\_\_\_\_ something, you are aware of it and know what it is. 15. If you are \_\_\_\_\_ **of** something, you realize that it is present or is happening because you hear it, see it, smell it, or feel it. 16. a) If you \_\_\_\_\_ something such as an idea or situation, you describe it or define it, often in a lot of detail. b) If you \_\_\_\_\_ a border, you say exactly where it is going to be. 17. If you \_\_\_\_\_ something, you put a limit on it in order to reduce it or prevent it becoming too great. 18. If you do something that is \_\_\_\_\_, you planned or decided to do it beforehand, and so it happens on purpose rather than by chance. 19. You use \_\_\_\_\_ to emphasize that you are talking about one thing or one kind of thing rather than other similar ones. 20. If something is \_\_\_\_\_ **to** people, they can easily use it or obtain it. 21. If you \_\_\_\_\_ something such as a skill or a habit, you learn it, or develop it through your daily life or experience.

D)

Negative Prefixes / Suffixes	Negative Prefixes / Suffixes
pretentious –	aware –
internal –	usable –
accessible –	accessibility –
consciously –	consciousness –

E)

Noun /Verb	Person	Noun /Verb	Person
theory –		anthropology –	
theology –		monetarism –	

3. How well do you know the vocabulary associated with this theme? The following words occur in the text. Fill in the correct word. Use a dictionary if necessary.

A) (to bind) bound \_\_\_\_\_; solely \_\_\_\_\_; reproduce \_\_\_\_\_; pretentious \_\_\_\_\_; fit into \_\_\_\_\_; embodied \_\_\_\_\_; exhibited \_\_\_\_\_; disposition \_\_\_\_\_; inclination \_\_\_\_\_; betting \_\_\_\_\_; re-elaboration \_\_\_\_\_; discern \_\_\_\_\_; internalized \_\_\_\_\_; inscribed \_\_\_\_\_; \_\_\_\_\_; wrong-foot \_\_\_\_\_; assets \_\_\_\_\_; gaudy \_\_\_\_\_; at every turn \_\_\_\_\_; simultaneously \_\_\_\_\_

1. The spirit of research and constant progress led to the \_\_\_\_\_ of available data. 2. In the British system the executive is supposedly \_\_\_\_\_ by the Crown and the legislative by Parliament. 3. Writing grew out of an attempt to \_\_\_\_\_ speech in a permanent form. 4. If one person, thing, or situation is \_\_\_\_\_ **to** another, they are closely associated with each other, and it is difficult for them to be separated or to escape from each other. 5. He transferred all his \_\_\_\_\_ into his wife’s name. 6. Selection is based \_\_\_\_\_ on merit. 7. He had neither the time nor the \_\_\_\_\_ to think about it. 8. He was a man



of decisive action and an adventurous \_\_\_\_\_. 9. His response was full of \_\_\_\_\_ nonsense. 10. He collected fancy cars and other \_\_\_\_\_ symbols of wealth. 11. The image is \_\_\_\_\_ in my memory. 12. A social order depends on \_\_\_\_\_ feelings of what is right and wrong. 13. He \_\_\_\_\_ a complete lack of concern for others. 14. \_\_\_\_\_ can be as addictive as drinking or smoking. 15. If you \_\_\_\_\_ a particular group, you seem to belong there because you are similar to the other people in it. 16. She was cooking a meal while \_\_\_\_\_ holding a business meeting via her mobile phone. 17. Officials were keen to \_\_\_\_\_ how much public support there was. 18. It was an attempt to \_\_\_\_\_ the opposition. 19. Her ideas were blocked \_\_\_\_\_.

**Language note:** Discern is not used in the progressive. You say: *I discern a slight difference.*

### Forms of capital

**B) figure out** \_\_\_\_\_; **deliberately** \_\_\_\_\_; **delineated** \_\_\_\_\_; **convert** \_\_\_\_\_; **comprehensively** \_\_\_\_\_; **mutual** \_\_\_\_\_; **rests on** \_\_\_\_\_; **apt** \_\_\_\_\_; **embedded** (to embed) \_\_\_\_\_; **versatile** \_\_\_\_\_; **stray** \_\_\_\_\_; \_\_\_\_\_; **captured** \_\_\_\_\_; **command** \_\_\_\_\_; \_\_\_\_\_; **consciously** \_\_\_\_\_; **unconsciously** \_\_\_\_\_; **brings together** \_\_\_\_\_; **reinforce** \_\_\_\_\_

1. We're starting to \_\_\_\_\_ into ethnic issues here. 2. An \_\_\_\_\_ remark, description, or choice is especially suitable. 3. The relationship between Church and State was \_\_\_\_\_ in a formal agreement. 4. There were no signs that the fire had been set \_\_\_\_\_. 5. European nations can live together in a spirit of \_\_\_\_\_ trust. 6. Applicants will be expected to have (a) good \_\_\_\_\_ of English. 7. The matter has been \_\_\_\_\_ discussed. 8. I'm trying to \_\_\_\_\_ a way to make this work. 9. \_\_\_\_\_ or \_\_\_\_\_, you made a choice. 10. Our success \_\_\_\_\_ an increase in sales. 11. Values and beliefs are \_\_\_\_\_ in our culture. 12. Such jokes tend to \_\_\_\_\_ gender stereotypes. 13. What rate will I get if I \_\_\_\_\_ my dollars into euros? 14. The project has \_\_\_\_\_ the imagination of the local public. 15. A school \_\_\_\_\_ in a single location many activities of educational value. 16. It is an especially \_\_\_\_\_ insecticide known to control a range of insects.

**4. Give a word or a phrase which means:**

**A)** 1. only; not involving *somebody/something* else \_\_\_\_\_; 2. to make *something* very similar to *something* else in a different medium or context; to make *something* happen again in the same way \_\_\_\_\_; 3. a tendency or slight desire to do *something* \_\_\_\_\_; 4. trying to appear important, intelligent, *etc.* in order to impress other people; trying to be *something* that you are not, in order to impress \_\_\_\_\_; 5. to represent *something* in a clear and obvious way; to be a symbol or example of *something* \_\_\_\_\_; 6. to clearly show a particular quality, emotion, or ability \_\_\_\_\_; 7. discussing a topic or idea that has been

modified or reformulated in some way \_\_\_\_\_; 8. to be closely connected \_\_\_\_\_; 9. a thing of value, *especially* property, that a person or company owns, which can be used or sold to pay debts \_\_\_\_\_; 10. a particular type of character which makes *someone* likely to behave or react in a certain way \_\_\_\_\_; 11. too brightly coloured in a way that lacks taste \_\_\_\_\_; 12. to incorporate within *oneself* (the cultural values, mores, *etc.*, of others) through learning, socialization, or identification \_\_\_\_\_; 13. the habit of risking money on horse races, sports events, *etc.* \_\_\_\_\_; 14. happening or being done at exactly the same time \_\_\_\_\_; 15. to carefully cut, print, or write words on *something*, *especially* on the surface of a stone or coin \_\_\_\_\_; 16. to know, recognize or understand something, *especially something* that is not obvious \_\_\_\_\_; 17. everywhere or every time you try and do *something* \_\_\_\_\_; 18. to put *somebody* in a difficult or embarrassing situation by doing *something* that they do not expect \_\_\_\_\_; 19. to become assimilated into and accepted by a group \_\_\_\_\_

**B)** 1. completely; in a careful and detailed way \_\_\_\_\_; 2. done in a way that was planned, not by chance \_\_\_\_\_; 3. to make a feeling, an idea, *etc.* stronger \_\_\_\_\_; 4. suitable or appropriate in the circumstances \_\_\_\_\_; 5. to think about *somebody/something* until you understand them/it \_\_\_\_\_; 6. to depend or rely on *somebody/something* \_\_\_\_\_; 7. to begin to deal with or think about a different subject from the main one, without intending \_\_\_\_\_; 8. to describe, draw or explain *something* in detail \_\_\_\_\_; 9. used to describe feelings that two or more people have for each other equally, or actions that affect two or more people equally \_\_\_\_\_; 10. your knowledge of *something*; your ability to do or use *something*, *especially* a language \_\_\_\_\_; 11. in a way that shows that you are aware of *something* or noticing *something* \_\_\_\_\_; 12. to place or set *something* firmly in *something* else (*often used figuratively*) \_\_\_\_\_; 13. to make *someone* feel very interested in *something* \_\_\_\_\_; 14. to change or make *something* change from one form, purpose, system, *etc.* to another \_\_\_\_\_; 15. (*of people*) able to do many different things or to adjust to new conditions, or (*of things*) able to be used for many different purposes \_\_\_\_\_; 16. to combine a number of people, things, or activities in one place, under one title, for one purpose, *etc.* \_\_\_\_\_; 17. to make *somebody* interested in *something* \_\_\_\_\_

**5. Fill in the correct preposition where *necessary*.**

1. I used to belong \_\_\_\_ a youth club. 2. The proposal has been embodied \_\_\_\_ a draft resolution. 3. Civilians broke \_\_\_\_ the building, apparently \_\_\_\_ the belief that it contained \_\_\_\_ food. 4. Economic growth is still bound \_\_\_\_ the issues of poverty, social justice and conservation. 5. He did not hesitate to give his own views \_\_\_\_ the subject. 6. It's hard to see how he would fit \_\_\_\_ the team. 7. a) These children were born \_\_\_\_ poverty. b) He was born \_\_\_\_ German parents. 8. a) A child may not differentiate \_\_\_\_ his imagination and the real world. b) At this age your baby cannot differentiate one person \_\_\_\_ another. 9. a) We're just making the public aware \_\_\_\_ the issue. b) UN officials were seemingly unaware

\_\_\_\_\_ what was happening in the country. c) Most people have little awareness \_\_\_\_\_ the problem. 10. a) He provided us \_\_\_\_\_ a lot of useful information. b) The organization provides food and shelter \_\_\_\_\_ refugees. c) The rules should provide consumers \_\_\_\_\_ a high level of protection. d) The charity provides sporting activities \_\_\_\_\_ disabled children. 11. The suspect matched \_\_\_\_\_ the descriptions provided by witnesses. 12. a) This meeting is beginning to stray \_\_\_\_\_ the point. b) The conversation had begun to stray \_\_\_\_\_ dangerous territory. c) We seem to be straying \_\_\_\_\_ the main theme of the debate. d) Tourists often get lost and stray \_\_\_\_\_ dangerous areas. 13. Writers look down their noses \_\_\_\_\_ popular culture. 14. Men and women should have equal access \_\_\_\_\_ education and employment. 15. She has an excellent command \_\_\_\_\_ French. 16. People no longer live in small communities \_\_\_\_\_ the same extent as they used to. 17. Can you figure \_\_\_\_\_ how to do it? 18. His theory rested \_\_\_\_\_ two important pieces of evidence. 19. Feelings of guilt are deeply embedded \_\_\_\_\_ her personality.

**Language notes:** to provide something **for** somebody *e.g. We are here to **provide** a service **for** the public.*

to provide somebody **with** something *e.g. We are here to **provide** the public **with** a service.*

6. Study the following information about the word **legal**, **lawful** and **legitimate** and then complete the sentences with one of them or both.

1. **Legal** and **lawful** both mean allowed by law. **Lawful** is a formal word. *E.g. A breath test showed he had drunk more than twice the **legal** limit for driving. Hunting is a **lawful** activity.*

2. **Legitimate** means ‘correct or acceptable according to a law or rule’. *E.g. ...a **legitimate** business transaction.*

**Legitimate** can also mean ‘justifiable under the circumstances’. *E.g. Religious leaders have a **legitimate** reason to be concerned.*

If someone is **legitimate**, their parents were married at the time they were born. *E.g. ...evidence that he was his father’s **legitimate** son.*

(Collins COBUILD English Usage © HarperCollins Publishers 2012)

1. Capital punishment is \_\_\_\_\_ in many countries. 2. That’s a perfectly \_\_\_\_\_ fear. 3. All his activities had been perfectly \_\_\_\_\_. 4. They have demanded the restoration of the \_\_\_\_\_ government. 5. He’s planning to go into the \_\_\_\_\_ profession. 6. Can an act that causes death ever be \_\_\_\_\_? 7. We were advised to take \_\_\_\_\_ advice. 8. She is his \_\_\_\_\_, and so is entitled to inherit the money. 9. Politicians are \_\_\_\_\_ targets for satire. 10. He had twice the \_\_\_\_\_ limit of alcohol in his bloodstream. 11. It is not \_\_\_\_\_ to kill or injure a pet animal. 12. People have a \_\_\_\_\_ expectation that their politicians should be honest. 13. Protesters must only use \_\_\_\_\_ methods of opposing the government. 14. The court ruled that celebrities’ children were not a \_\_\_\_\_ target for press intrusion. 15. A pressure group is campaigning to make cannabis \_\_\_\_\_. 16. We cannot commit an act of war unless it is \_\_\_\_\_. 17. The \_\_\_\_\_

government was overthrown in a coup [ku:]. 18. The police may not interfere in \_\_\_\_\_ demonstrations.

GRAMMAR REVISION

7. Recall the double conjunctions: **both ... and ... / neither ... nor ... / either ... or ... / not only... but also ...** and rewrite the sentences using them.

- **Both ... and ... + plural verb.** E.g. **Both Ann and Liz are** vegetarians.
- **Neither ... nor .../ Either ... or ... / Not only ... but also ... + singular or plural verb** depending on the subject which follows **nor, or, but also**. E.g. **Neither Bill nor John is** willing to help. **Not only Sue but also her family are** going to the wedding.

(Virginia Evans. Grammarway 4. Virginia Evans, Jenny Dooley – Express Publishing, 2008)

- Kay is a doctor and so is Niall. \_\_\_\_\_
- Karen will pick you up from the station or else Miles will. \_\_\_\_\_
- John hasn't been to Germany and his brother hasn't either. \_\_\_\_\_
- Jo and Jim speak French. \_\_\_\_\_
- Paul doesn't like going to the cinema. Tim doesn't either. \_\_\_\_\_
- James likes going fishing; so does Kate. \_\_\_\_\_
- This winter Liz is going skiing; so are her parents. \_\_\_\_\_
- Tim will fix your car or else John will. \_\_\_\_\_
- Pete and Nick prepared the dinner. \_\_\_\_\_
- Jane is going on a picnic this Sunday and so are her schoolmates. \_\_\_\_\_

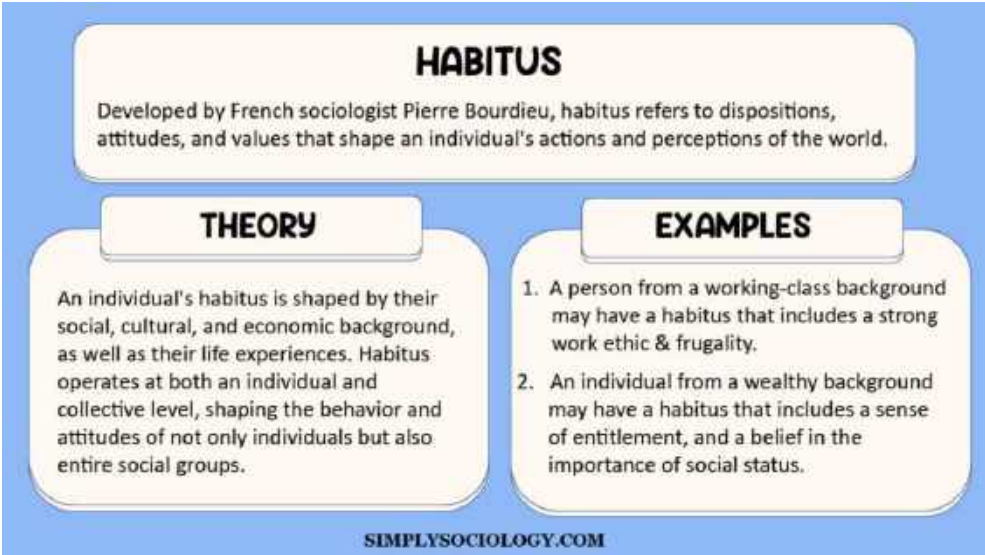
Thinking about the topic

8. A) Look at the title and headings of the text. What do you think the text will be about? Discuss in small groups:

A Sense of One's Place

- Class habitus
- Class dispositions
- Forms of capital
- The class game
- The possibility of change

B) Study the key dates in context with habitus.



**KEY DATES**

**1934** The essay ‘Body Techniques’ by French sociologist and anthropologist Marcel Mauss lays the foundations for Pierre Bourdieu’s

re-elaboration of the concept of ‘habitus.’

**1958** Max Weber suggests that ‘a specific style of life can be expected from those who wish to belong to the circle.’

**1966** English historian E.P. Thompson says class is ‘a relationship that must always be embodied in real people and in a real context.’

**2003** US cultural theorist Nancy Fraser says that capitalist society has two systems of subordination – the class structure and the status order – which interact.

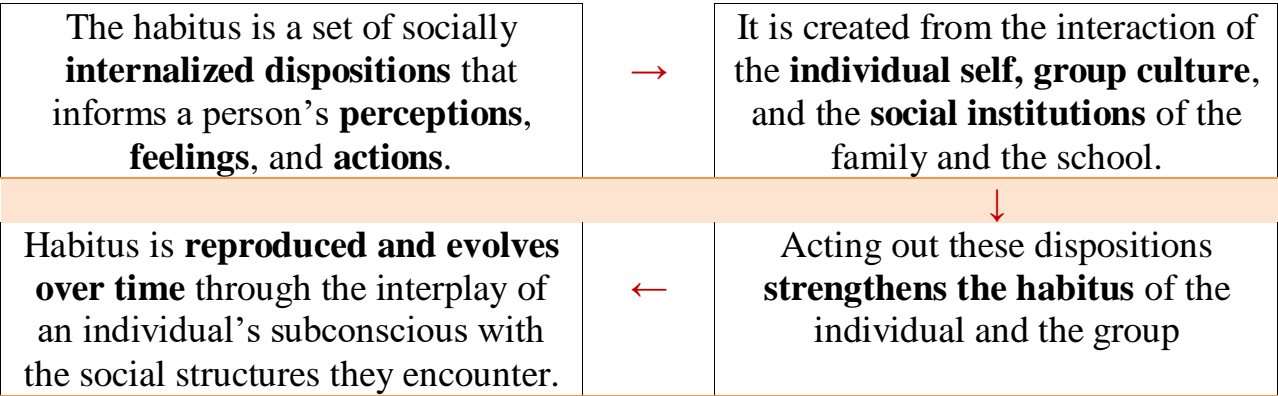
*C) Pair work Ask and answer questions about the key dates and events in context with race and ethnicity.*

Now read the text

A SENSE OF ONE’S PLACE

From Marx to Durkheim and Weber to Parsons, sociologists have been keen to determine how the social class system is reproduced, in the belief that it is structurally bound to economics, property ownership, and financial assets.

But in the 1970s Pierre Bourdieu claimed, in Distinction, that the issue was more complex: social class is not defined solely by economics, he said, ‘but by the class habitus which is normally associated with that position.’ This concept was first discussed by the 13th-century Italian theologian Thomas Aquinas, who claimed that the things people want or like, and the way they act, is because they think of themselves as a certain kind of person: each of us has a particular inclination, or habitus.



Bourdieu, however, develops the idea significantly. He defines habitus as an embodied set of socially acquired dispositions that lead individuals to live their lives in ways that are similar to other members of their social class group. An individual from one class will ‘know’ that something is ‘pretentious’ or ‘gaudy,’ whereas a person from another class will see the same thing as ‘beautiful’ or ‘stunning.’ He suggests that a child learns these things from their family, and then from their school and peers, who demonstrate to the growing child how to speak and act, and so on. In this way, he says, ‘the social order is progressively inscribed in people’s minds.’

“Habitus is society written into the body, into the biological individual.”  
Pierre Bourdieu



## Class dispositions

While researching class divisions in France in the 1960s, Bourdieu noticed that people of the same class exhibited similar cultural values. The things they knew and valued, the way they spoke, their choice of clothes and decoration of the body, and their views on art, leisure, and entertainment activities were all similar to one another. The French upper classes, he noted, enjoyed reading poetry, philosophy, and politics. They liked going to classic or avant-garde theater, museums, and classical music concerts; they enjoyed going camping and mountaineering.

Within the working classes, Bourdieu found that people liked reading novels and magazines, betting, visiting music halls and boutiques, and owning luxury cars. The choices were relatively limited and they were determined not by cost, but by taste. He realized that people who were members of a certain class, or ‘class fraction’ (class subset), shared tastes because they shared dispositions, or ‘habitus.’ They had somehow come to like and dislike the same things. And this awareness of shared habitus gave them a distinct sense of place; they ‘fitted’ into this or that class.

The construction of habitus is due neither to the individual nor the existing environment – it is created through the interplay of the subjective mind with the



structures and institutions around him or her. Individuals are born into a particular social class group. Each is defined by a specific lifestyle, referred to by Bourdieu as the habitus of the group. Every social class group has a group habitus that simultaneously defines, and differentiates it from, all the other group habitus in society.

**Fox hunting is a leisure pursuit** that feels natural to some as a result of their habitus, or disposition. The same tendency makes other types of activity (such as karaoke) feel strange.

The habitus of the group is also inscribed in the bodily dispositions and gestures of the individual. The social class of a person can be discerned from how they walk, talk, laugh, cry, and so on – from everything they do, think, and say. For the most part, because they are born and raised within a particular group habitus, individuals are generally unaware of the ways in which habitus both enables and restricts how they think, perceive, act, and interact with the world around them.

Habitus – as the embodiment of the dispositions of the wider group to which the individual belongs – provides people with a clear sense of the type of person they are and what it is that people like themselves should think and feel, as well as the manner in which they should behave. Habitus gives individuals a unique ‘sense of one’s place,’ because their internalized self perfectly matches the structure of their external world. But if they were to stray into the ‘fields’ (institutions or structures) of a different class, they would feel like ‘a fish out of water,’ wrong-footed at every turn.

## Forms of capital

Bourdieu maintains that the habitus of an individual is made up of different types and amounts of capital (economic, cultural, and social), which he redefined as ‘the set of actually usable resources and powers’ that a person has.

Economic capital refers, quite simply, to monetary resources and property. A person’s cultural capital is their capacity to play ‘the culture game’ – to recognize references in books, films, and theater; to know how to act in given situations (such as apt manners and conversation at the dinner table); to know what to wear and how; and even who ‘to look down your nose at.’ Because habitus defines a person within any situation as being of a certain class or class fraction, it is critical in delineating the social order.

Bourdieu says the habitus is often obvious through ‘judgments of classification,’ which are pronounced about a thing, such as a painting, but act to classify the person speaking. Where one person describes a painting as ‘nice,’ and another as ‘passé,’ we learn little about the artwork, but much more about the person and their habitus. People use these judgments deliberately to distinguish themselves from their neighbors and establish their class.

In addition to economic and cultural capital, people may have social capital – human resources (friends and colleagues) gained through social networks. These relationships give a sense of mutual obligation and trust, and may offer access to power and influence.

“Scientific observation shows that cultural needs are the product of upbringing and education.”

**Pierre Bourdieu**

This idea of social capital can be seen in the success of social networking websites such as Facebook and LinkedIn, which provide ways for individuals to increase their social capital. Bourdieu also saw scholastic capital (intellectual knowledge), linguistic capital (ease in the command of language, determining who has the authority to speak and be heard), and political capital (status in the political world) as playing a part in class.

## The class game

The class struggle, outlined so comprehensively by Marx, can be played out on an individual level using Bourdieu’s terms. He says that an individual develops within relationships (the family and school), before entering various social arenas or ‘fields’ (such as institutions and social groups), where people express and constantly reproduce their habitus. Whether or not people are successful in the fields they enter depends on the type of habitus they have and the capital it carries.

“Those who talk of equality of opportunity forget that social games... are not ‘fair games.’”

**Pierre Bourdieu**

Every field has a set of rules that reflects the group habitus, to the extent that the rules seem ‘common sense’ to them. People are recognized for their ‘symbolic capital’ and its worth within the field. Their symbolic capital represents the total of



all their other forms of capital, and is reflected as prestige, a reputation for competence, or social position. During their lifetimes, people put their various forms of capital to work. They also ‘strategize,’ figuring out how to compete with each other for increased power and capital. The particular forms that these strategies can take are governed by habitus, and yet most people are not consciously aware of the extent to which their actions and choices in life are determined by these acquired dispositions.

### **The possibility of change**

Because Bourdieu’s idea of cultural capital rests so heavily on the constantly reproduced habitus, which is embedded in all of us, he seems quite pessimistic about the possibility of social mobility.

However, the habitus is open to change through different forces within the field. The interaction of institutions and individuals usually reinforces existing ideas, but it is possible for someone from a lower social class to gain cultural capital by, for instance, being sent to a ‘good’ school. This might raise their economic capital – and their children, in turn, might be privately schooled and benefit from increased economic and cultural capital and a different habitus. So, for Bourdieu, all forms of capital are interrelated: people convert their economic capital into cultural and social capital in order to improve their life chances.

Bourdieu’s habitus has had a major impact on sociological debate in the last few decades. More than any other idea, it captures the extent to which impersonal social structures and processes influence what are regarded as seemingly unique personal dispositions. In short, habitus brings together insights of a number of prominent thinkers in one compact and versatile concept. Bourdieu’s habitus has had a major impact on sociological debate in the last few decades. More than any other idea, it captures the extent to which impersonal social structures and processes influence what are regarded as seemingly unique personal dispositions. In short, habitus brings together insights of a number of prominent thinkers in one compact and versatile concept.

### **Pierre Bourdieu**



Born in 1930 in a rural village in southwest France, Pierre Bourdieu was the only son of a postman. A teacher recognized his potential and recommended he go to Paris to study. After graduating from the prestigious École Normale Supérieure with a degree in philosophy, he taught at the University of Algiers during the Algerian Liberation War (1956–62).

While in Algeria, he undertook ethnographic studies that resulted in his first book, *The Sociology of Algeria* (1958). On his return to France he became Director of Studies at the École des Hautes Études en Sciences Sociales, Paris, and began an acclaimed career in social studies. He believed research should translate into action, and was involved in many political

protests against inequality and domination. Bourdieu died in 2002.

### Key works

**1979** Distinction: A Social Critique of the Judgment of Taste

**1980** The Logic of Practice

**1991** Language and Symbolic Power

(Megan Todd. *The Sociology Book: Big Ideas Simply Explained (DK Big Ideas)*: Tomley Sarah, Hobbs Mitchell, Todd Megan, Weeks Marcus, DK)

## AFTER YOU READ

### COMPREHENSION EXERCISES

9. Choose the best option to complete statements about the text or answer the question.

1. Pierre Bourdieu reviewed the concept of 'habitus' on the basis of essay 'Body Techniques' by \_\_\_\_.

a. Max Weber

c. Marcel Mauss

b. E.P. Thompson

d. Nancy Fraser

2. 'A specific style of life can be expected from those who wish to belong to the circle' is \_\_\_\_ quotation.

a. Max Weber's

c. Marcel Mauss's

b. E.P. Thompson's

d. Nancy Fraser's

3. The idea that 'a relationship that must always be embodied in real people and in a real context' was expressed by \_\_\_\_.

a. Max Weber

c. Marcel Mauss

b. E.P. Thompson

d. Nancy Fraser

4. It is \_\_\_\_ point of view that capitalist society has two systems of subordination – the class structure and the status order – which interact.

a. Max Weber's

c. Marcel Mauss's

b. E.P. Thompson's

d. Nancy Fraser's

5. Many prominent sociologists believed that economics, property ownership, and financial assets are \_\_\_\_ social class system.

a. restrained by

c. tied with

b. released from

d. unbound to

6. \_\_\_\_ was the first who defined the concept of habitus.

a. Pierre Bourdieu

c. Karl Marx

b. Max Weber

d. Thomas Aquinas

7. \_\_\_\_ is the learned set of preferences by which a person orients to the social world.

a. Disposition

c. Inclination

b. Habitus

d. Perception

8. Members of a certain class \_\_\_\_ similar tastes because they shared dispositions, or 'habitus.'

a. shared

c. separated

**b.** divided

**d.** gave out

**10.** Match the questions with their answers.

<b>1.</b> What is the social class system? –	<b>a.</b> system in which social status is largely determined by the family into which a person is born
<b>2.</b> What is the meaning of class system? –	<b>b.</b> it explains how inequality is reproduced through the dominant social and cultural conditions that an individual is accustomed to, which then determines their position in society
<b>3.</b> What is the function of class system? –	<b>c.</b> if I was born into a working-class family and socialised in that environment, the way I speak, act and my hobbies would all be informed by the working-class habitus
<b>4.</b> What is ‘habitus’ concept related to? –	<b>d.</b> ‘the acquisition of a reputation for competence and an image of respectability and honourability...’
<b>5.</b> What is habitus in social capital? –	<b>e.</b> it is based on both social factors and individual achievement, it consists of a set of people who share similar status based on factors like wealth, income, education, family background, and occupation
<b>6.</b> What is Bourdieu’s symbolic capital? –	<b>f.</b> it is an open system based on both social factors and individual achievement. Individuals within it are free to gain a different level of education or employment from that of their parents, and can socialize with and marry members of other classes
<b>7.</b> What is the relationship between cultural capital and habitus? –	<b>g.</b> habits, skills, and dispositions are learned through socialization and are so ingrained in our identities that they feel completely natural. They include the way you dress, your accent, your body language, things you feel naturally good at, and your values
<b>8.</b> What is an example of habitus? –	<b>h.</b> a key thinker whose concepts helped shape general sociological theory, the sociology of education, and the sociology of taste, class, and culture.
<b>9.</b> What is an example of habitus in everyday life? –	<b>i.</b> it is a mode or type of perception of thinking and appreciation, leading towards actions within a group collective; this recognition becomes the granted view of the world held by the group
<b>10.</b> Why is Bourdieu’s legacy important? –	<b>j.</b> the former, according to Bourdieu, is gained mainly through an individual’s initial learning, and is unconsciously influenced by the surroundings; the latter, it relates to the resource of knowledge

**11. Synonyms:** Find the words in the text that have a similar meaning and write them on the lines below.

**A IN CONTEXT**

- 1. grounds .....
- 2. review .....

3. notion .....
3. to represent .....
4. governance / inferiority .....

## **B**

1. proprietorship .....
2. only .....
3. personality .....
4. tendency .....
5. to engrave.....
6. to recognize.....
7. showy .....
8. impressive .....

## **C Class dispositions**

1. to demonstrate.....
2. free time .....
3. part / portion.....
4. subgroup .....
5. knowledge .....
6. at the same time .....
7. to distinguish (2) .....
8. to bring up .....

## **D Forms of capital**

1. to claim / to state .....
2. to draw / to sketch .....
3. common / shared .....
4. academic / scientific .....

## **E The class game**

1. in an all-inclusive manner .....
2. to understand .....
3. deliberately .....
4. gained .....
5. degree .....

## **F The possibility of change**

1. to rely on .....
2. to insert .....
3. to strengthen .....
4. to transform .....
5. understanding / vision .....

## **SPEAKING**

### **12. A) Pair Work.** *Answers the questions in pairs*

1. What have sociologists from Marx to Durkheim and Weber to Parsons been

keen to determine? Why?

2. Did Pierre Bourdieu agree that social class is only defined by economics? What was his argument?
3. Who was the first to discuss the concept of habitus? What did he claim?
4. How did Bourdieu define habitus?
5. How can people from different classes see the same things?
6. In what way is the social order inscribed in people's minds?

### **Class dispositions**

1. When and where did Bourdieu notice that people of the same class exhibited similar cultural values?
2. What things and activities were all similar to one another?
3. What did the French upper classes enjoy doing?
4. What did the working classes like doing?
5. Why were the choices relatively limited?
6. Why did members of a certain class, or 'class fraction', share tastes?
7. What gave the members a distinct sense of place? Why?
8. How is the construction of habitus created?
9. What does Bourdieu refer to as the habitus of the group? What does a group habitus define and simultaneously differentiate it from?
10. What is the habitus of the group also inscribed in? How does it manifest itself?
11. Why are individuals generally unaware of the ways in which habitus both enables and restricts how they think, perceive, act, and interact with the world around them?
12. What does habitus provide people with – as the embodiment of the dispositions of the wider group to which the individual belongs?
13. Why does habitus give individuals a unique 'sense of one's place'? How would they feel if they were to stray into the 'fields' of a different class?

### **Forms of capital**

1. What is the habitus of an individual made up of? How did they redefine it?
2. What does economic capital refer to?
3. What is a person's cultural capital? What is 'the culture game'?
4. Why is it critical in delineating the social order?
5. What are 'judgments of classification'? Why do people use these judgments deliberately?
6. What other capital may people have, in addition to economic and cultural capital? What do these relationships give?
7. Why is the idea of social capital successful?
8. What other kinds of capital did Bourdieu see?

### **The class game**

1. How can the class struggle, outlined so comprehensively by Marx, be applied to Bourdieu's theory? How does it occur?
2. What does a person's success depend on?
3. In what case does a set of rules reflect the group habitus?

4. What does people's symbolic capital represent?
5. How do people 'strategize'?
6. Are most people consciously aware of the extent to which their actions and choices in life are determined by these acquired dispositions?

### **The possibility of change**

1. Why does Bourdieu seem quite pessimistic about the possibility of social mobility?
2. What might raise someone's economic capital?
3. Why are all forms of capital interrelated for Bourdieu?
4. What conclusion can be made about Bourdieu's idea of habitus?

*B) Now look back at the text and check your answers.*

**13. A) Group Work.** *On the basis of the information found in the texts, prepare your presentations about **A Sense of One's Place**. Every member of each group should participate in presenting the material. So, decide who will speak on what aspect in advance.*

*B) Discuss these questions with your partners.*

1. Who made the greatest contribution to sociology?
2. What is the significance of sociology?

## **PREPARING FOR THE EXAM**

**14.** *For questions 1 – 15, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).*

The (0) **term** *class* first came (1) \_\_\_\_\_ wide use in the early 19th century, replacing (2) \_\_\_\_\_ terms as *rank* and *order* as descriptions of the major hierarchical groupings (3) \_\_\_\_\_ society. This usage reflected changes in the structure of western European societies (4) \_\_\_\_\_ the industrial and political revolutions of the (5) \_\_\_\_\_ 18th century. Feudal distinctions of rank (6) \_\_\_\_\_ declining in importance, and the new social (7) \_\_\_\_\_ that were developing – the commercial and industrial capitalists and the urban working class in the new factories – (8) \_\_\_\_\_ defined mainly in economic terms, (9) \_\_\_\_\_ by the ownership of capital or, conversely, by dependence (10) \_\_\_\_\_ wages. (11) \_\_\_\_\_ the term *class* has been applied (12) \_\_\_\_\_ social groups in a wide range of societies, including ancient city-states, early empires, and caste or feudal societies, it is most usefully confined to the social divisions in modern societies, particularly industrialized ones. Social classes (13) \_\_\_\_\_ be distinguished (14) \_\_\_\_\_ status groups; the former are based primarily upon economic interests, while the (15) \_\_\_\_\_ are constituted by evaluations of the honour or prestige of an occupation, cultural position, or family descent.

(<https://www.britannica.com/topic/social-class>)

**15.** *Put each of the following words or phrases in its correct place in the text.*

- |                           |                           |                       |
|---------------------------|---------------------------|-----------------------|
| <b>A.</b> all the efforts | <b>E.</b> domain-specific | <b>I.</b> for granted |
| <b>B.</b> older than me   | <b>F.</b> the knowledge   | <b>J.</b> enable      |

- C. requires  
D. imperceptibly
- G. reasoning systems  
H. acquiring it
- K. aware of  
L. drive cars

Common Sense and AI

Common sense is (1) \_\_\_\_ that all humans have. Such knowledge is unspoken and unwritten – we take it (2) \_\_\_\_\_. We acquire it (3) \_\_\_\_ from the day we are born. For example, ‘animals don’t (4) \_\_\_\_\_’ or ‘my mother is (5) \_\_\_\_\_’. This knowledge is often used by human experts even when solving very narrow, (6) \_\_\_\_\_ tasks. This common-sense knowledge is something that we learn through experience and curiosity without even being (7) \_\_\_\_\_ it. We also acquire a great deal of it in our lifetimes.

AI systems do not have common sense knowledge and (8) \_\_\_\_\_ has been seen as important since their beginning. Furthermore, from (9) \_\_\_\_\_ made over many years, it’s become evident that building common sense (10) \_\_\_\_\_ is a work-intensive and sometimes costly task. That is why common sense reasoning is very important, and it (11) \_\_\_\_\_ some approaches to build these systems. These approaches (12) \_\_\_\_\_ common sense reasoning tasks to be used as add-ons to AI client programs – such as Chatbots.

(<https://www.coursesidekick.com/computer-science>)

16. Read the text and decide which word A, B, C or D best fits each space.

**Pierre Bourdieu** was a French sociologist, philosopher, and anthropologist. One of his main (0) B to social theory is his (1) \_\_\_\_\_ of cultural capital. He argues that our social position (2) \_\_\_\_\_ by the (3) \_\_\_\_\_ of cultural capital we have. Cultural capital can be defined (4) \_\_\_\_\_ the ‘social resources (5) \_\_\_\_\_ through education and (6) \_\_\_\_\_ that give one a competitive advantage in society’ (Bourdieu).

Bourdieu took a more (7) \_\_\_\_\_, cultural lens on the class structure of society, contrasting the quantitative approaches (8) \_\_\_\_\_ class of other sociologists like Goldthorpe and Wright. His two central concepts – capital and habitus – take a more subjective and personal (9) \_\_\_\_\_ on class and its symbolic (10) \_\_\_\_\_ on the individual. Building on Marx’s foundations of capital – the idea that the more material wealth you have, (11) \_\_\_\_\_ power you wield – Bourdieu created the concept of cultural capital (12) \_\_\_\_\_ the differences in perceived value that were (13) \_\_\_\_\_ in Marx’s original framework. (14) \_\_\_\_\_ Marx viewed economic or material capital as the primary, arguably only, vector through which power is maintained in a society, Bourdieu posited that cultural capital – what he described as ‘familiarity with the (15) \_\_\_\_\_ culture within a society’ – also served a key role.

(<https://medium.com/illumination/the-bordieu-class-theory-a-definition-explanation>)

0.	A. contributions	B. contribution	C. contribute	D. contributing
1.	A. section	B. rule	C. fact	D. concept
2.	A. is determined	B. is determining	C. determines	D. determined
3.	A. value	B. supply	C. amount	D. sum
4.	A. like	B. as	C. such	D. such as
5.	A. acquired	B. acquiring	C. is acquired	D. acquire



6.	A. growing up	B. heritage	C. upbringing	D. care
7.	A. measurable	B. quantifiable	C. quantitative	D. qualitative
8.	A. of	B. to	C. on	D. with
9.	A. focus	B. attention	C. approach	D. concern
10.	A. effectiveness	B. affects	C. effects	D. effectuality
11.	A. most	B. more	C. the most	D. the more
12.	A. being explored	B. to explore	C. exploring	D. explore
13.	A. present	B. lack	C. absent	D. miss
14.	A. Whereabouts	B. Wherever	C. Whereas	D. Whereby
15.	A. legitimate	B. legal	C. lawful	D. illegal

17. For questions 1 – 15, read the text below and look carefully at each line. Some of the lines are correct and some have a word which should not be there. If a line is correct, put a tick (V) in the answer boxes provided.

0	Theories of social class were fully elaborated only in the 19th	V
00	century as the modern social sciences, especially <i>the</i> sociology,	<i>the</i>
1	developed by political philosophers such as like Thomas Hobbes,	
2	John Locke, and Jean-Jacques Rousseau were discussed the issues	
3	of social inequality and stratification into, and French and English	
4	writers in the late 18th and early 19th centuries put forth the idea	
5	that the nonpolitical elements in society, such as the economic of	
6	system and the family, largely determined by a society's form of	
7	political life. This idea was being taken farther by the French social	
8	theorist Henri de Saint-Simon, who has argued that a state's form	
9	of government corresponded to the character of the underlying	
10	on system of economic production. Saint-Simon's successors	
11	had introduced the theory of the proletariat, or urban working	
12	class, as a major of political force in modern society,	
13	directly influencing on the development of Karl Marx's	
14	theory of class, which has been dominated later discussion	
15	of the topic.	

(<https://www.britannica.com/topic/social-class>)

GRAMMAR

18. Study the following information.

If-Clauses Type I, 2 and 3

Conditional Sentences are also known as Conditional Clauses or If Clauses. They are used to express that the action in the main clause (without **if**) can only take place if a certain condition (in the clause with **if**) is fulfilled. There are three types of Conditional Sentences.

- ✓ **Conditional Sentence Type 0** (*real condition*)  
→ They are used to express something that is always true.  
**Form:** *if + present simple + main clause: present simple*

Example: *If the sun **shines**, snow **melts**.*

✓ **Conditional Sentence Type 1** (*real condition*)

→ **It is possible and also very likely that the condition will be fulfilled.**

**Form:** *if + Present Simple, Present Continuous, Present Perfect, Present Perfect Continuous + main clause: will - Future, imperative, can, may, might, must, should + bare infinitive*

Example: *If I **find** her address, I'll **send** her an invitation.*

✓ **Conditional Sentence Type 2** (*unreal condition*)

→ **It is possible but very unlikely, that the condition will be fulfilled.**

**Form:** *if + Past Simple, Past Continuous + main clause: Conditional I (= would, could, might) + bare infinitive*

Example: *If I **found** her address, I **would send** her an invitation.*

✓ **Conditional Sentence Type 3** (*unreal condition*)

→ **It is impossible that the condition will be fulfilled because it refers to the past.**

**Form:** *if + Past Perfect, Past Perfect Continuous + main clause: Conditional II (= would / could / might + have + Past Participle – Perfect infinitive)*

Example: *If I **had found** her address, I **would have sent** her an invitation.*

➤ We do not normally use **will**, **would**, **should** in an if-clause. However, we can use **will** or **would** after **if** to make a polite request or express insistence. We can use **should** after **if** to talk about something which is possible, but not very likely to happen.

E.g. a) *If the weather **is** fine tomorrow, we **will go** camping.*

b) *If you **will fill in** this form, I'll process your application. (Will you please fill in ...– polite request)*

c) *If you **will not stop** shouting, you'll have to leave. (If you insist on shouting...– insistence)*

d) *If Tom **should** call, tell him I'll be late. (We do not think that Tom is very likely to call)*

➤ We can use **unless** instead of **if ... not** in the if-clause of Type 1 conditionals. The verb is always in the affirmative after **unless**. E.g. ***Unless** you **leave** now, you'll miss the bus. (= **If** you **don't leave** now, you'll miss the bus.)*

➤ We can use **were** instead of **was** in the if-clause of Type 2 conditionals. E.g. *If Rich **was** / **were** here, we could have a party.*

➤ We use **If I were you** when we want to give advice. E.g. ***If I were you, I wouldn't complain** about it.*

➤ The following expressions can be used instead of **if**: **provided / providing (that), as long as, supposing / suppose, in case, on condition (that), but for + -ing form / noun, even if, only if, otherwise, or else.**

E.g. *You can see Mr. Carter **provided** you have an appointment.*

***Suppose** the boss came now, what would you say?*

*Get up now **or else** you'll be late.*

***But for** his advice, I wouldn't be able to solve my problems.*

**Note** that when **only if** begins a sentence, the subject and the verb of the main clause are inverted. *E.g. **Only if** you have a ticket **will** you **be** allowed in.*

➤ We can omit **if** in the if clause. When **if** is omitted, **should** (Type 1), **were** (Type 2), **had** (Type 3) and the subject are inverted.

*E.g. **Should** Peter come, tell him to wait. (=If Peter should come,...)*

***Were** I you, I wouldn't trust him. (If I were you,...)*

***Had** he known, he would have called. (=If he had known,...)*

*(Grammarway 4. Virginia Evans, Jenny Dooley – Express Publishing, 2008)*

**1) Make Type 1 conditional sentences as in the example.**

*E.g. If we cut down all the forests, the world climate will change.*

1. cut down / all forests / world's climate / change \_\_\_\_\_
2. not stop / use / aerosols / destroy / ozone layer \_\_\_\_\_
3. find / alternative sources of energy / solve / some of our environmental problems \_\_\_\_\_

4. temperatures / go up / by a few degrees / sea level / rise \_\_\_\_\_
5. recycle / waste / save / natural resources \_\_\_\_\_
6. population / continue to increase / not be enough food for everyone \_\_\_\_\_

**2) Study the situations, then make Type 2 conditional sentences.**

**A)** 1. You don't have a car, so you have to wait for the bus every day. If I \_\_\_\_\_ (have) a car, I \_\_\_\_\_ (not / have to) wait for the bus every day. 2. I never do my homework, so my teacher always gets angry with me. If I \_\_\_\_\_ (do) my homework, my teacher \_\_\_\_\_ (not / be angry) with me. 3. I live in a small house, so I can't invite friends over. If I \_\_\_\_\_ (live) in a bigger house, I \_\_\_\_\_ (be able to) invite friends over. 4. I never get up early, so I am always late for university. If I \_\_\_\_\_ (get) up earlier, I \_\_\_\_\_ (not/be) late for university.

**B)** 1. If I \_\_\_\_\_ (know) his number, I \_\_\_\_\_ (phone) him. 2. I \_\_\_\_\_ (not / buy) this coat if I \_\_\_\_\_ (be) you. 3. I \_\_\_\_\_ (help) you if I \_\_\_\_\_ (can), but I'm afraid I can't. 4. We would need a car if we \_\_\_\_\_ (live) in the country. 5. If we had a choice, we \_\_\_\_\_ (live) in the country. 6. This soup isn't very good. It \_\_\_\_\_ (taste) better if it \_\_\_\_\_ (not / be) so salty. 7. I wouldn't mind living in London if the weather \_\_\_\_\_ (be) better. 8. If I \_\_\_\_\_ (be) you, I \_\_\_\_\_ (not / wait). I \_\_\_\_\_ (go) now. 9. You're always tired. If you \_\_\_\_\_ (not / go) to bed so late every night, you \_\_\_\_\_ (not / be) so tired all the time. 10. I think there are too many cars. If there \_\_\_\_\_ (not / be) so many cars, there \_\_\_\_\_ (not / be) so much pollution.

**3) Write sentences with *if* for each situation.**

1. We don't see you very often because you live so far away. If \_\_\_\_\_ we \_\_\_\_\_
2. This book is so expensive, I'm not going to buy it. I \_\_\_\_\_

- if \_\_\_\_\_
3. We don't go out very often, we can't afford it. We \_\_\_\_\_ if \_\_\_\_\_
4. I can't meet you tomorrow, I have to work. If \_\_\_\_\_ I \_\_\_\_\_
5. It's raining, we can't eat outside. We \_\_\_\_\_ if \_\_\_\_\_
6. I don't want his advice, and that's why I'm not going to ask him for it. If \_\_\_\_\_

**4) Complete the sentences to make *Type 3* conditional sentences.**

1. If he \_\_\_\_\_ (not / notice) the mould in one of his glass dishes, Alexander Fleming \_\_\_\_\_ (never / discover) penicillin. 2. If he \_\_\_\_\_ (sell) some of his paintings, Van Gogh \_\_\_\_\_ (get) some recognition during his lifetime. 3. If Barbara Streisand \_\_\_\_\_ (change) the form of her nose, her career \_\_\_\_\_ (never / be) the same. 4. If Anne Sullivan \_\_\_\_\_ (not / teach) her, Helen Keller \_\_\_\_\_ (not / be able) to communicate. 5. If Naomi Campbell \_\_\_\_\_ (not / be) so beautiful, she \_\_\_\_\_ (never / become) a supermodel.

**5) Put the verb into the correct form.**

1. I didn't know you were in hospital. If I \_\_\_\_\_ (know), I \_\_\_\_\_ (come) to see you. 2. Sam got to the station just in time to catch the train to the airport. If he \_\_\_\_\_ (miss) the train, he \_\_\_\_\_ (miss) the flight. 3. I'm glad that you reminded me about Amanda's birthday. I \_\_\_\_\_ (forget), if you \_\_\_\_\_ (not / remind) me. 4. Unfortunately I forgot my address book when I went on holiday. If I \_\_\_\_\_ (have) your address, I \_\_\_\_\_ (send) you a postcard. 5. A: How was your holiday? Did you have a nice time? A: It was OK, but we \_\_\_\_\_ (like) it more if the weather \_\_\_\_\_ (be) nicer. 6. I took a taxi to the hotel, but the traffic was bad. It \_\_\_\_\_ (be) quicker if I \_\_\_\_\_ (walk). 7. I'm not tired. If I \_\_\_\_\_ (be) tired, I'd go home now. 8. I wasn't tired last night. If I \_\_\_\_\_ (be) tired, I \_\_\_\_\_ (go) home then.

**6) For each situation write sentences beginning with *if*.**

1. I wasn't hungry, so I didn't eat anything. If I \_\_\_\_\_
2. The accident happened because the road was icy. If the road \_\_\_\_\_
3. I didn't know that Joe had to get up early, so I didn't wake him up. If I \_\_\_\_\_

4. I was able to buy a car only because Jane lent me the money. \_\_\_\_\_

5. Karen wasn't injured in the crash because she was wearing a seat belt. \_\_\_\_\_

6. You didn't have any breakfast – that's why you are hungry now. \_\_\_\_\_

7. I didn't get a taxi because I didn't have any money. \_\_\_\_\_

**7) Read the story below and make *Type 3* conditional sentences, as in the example.**

*E.g. If Sally hadn't been in a hurry, she wouldn't have left some important documents at home.*

Sally had a terrible day yesterday. She was in a hurry, so she left some important documents at home. She wasn't prepared for the meeting with a new client, so the meeting was a disaster. The client was disappointed, and as a result he refused to do business with the company. The boss shouted at Sally, so she got upset.

8) *Put the verbs in brackets into the correct tense.*

1. A: Lauren was walking down the street and found a wallet. She took it to the police. B: If I \_\_\_\_\_ (*find*) it, I \_\_\_\_\_ (*not / take*) it to the police.
2. A: I decided against taking the examinations. Now I regret. B: Well, if you \_\_\_\_\_ (*pass*) them, you \_\_\_\_\_ (*can / become*) a successful businessman.
3. A: Should I buy that car? B: Why not? If I \_\_\_\_\_ (*be*) you, I \_\_\_\_\_ (*buy*) it myself.
4. A: My sister seems very upset at the moment. B: If she \_\_\_\_\_ (*be*) here, I \_\_\_\_\_ (*talk*) to her about it.
5. A: What time will you be home tonight? B: I'm not sure. If I \_\_\_\_\_ (*have to*) work, I \_\_\_\_\_ (*call*) you.
6. A: Unless you \_\_\_\_\_ (*hurry*), you \_\_\_\_\_ (*be*) late again. B: No, I won't. There's plenty of time.
7. A: Oh! I forgot to ask Sarah over to dinner. B: If I \_\_\_\_\_ (*speak*) to her, I \_\_\_\_\_ (*ask*) her for you.
8. A: May I go out? B: Provided you \_\_\_\_\_ (*do*) your homework.
9. A: Mums seems very busy at the moment. B: If I \_\_\_\_\_ (*be*) you, I \_\_\_\_\_ (*offer*) to help you.
10. A: Hurry up, or else we \_\_\_\_\_ (*miss*) the train. B: I know, I'm being as quick as I can.
11. A: Unless you \_\_\_\_\_ (*work*) hard, you \_\_\_\_\_ (*fail*) your exam. B: I know. I've been studying hard every evening.
12. A: Peter won't help me with my homework. B: I'm sure he \_\_\_\_\_ (*help*) you if he \_\_\_\_\_ (*have*) the time.
13. A: I'm not going to tell him what happened. B: What if he \_\_\_\_\_ (*find*) out on his own?
14. A: If I \_\_\_\_\_ (*not / buy*) that lottery ticket, I \_\_\_\_\_ (*never / win*) all this money! B: I know. Isn't it amazing?
15. A: Unless you \_\_\_\_\_ (*go*) to bed now, you \_\_\_\_\_ (*be*) tired in the morning. B: I know. I'm going.

## HOME ASSIGNMENT

19. *Grammar revision. Choose the correct answer.*

1. The state of the economy ... provided that there is a change of the government.  
a) improve                      b) will improve                      c) would improve
2. ... his advice, they couldn't have hoped to receive such results anyway.  
a) But for                      b) Provided                      c) Unless
3. 'Where is my book?' – 'If you ... in the drawer, you'll find it.'  
a) will look                      b) would look                      c) look

4. ... we get up on time, we will catch the train.  
 a) Unless                                      b) Provided                                      c) Supposing
5. Were I you, I ... him.  
 a) wouldn't trust                                      b) won't trust                                      c) don't trust
6. 'You ... a lot if you watch the news.' – 'I know. I watch it every day.'  
 a) learn                                      b) were learning                                      c) would learn
7. '... you wear warm clothes, you won't get cold.  
 a) Unless                                      b) Providing                                      c) Supposing
8. 'Shall I invite John to the party?' – 'Well, if I were you, I ... him.'  
 a) would invite                                      b) will invite                                      c) invited
9. Suppose you ... the exam, what would you do?  
 a) failed                                      b) would fail                                      c) have failed
10. ... the teacher comes back now, what will you do?  
 a) When                                      b) Providing                                      c) Supposing
11. 'Could I see the menu, please?' – 'Yes, sir. If you ... a seat, I will fetch it for you.'  
 a) had taken                                      b) take                                      c) will take
12. 'Don't cry. Everything will be all right.' – 'Yes, but if I ... the bus, I wouldn't have been late for school.'  
 a) didn't miss                                      b) hadn't missed                                      c) don't miss
13. When water boils, it ... steam.  
 a) would produce                                      b) produce                                      c) produces
14. 'Can you help me, please?' – 'Well, if I wasn't studying, I ... you.'  
 a) would help                                      b) help                                      c) will help
15. 'John crashed his car yesterday.' – 'I know. If he hadn't been talking on the phone, he ...'  
 a) won't crash                                      b) wouldn't crash                                      c) wouldn't have crashed
16. 'Can I have some chocolate, please?' – 'If you behave yourself, I ... some later.'  
 a) would buy                                      b) might buy                                      c) buy
17. 'Should you see Colin, ... and tell me.' – 'I will.'  
 a) come                                      b) to come                                      c) will come
18. If you hadn't watched that film, you ... nightmares.  
 a) wouldn't have                                      b) wouldn't have had                                      c) won't have
19. If I were rich, I ... around the world.  
 a) will sail                                      b) can sail                                      c) could sail
20. 'Dad shouted at me today.' – 'Well, if you ... the window, he wouldn't have shouted at you.'  
 a) didn't break                                      b) hadn't broken                                      c) wouldn't have broken

**20. Grammar revision.** Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1. I've made my mind up, so it is useless to discuss this further.

**POINT** I've made my mind up, so there \_\_\_\_\_ this further.

2. I hadn't seen Mia for over 20 years, but I didn't find it difficult to recognize her at the airport.

**DIFFICULTY**

I hadn't seen Mia for over 20 years, but I had \_\_\_\_\_ her at the airport.

3. He didn't go to the party because he didn't know where it was.

**KNOWN**

If he \_\_\_\_\_ the party was, he would have gone.

4. I think you should have your hair cut.

**WERE** If \_\_\_\_\_ have my hair cut.

5. You'd think she was a film star.

**THOUGH**

She behaves \_\_\_\_\_ a film star.

6. Students wishing to enrol on the course should complete all sections of the application form.

**REQUIRED**

Students wishing to enrol on the course are \_\_\_\_\_ the application form.

7. She is proud of being able to write clearly.

**ABILITY**

She prides \_\_\_\_\_ to write clearly.

8 Once the lecturer had given us a clear explanation of the procedure, we were able to go ahead with the experiment.

**EXPLAINED**

Once the lecturer had \_\_\_\_\_, we were able to go ahead with the experiment.

9 The government has banned all exports to the country except for food and medicine.

**EXCEPTION**

The government has banned all exports to the country \_\_\_\_\_ food and medicine.

**WRITING**

20. Write a summary of the article *A sense of one's place*.

21. Write your opinions on questions 1-5. Use 25-30 words.

1. What is Pierre Bourdieu's theory of social reproduction? \_\_\_\_\_

2. Can Pierre Bourdieu be called a Marxist? Why yes/no? \_\_\_\_\_

3. What types of capital did Bourdieu introduce? \_\_\_\_\_



4. What are the key concepts of Pierre Bourdieu? \_\_\_\_\_

5. Why is Pierre Bourdieu's legacy important? \_\_\_\_\_

## UNIT 6

### THE ORIENT IS THE STAGE ON WHICH THE WHOLE EAST IS CONFINED

EDWARD SAID (1935–2003)

#### Preparing to read

1. A) *Pair Work. Discuss these questions with a partner.*

1. How do you understand term ‘Orient’?
2. What do you think ‘towards the Orient’ might mean?
3. What is the opposite of the Orient?
4. What could the idea of Orientalism refer to?
5. What is an example of Orientalism?

B) *What is **orientalism**, what is **Oriental art**? Read the definitions.*

In art history, literature and cultural studies, **orientalism** is the imitation or depiction of aspects of the Eastern world (or ‘Orient’) by writers, designers, and artists from the Western world. Orientalist painting, particularly of the Middle East, was one of the many specialties of 19th-century academic art, and Western literature was influenced by a similar interest in Oriental themes.

Since the publication of Edward Said’s *Orientalism* in 1978, much academic discourse has begun to use the term ‘Orientalism’ to refer to a general patronizing Western attitude towards Middle Eastern, Asian, and North African societies. In Said’s analysis, ‘the West’ essentializes these societies as static and undeveloped – thereby fabricating a view of Oriental culture that can be studied, depicted, and reproduced in the service of imperial power. Implicit in this fabrication, writes Said, is the idea that Western society is developed, rational, flexible, and superior.



This allows ‘Western imagination’ to see ‘Eastern’ cultures and people as both alluring and a threat to Western civilization.

(<https://en.wikipedia.org>)

**Oriental art** is often interchangeably used with the terms Eastern or Asian art and it refers to the historic and contemporary originating from various Asian cultures and reflecting on the society in which it was produced. Most commonly today, Oriental art is used to classify Chinese, Japanese, Korean and Indian art along with from Central and Southeast Asia and the sacred art of Asian religions in order to make a distinction between Eastern and Middle Eastern art traditions.

(<https://www.widewalls.ch/magazine>)

C) Work with your partner. Your understanding of the texts you read depends in part on your understanding of key terms. Pay careful attention to the explanations of these terms when matching them with their definitions.

1. Sphinx – [sfɪŋks]	a. according to ancient Greek stories, a city in Asia Minor (=modern Turkey) which the Greeks eventually gained control of in the ____ War
2. Cleopatra – [kli:ə'pætrə]	b. an ancient Egyptian stone statue of a creature with a human head and the body of a lion lying down
3. Eden – ['i:dn]	c. someone who is very rich or who spends money as if they were very rich, from a story in the Old Testament of the Bible about the wealth
4. Troy –	d. in the Bible story, the garden where Adam and Eve, the first humans lived, often seen as a place of happiness and innocence
5. Sodom and Gomorrah – [ˌsɒdəm ənd ɡə'mɒrə]	e. the Arab prophet (?570–632), who was born in Makkah (Mecca) and who started the religion of Islam. The things that God told him were later written down to form the holy book called the Quran (Koran) [kɔ:'rɑ:n, kə- /Am. kə'ræn]
6. Sheba – ['ʃi:bə]	f. a queen of Egypt, famous for her beauty, who became the lover of Julius Caesar ['si:zə] and later of Mark Antony (69-30 BC)
7. Babylon – ['bæbələn];	g. a place or situation where people’s sexual behaviour is regarded as very shocking. These ancient cities in the Middle East which, according to the Bible, were destroyed by God as a punishment for the immoral sexual behaviour of their people
8. Muhammad – [mʊ'hæməd, mə-]	h. an ancient Middle Eastern city that was famous for its great wealth. People sometimes use its name to mean a place of pleasure and immoral behaviour

VOCABULARY PRACTICE

2. A) Pronounce the words related to the theme:

**Orientalism** [ˌɔ:ri'entəlɪzəm]; **pseudo-** [sju:dəʊ / Am. su:doo]; **the Mediterranean** [ˌmedɪtə'reɪniən]; **Gustave Flaubert** [gu:'stɑ:v 'flə:bə]; **Napoleon** [nə'pəʊ.li.ən]; **homogenous** (also **homogeneous**) [ˌhɒmə'dʒi:niəs]; **perpetuate** [pə'petʃueɪt]; **conquer** ['kɒŋkə(r)]; **inalienable** [ɪn'eɪliənəbl̩]; **repertory** ['repətəri / Am. 'repərtɔ:ri]; **exoticism** [ɪg'zɒtɪsɪzəm]; **Sphinx** [sfɪŋks]; **Cleopatra** [kli:ə'pætrə]; **Eden** ['i:dn]; **Sodom and Gomorrah** [ˌsɒdəm ənd ɡə'mɒrə]; **Sheba** ['ʃi:bə]; **Babylon** ['bæbələn]; **Muhammad** [mʊ'hæməd, mə-]; **Jerusalem** [dʒə'ru:sələm]; **Israel** ['ɪzreɪl]; **Israeli** [ɪz'reɪli]; **Palestine** ['pæləstæn]; **Palestinian** [ˌpælə'stiːniən]

B) Complete the word building table.

Noun /Verb	Adjective/Adverb	Verb	Noun
orientalism –		to confine –	
west –		to refer –	
east –		– simplicity	
to infect –		to infect –	
– homogeneous		to conquer –	
to perpetuate –		to perpetuate –	
to imagine –		to imagine –	
exoticism –		to disseminate –	
peace –		to infiltrate –	

C) Choose one of the words from the table for the gaps in the sentences below and use it in the correct form (for a verb or a noun).

1. If a feeling, idea or interest that you have \_\_\_\_\_ other people, it makes them begin to feel the same way or have the same interest. 2. If you \_\_\_\_\_ something, you make it easier to understand or you remove the things which make it complex. 3. \_\_\_\_\_ book such as a dictionary or encyclopedia contains facts and information, that you look at when you need to find out something particular. 4. \_\_\_\_\_ is the act of spreading information or knowledge so that it reaches many people. 5. An \_\_\_\_\_ person, place, or thing exists only in your mind or in a story, and not in real life. 6. \_\_\_\_\_ is the state of being forced to stay in a prison or another place which you cannot leave. 7. If people \_\_\_\_\_ a place or organization, or \_\_\_\_\_ **into** it, they enter it secretly in order to spy on it or influence it. 8. If someone or something \_\_\_\_\_ a situation, system, or belief, especially a bad one, they cause it to continue.

D)

Negative Prefixes / Suffixes	Negative Prefixes / Suffixes
to humanize –	to infect –
powerful –	civilized –
questionable –	rational –
alienable –	familiar –

E)

Noun /Verb	Person	Noun /Verb	Person
orientalism –		novel –	
– expert		to conquer –	
– fanatic		politics –	
philology –		history –	

3. How well do you know the vocabulary associated with this theme? The following words occur in the text. Fill in the correct word. Use a dictionary if necessary.

backward \_\_\_\_\_; dehumanizes \_\_\_\_\_; wretched \_\_\_\_\_

\_\_\_\_\_; **conquer** \_\_\_\_\_; **set out** \_\_\_\_\_; **power** \_\_\_\_\_;  
**suit** [su:t] \_\_\_\_\_; **confine** \_\_\_\_\_; **infiltration** \_\_\_\_\_;  
**representation** \_\_\_\_\_; **appropriated** [ə'prəʊpriət] \_\_\_\_\_;  
**biased** \_\_\_\_\_; **disseminate** [di'semɪneɪt] \_\_\_\_\_; **simplified**  
 \_\_\_\_\_; **perpetuate** \_\_\_\_\_; **inalienable** \_\_\_\_\_; **mold** (*Br.*  
*mould*) [məʊld] \_\_\_\_\_

1. Firefighters managed to \_\_\_\_\_ the fire to the living room. 2. He \_\_\_\_\_ the reasons for his decision in his report. 3. The people live in \_\_\_\_\_ conditions, with no running water. 4. It's a totalitarian regime that \_\_\_\_\_ its population. 5. Their research was based on a \_\_\_\_\_ sample. 6. The influence of the former colonial \_\_\_\_\_ is still very much in evidence. 7. People still think of it as a \_\_\_\_\_ country. 8. This is a highly \_\_\_\_\_ view of the economy. 9. He gave a talk on the \_\_\_\_\_ of women in 19th-century art. 10. Comics tend to \_\_\_\_\_ the myth that 'boys don't cry'. 11. Sailors travelled to the New World with the urge to \_\_\_\_\_ and explore. 12. It was an attempt to \_\_\_\_\_ public opinion. 13. The building has been adapted to \_\_\_\_\_ the needs of older people. 14. As the empire expanded, they eagerly \_\_\_\_\_ the artistic styles of neighbouring provinces. 15. One of the organization's aims is to \_\_\_\_\_ information about the disease. 16. Justice to all, irrespective of race, sect or class is the \_\_\_\_\_ right and the inescapable obligation of all. 17. Police \_\_\_\_\_ of Greenpeace sparked the scandal.

#### 4. Give a word or a phrase which means:

1. to make a situation, attitude etc, especially a bad one, continue to exist for a long time \_\_\_\_\_; 2. to influence the way someone's character or attitudes develop \_\_\_\_\_; 3. made easier to do or understand \_\_\_\_\_; 4. to explain ideas, facts, or opinions in a clearly organized way, in writing or in a speech \_\_\_\_\_; 5. developing slowly and less successfully than most others \_\_\_\_\_; 6. tending to show favour towards or against one group of people or one opinion for personal reasons; making unfair judgements \_\_\_\_\_; 7. to stop something bad from spreading to another place; to keep someone or something within the limits of a particular activity or subject \_\_\_\_\_; 8. (of a person) in a very unhappy or unfortunate state \_\_\_\_\_; 9. to treat people so badly that they lose their good human qualities \_\_\_\_\_; 10. a country with a lot of influence in world affairs, or with great military strength \_\_\_\_\_; 11. a) a person or group that speaks or acts for or in support of another person or group; b) the description or portrayal of someone or something in a particular way or as being of a certain nature \_\_\_\_\_; 12. to take control of a country or city and its people by force \_\_\_\_\_; 13. to spread or give out something, especially news, information, ideas, etc., to a lot of people \_\_\_\_\_; 14. to take something from a culture and use it as part of your own \_\_\_\_\_; 15. that cannot be taken away from you \_\_\_\_\_; 16. the process of secretly becoming part of a group in order to get information or to influence the way that a group thinks or behaves \_\_\_\_\_; 17. to satisfy the needs of, or be convenient for \_\_\_\_\_

5. Fill in the correct preposition where *necessary*.

1. He set \_\_\_\_ his objections to the plan. 2. Protest marches were held \_\_\_\_ opposition \_\_\_\_ the proposed law. 3. Leisure is often defined \_\_\_\_ opposition \_\_\_\_ work. 4. When writing emails, most people vary the style to suit \_\_\_\_ the circumstances. 5. The new legislation effectively prevents them \_\_\_\_ trading. 6. Rebel forces have been infiltrating \_\_\_\_ the country. 7. Low achievement at school often arises \_\_\_\_ poverty and bad social conditions. 8. They were looking at the peoples around them \_\_\_\_ the lens of imperialist conquest.

6. Recall the names of nationalities in English, as well as the countries they originate and the language that is spoken there. Complete the following table.  
E. g.: Palestine – Palestinian – a Palestinian – Arabic

Country	Nationality (Adjective)	Nationality (Noun)	Language
Algeria			
Argentina			
Australia			
Austria			
Belgium			
Brazil			
Canada			
Czech Republic			
Egypt			
England			
Estonia			
Finland			
France			
Germany			
Greece			
Hungary			
India			
Ireland			
Japan			
Iran			
Iraq			
Israel [' <a href="#">izreɪl</a> ]			
Latvia			
Lithuania			
Netherlands (the)			
Norway			
Poland			
Portugal			

Romania			
Scotland			
Spain			
Sweden			
Switzerland			
Turkey			
United States (the)			
Wales			

**Note:** *Palestine is an area of land which includes the West Bank of the River Jordan, the city of Jericho, and the Gaza Strip, with the Arab population, the Palestinians. Palestine is important as a holy place for Muslims, Jews, and Christians. For much of its history it has belonged to large empires, such as those of Egypt, Rome, and Turkey.*

**GRAMMAR REVISION**

7. A) Study the following information.

**Participle**

- **Present Participles** (V-ing) describes what somebody or something is. *It was a **fascinating** story.* (What kind of story? **Fascinating**.)
- **Past Participles** (V-3/ed) describe how someone feels. *We were **fascinated** by his story.* (How did we feel about the story? **Fascinated**.)  
(FCE Use of English: For the revised Cambridge Examination 2. Virginia Evans – Express Publishing, 1996)

B) Study this example situation:

*Jane has been doing the same job for a long time. Every day she does exactly the same things again and again. She doesn't enjoy it anymore and would like to do something different. Jane's job is **boring**. Jane is **bored** (with her job). Someone is **-ed** if something (or someone) is **-ing**. Or, if something is **-ing**, it makes you **-ed**. Now fill in **-ed** or **-ing**.*

Tom is interest\_\_\_ in politics. Tom finds politics interest\_\_\_\_.  
 Are you interest\_\_\_ in buying a car? Did you meet anyone interest\_\_\_ at the party?  
 Everyone was surpris(e)\_\_\_ that he passed the exam. It was surpris(e)\_\_\_ that he passed the exam.  
 I was disappoint\_\_\_ with the film. The film was disappoint\_\_\_\_.  
 He is always very tir(e)\_\_\_ when he gets home from work. He has a very tir(e)\_\_\_ job.

C) Underline the correct **Participle**.

1. He was *encouraging* / *encouraged* towards his children. 2. He found the film very *exciting* / *excited*. 3. He was very *exhausting* / *exhausted* after hard day work. 4. They were very *worrying* / *worried* that they would be late. 5. Her



behaviour is extremely *annoying* / *annoyed*. 6. We were *shocking* / *shocked* by his behaviour. 7. She told us a very *entertaining* / *entertained* story. 8. They were very *surprising* / *surprised* when we turned up in their office. 9. The book is really *interesting* / *interested*. 10. They were *fascinated* / *fascinating* by the view.

**D) Complete two sentences for each situation.**

1. The film wasn't as good as we expected. (*disappoint*) a) The film was \_\_\_\_\_. b) We were \_\_\_\_\_. 2. It's been raining all day. I hate this weather. (*depress*) a) This weather is \_\_\_\_\_. b) This weather makes me \_\_\_\_\_. 3. Astronomy is one of Tom's main interests. (*interest*) a) Tom is \_\_\_\_\_ in astronomy. b) He finds astronomy \_\_\_\_\_. 4. I turned off the television in the middle of the programme. (*bore*) a) The programme was \_\_\_\_\_. b) I was \_\_\_\_\_. 5. Ann is going to America next month. She has never been there before. (*excite*) a) She is really \_\_\_\_\_ about going. b) It'll be an \_\_\_\_\_ experience for her. 6. Diana teaches young children. It's a hard job. (*exhaust*) a) She often finds her job \_\_\_\_\_. b) At the end of the day's work she is often \_\_\_\_\_.

**E) Underline the correct answer.**

1. We were all *horrifying* / *horrified* when we heard about the disaster. 2. It's sometimes *embarrassing* / *embarrassed* when you have to ask people for money. 3. Are you *interesting* / *interested* in football? 4. I enjoyed the football match. It was quite *exciting* / *excited*. 5. It was really *terrifying* / *terrified* experience. Afterwards everybody was very *shocking* / *shocked*. 6. I had never expected to be offered the job. I was really *amazing* / *amazed* when I was offered. 7. The kitchen hadn't been cleaned for ages. It was really *disgusting* / *disgusted*. 8. Do you easily get *embarrassing* / *embarrassed*? 9. Do you enjoy your holiday? – Oh, yes. It was very *relaxed* / *relaxing*. 10. Shall I turn off the lights? – No, I'm *frightening* / *frightened* of the dark. 11. Was Mother upset when you broke her vase? – Not really, but she was *annoyed* / *annoying*. 12. How do you feel today? – I still feel very *tired* / *tiring*. 13. I haven't seen Mr Green for several years. – Neither have I. It's a bit *worried* / *worrying*. 14. Did you hurt yourself when you fell? – No, but it was quite *embarrassed* / *embarrassing*.

### Thinking about the topic

8. Look at these questions. What do you know about them? Discuss in small groups:

1. What are the stereotypes of Orientalism in your opinion?
2. What do you think the representation of Orientalism is?
3. What is Orientalism in sociology?

**B) Study the key dates in context with Orientalism.**

### KEY DATES

**1375** Chaucer refers to the Orient as the lands lying east of the Mediterranean.

**Early 19th century** French academic Silvestre de Sacy sets out the terms of modern Orientalism.

**1836** Edward William Lane’s book *Manners and Customs of the Modern Egyptians* becomes an important reference work for writers such as French novelist Gustave Flaubert.

**1961** Franz Fanon writes about the dehumanizing forces of colonialism in *The Wretched of the Earth*.

**1981** Sadik Jalal al-’Azm argues that Orientalism tends to categorize the West in the same way that Said says it packages the East.

*C) Pair work Ask and answer questions about the key dates and events in context with race and ethnicity.*

**10. Now read the text**

**THE ORIENT IS THE STAGE ON WHICH THE WHOLE EAST IS CONFINED**

The idea of ‘the Orient’ evolved from Western colonial powers and is a politically dangerous and culturally biased idea that continues to infect Western views of the Eastern world. This powerful argument is made by Edward Said in his influential text, *Orientalism* (1978).

**European ‘experts’** (historians, scientists, and linguists) report on what ‘**the Orient**’ is like, from their own perspective



Their ideas are reduced still further into **stereotypes and representations that construct and fix Western views** of ‘the East’ and its peoples...



...and fuel and **perpetuate Western fears** about the East, especially Arabs, as **dangerous and ‘other.’**



**The Orient is the stage on which the whole East is confined.**

The concept of Orientalism, he says, works in two important ways: it presents the East as one homogenous region that is exotic, uncivilized, and backward; and at the same time, it constructs and fixes the West’s idea of the East in a simplified, unchanging set of representations.

Said explains that the idea of modern Orientalism arose when a French army led by Napoleon Bonaparte conquered Egypt in 1798. This conquest was significant because Napoleon took with him not only soldiers, but also scientists, philologists, and historians. These experts were given the job of recording and categorizing what they saw. In describing their experience of ‘the Orient’ as objective knowledge, their words gained an unquestionable authority and influence in Europe.

**Categorizing the East**

However, as Said suggests, they were looking at the peoples around them through the lens of imperialist conquest. They saw themselves as the superior

power and therefore as superior people. They drew an imaginary line between Us and Them, West and East, and began to define both sides in opposition to one another. Where the peoples of the East were perceived as irrational, uncivilized, lazy, and backward, those of the West were rational, civilized, hardworking, and progressive. The reports sent back to

**ORIENTALISM**

Orientalism refers to a way of conceiving & representing the Eastern World in a stereotypical, exotic, and patronizing way by the Western World.

**DEFINITION**

Orientalist attitudes represent the East as backward, exotic, and despotic while characterizing the West in opposing terms. Orientalism manifests itself in various ways: art, beauty standards, news coverage, etc. But according to Edward Said, orientalism is much more than representation; it is a powerful tool of domination.

**EXAMPLE**

**Justification for Colonialism:** One of the principal arguments of Edward Said is that Orientalism is not merely about cultural representation; it is a political instrument of power. By constantly depicting the Eastern world as primitive & irrational, Western colonizers could justify their imperial projects as benevolently bringing "enlightenment" to the East.

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Europe by Napoleon’s ‘experts’ meant that the East was presented to Europeans in a highly packaged way; the East was explained by the West, and in the process molded to suit the Europeans. This idea of what ‘Orientals’ were like was appropriated and disseminated widely by literary figures such as Lord Byron, who romanticized the Orient but continued to emphasize its inalienable difference.

**Perpetuating fear**

The problem continues, Said says, because the idea of the Orient has prevented people in the West from being able to view the East in all its complexity. The same repertory of images keeps arising: the Orient is seen as a place of mythical exoticism – it is the home of the Sphinx, Cleopatra, Eden, Troy, Sodom and Gomorrah, Sheba, Babylon, and Muhammad.

Orientalism is a framework used to understand the unfamiliar, says Said, but at the same time it tells us that the peoples of the East are different and frightening. In this context, ‘the Arab’ is viewed as a violent fanatic, and Western nations feel the need to protect themselves from ‘the infiltration of the Other.’ The challenge, he says, is to find a way of coexisting peacefully.

**Edward Said**



Cultural theorist and literary critic Edward Said was the founder of postcolonial studies. Born in West Jerusalem during the British Mandate in Palestine, his father was a wealthy Palestinian American of Christian faith, and Said went to private international schools in Lebanon, Egypt, and the US. He later studied at Princeton and Harvard before becoming a professor of English Literature at Columbia University, where he taught until his death in 2003. Said wrote prolifically on a wide range of topics, including music

and Palestinian issues.

Said stated that he was politicized by the Six-Day War of 1967 between Israel and its Arab neighbors, after which he became an important voice for the Palestinian cause, especially in the US. In 1999 he founded an Arab-Israeli orchestra with the conductor Daniel Barenboim, in the belief that music transcends politics.

**Key works**

**1978** Orientalism

**1979** The Question of Palestine

**1993** Culture and Imperialism

(Megan Todd. *The Sociology Book: Big Ideas Simply Explained (DK Big Ideas)*: Tomley Sarah, Hobbs Mitchell, Todd Megan, Weeks Marcus, DK)

**AFTER YOU READ**

**COMPREHENSION EXERCISES**

*11. Choose the best option to complete statements about the text or answer the question.*

1. The idea of ‘the Orient’ originated in \_\_\_\_.
- a. Eastern colonies

b. Western colonial countries

c. Western postcolonial powers

d. Eastern dependencies
2. The idea of ‘the Orient’ is culturally prejudiced concept that persists \_\_\_\_ Western views of the Eastern world.
- a. to corrupt

b. to murder

c. to modify

d. to poison
3. It was \_\_\_\_ who made the argument about the danger of the idea of ‘the Orient’.
- a. Chaucer

b. Edward William Lane

c. Edward Said

d. Franz Fanon
4. The concept of Orientalism represents the East as a whole a homogeneous region that is exotic, \_\_\_\_.
- a. primitive and undeveloped

b. romantic and progressive

c. civilised and developed

d. rational and hardworking
5. Said suggested that they viewed the nations around them through the lens of \_\_\_\_.
- a. imperialist invasion

b. capitalist acquisition

c. colonial defeat

d. Western annexation
6. According to Said, the challenge is to find a way of \_\_\_\_ peacefully.
- a. coinciding

b. co-occurring

c. coexisting

d. cooperating

*12. Match the key terms with their definitions.*

1. orientalism –	a. societal culture in which the shared meanings are similar and little variation in beliefs exist; that is, the culture has one dominant way of thinking and acting
2. dehumanization	b. the quality of being exciting and unusual that something has

–	because it seems to be connected with foreign countries
3. power –	<i>c.</i> the eastern part of the world, especially China and Japan
4. homogeneity –	<i>d.</i> Western ideas about the Middle East and about East and Southeast Asia, especially ideas that are too simple or not accurate about these societies being mysterious, never changing, or not able to develop in a modern way without Western help
5. conquest [ˈkɒŋkwɛst] –	<i>e.</i> the right to life, freedom of speech, freedom of opinion, equality before law, <i>etc.</i> belong to each human being by birth and cannot be taken away
6. exoticism –	<i>f.</i> the process of depriving a person or population of human qualities or attributes such as compassion, dignity, individuality, <i>etc.</i>
7. repertory –	<i>g.</i> the subjugation and assumption of control of a place or people by use of military force
8. in opposition to –	<i>h.</i> a country that is strong and important and can influence events, or that has a lot of military strength
9. inalienable rights –	<i>i.</i> (1) disagreeing strongly with somebody / something, especially with the aim of preventing something from happening; (2) contrasting two people or things that are very different
10. Orient –	<i>j.</i> the performance of various plays, operas, or ballets by a company at regular short intervals

13. **Synonyms:** Find the words in the text that have a similar meaning and write them on the lines below.

1. East .....
2. prejudiced .....
3. state .....
4. to appear .....
5. subjugation .....
6. to classify .....
7. undoubted .....
8. glasses .....
9. to spread .....
10. repertoire [ˈrepətwa:(r)].....
11. Paradise .....

**SPEAKING**

14. **A) Pair Work.** Answers the questions in pairs

**A IN CONTEXT**

1. What lands did Chaucer refer to as the Orient?
2. Who set out the terms of modern Orientalism?
3. What became an important reference work for writers such as French novelist Gustave Flaubert?
4. What did Franz Fanon write about in The Wretched of the Earth in 1961?
5. How did Sadik Jalal al-’Azm characterize Orientalism?

**B**



1. What countries originated the idea of 'the Orient'?
2. Who called 'the Orient' a politically dangerous and culturally biased idea? Why?
3. How does the concept of Orientalism work? What is the first way? What is the second way?
4. When did the idea of modern Orientalism arise? Why was this conquest significant? What jobs were Napoleon's experts given? Why was their experience of 'the Orient' important?

### **C Categorizing the East**

1. How were the experts looking at the peoples around them? How did they see themselves?
2. What line did they draw? What kind of people were in opposition to one another?
3. How was the East presented and explained to Europeans in the reports sent back by Napoleon's 'experts'?
4. What happened to the idea of what 'Orientals' were like?

### **D Perpetuating fear**

1. Why does the problem continue?
2. What is the repertory of images?
3. What kind of framework is Orientalism?
4. How is 'the Arab' viewed in this context?
5. What is the challenge according to Edward Said?

**B) Now look back at the text and check your answers.**

**15. A) Group Work.** *On the basis of the information found in the texts, prepare your presentations about **The Orient as the Stage on which the Whole East is Confined**. Every member of each group should participate in presenting the material. So, decide who will speak on what aspect in advance.*

**B) Discuss these questions with your partners.**

1. What is the summary of Orientalism?
2. What was the impact of Edward Said's Orientalism?

## **PREPARING FOR THE EXAM**

**16.** *For gaps 1 – 15, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).*

(0) **For** centuries, the (1) \_\_\_\_\_ *Oriental* has been widely used (2) \_\_\_\_\_ the people of Europe to signify various phenomena referring (3) \_\_\_\_\_ the East, and it (4) \_\_\_\_\_ equally applied (5) \_\_\_\_\_ geographical and cultural entities, opposite (5) \_\_\_\_\_ occidental or Western peoples and cultures. (6) \_\_\_\_\_, the Orient came to mean different things (7) \_\_\_\_\_ different periods of history, changing (8) \_\_\_\_\_ scope and cultural context and becoming a contested word (9) \_\_\_\_\_ unspecified connotations. While in art classifications Oriental art exists (10) \_\_\_\_\_ one of the major branches, it is still undetermined (11) \_\_\_\_\_ exactly falls under this category and the confusion originates (12) \_\_\_\_\_ the misconceptions related (12) \_\_\_\_\_ the geographical amplitude of the East when

looked (13) \_\_\_\_\_ the eyes of the Westerners. Furthermore, it is equally important to distinguish (14) \_\_\_\_\_ genuine Oriental art and pseudo-Oriental art or Orientalist art, born in Western Europe as a sign of fascination with the Orient, whatever it was supposed to (15) \_\_\_\_\_.

(<https://www.widewalls.ch/magazine>)

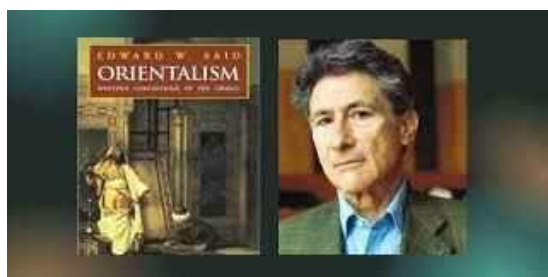
17. Put each of the following words or phrases in its correct place in the text.

- |                 |                       |                               |
|-----------------|-----------------------|-------------------------------|
| A. the meaning  | E. racial stereotypes | I. to the conclusion          |
| B. homogeneous  | F. representations    | J. politically incorrect      |
| C. perceive     | G. cultural heritage  | K. romanticized and distorted |
| D. connotations | H. negative inversion | L. imperialist ambitions      |

Despite the Western (1) \_\_\_\_\_ of the East in the nineteenth century, Orientalism had no particularly negative (2) \_\_\_\_\_ until the publication of the work *Orientalism* by the Palestinian scholar Edward Said in the late seventies, when (3) \_\_\_\_\_ of the word changed forever. Looking back on the cultural (4) \_\_\_\_\_ of the Orient in Western academic and artistic discourse Said came (5) \_\_\_\_\_ that fictional depictions of the East were strongly tied to the European (6) \_\_\_\_\_ and Orientalism was constructed as a (7) \_\_\_\_\_ of Western culture, conflating the different societies of the Eastern world into the (8) \_\_\_\_\_ world of 'the Orient'. According to Said Orientalism was enforcing (9) \_\_\_\_\_, creating patronizing and demeaning views of the non-Western world. Said's ideas have deemed the works of Orientalist artists as racist and (10) \_\_\_\_\_, influencing the way curators and art professionals in Europe and the United States now (11) \_\_\_\_\_ 19th-century Orientalist art. Oddly enough, in recent times, this genre has made a comeback on the art market among North African and Middle Eastern collectors who are beginning to view these works as part of their (12) \_\_\_\_\_ and chronicles of their culture.

(<https://www.widewalls.ch/magazine>)

18. Read the text and decide which word A, B, C or D best fits each space.



(0) B to Said, in the Middle East, the social, (1) \_\_\_\_\_, and cultural practices of the ruling Arab elites indicate they are (2) \_\_\_\_\_ satraps who have internalized a romanticized (3) \_\_\_\_\_ of Arab Culture created by French, British and later, American, Orientalists. Examples (4) \_\_\_\_\_ in the book include critical analyses of the colonial literature of Joseph Conrad, which conflates a people, a time, and a place (5) \_\_\_\_\_ one narrative of an incident and adventure in an exotic land.

Through the critical (6) \_\_\_\_\_ of post-structuralism in its scholarship, *Orientalism* (7) \_\_\_\_\_ the development of literary theory, cultural criticism, and the field of Middle Eastern studies, especially with (8) \_\_\_\_\_ to how academics practice their intellectual (9) \_\_\_\_\_ when examining, describing, and explaining the Middle East. (10) \_\_\_\_\_, the scope of Said's scholarship established *Orientalism* as a foundational text in the field of postcolonial studies, (11) \_\_\_\_\_



denoting and examining the connotations of Orientalism, and the history of a given (12) \_\_\_\_ post-colonial period.

As a (13) \_\_\_\_ intellectual, Edward Said (14) \_\_\_\_ historians and scholars of area studies, notably, historian Bernard Lewis, who described the thesis of *Orientalism* as ‘anti-Western’. For (15) \_\_\_\_ editions of *Orientalism*, Said wrote an Afterword (1995) and a Preface (2003) addressing discussions of the book as cultural criticism.

([https://en.wikipedia.org/wiki/Orientalism\\_\(book\)\)](https://en.wikipedia.org/wiki/Orientalism_(book)))

0.	A. Accordingly	B. According	C. Accordance	D. Accord
1.	A. economic	B. economics	C. economical	D. economy
2.	A. imperil	B. imperious	C. empire	D. imperial
3.	A. edition	B. adaptation	C. version	D. caption
4.	A. using	B. use	C. uses	D. used
5.	A. for	B. on	C. into	D. to
6.	A. application	B. request	C. petition	D. demand
7.	A. governed	B. influenced	C. tempted	D. persuaded
8.	A. regard	B. concern	C. response	D. reference
9.	A. inspections	B. interrogations	C. inquiries	D. analysis
10.	A. However	B. Moreover	C. Nevertheless	D. Whatever
11.	A. on	B. with	C. without	D. by
12.	A. country	B. countries	C. country’s	D. counter
13.	A. public	B. private	C. common	D. personal
14.	A. considered	B. argued	C. debated	D. deliberated
15.	A. former	B. subsequent	C. previous	D. prior

19. For lines 1 – 20, read the text below and look carefully at each line. Some of the lines are correct and some have a word which should not be there. If a line is correct, put a tick (V) in the answer boxes provided.

0	The term <i>orientalism</i> is denotes the exaggeration of difference,	is
00	the presumption of Western superiority, and the application of	V
1	clichéd analytical models for perceiving of the ‘Oriental world’.	
2	This intellectual tradition is being the background for Said’s	
3	presentation of Orientalism as a European viewpoint reflecting	
4	a contrived Manichean duality. As such, the Orientalism is the	
5	pivotal source of the inaccurate cultural representations that have	
6	form the foundations of Western thought and perception in	
7	of the Eastern world, specifically in relation to the Middle East	
8	region. Said has had in mind the ‘Occidental’ (or Western) views	
9	of eastern cultures that were mirrored the prejudices and ideologies	
10	that the colonial experience of Western individuals was shaded by.	
11	Said’s work drew attention to the obsession of a Western writers	

<p>12 with women and their role in the preservation of or destruction</p> <p>13 of so-called cultural mores, viewing on them as either ‘pristine’</p> <p>14 or ‘contaminated’. The principal characteristic of Orientalism is a</p> <p>15 ‘subtle and persistent Eurocentric of prejudice against Arab-Islamic</p> <p>16 peoples and their culture,’ in which derives from Western images</p> <p>17 of what is Oriental (i.e., cultural representations) that reduce up</p> <p>18 the Orient to the fictional essences of ‘Oriental peoples’ and in</p> <p>19 ‘the places of the Orient;’ such as representations dominate the</p> <p>20 discourse of Western peoples with and about non-Western peoples.</p>	
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([https://en.wikipedia.org/wiki/Orientalism\\_\(book\)](https://en.wikipedia.org/wiki/Orientalism_(book)))

**Notes:**

**Manichean** [ˌmæniˈkiːən] – based on the belief that there are two opposites in everything, for example good and evil or light and dark. To be Manichean is to follow the philosophy of Manichaeism, which is an old religion that breaks everything down into good or evil. It also means ‘duality,’ so if your thinking is Manichean, you see things in black and white

**pivotal** [ˈpɪvətl] – of great importance because other things depend on it

**pristine** [ˈprɪstiːn] – not developed or changed in any way; left in its original condition; fresh and clean, as if new

**contaminate** [kənˈtæmɪneɪt] – to make a substance or place dirty or no longer pure by adding a substance that is dangerous or carries disease; to influence people’s ideas or attitudes in a bad way

**GRAMMAR REVISION**

**20. A) Study the following information.**

We can invert **the subject** and **the auxiliary verb** in the sentence to give emphasis. This happens after **so** and **such** placed at the beginning of the sentence.  
*E.g. So short is she that she can’t reach the shelf.*  
 (Grammarway 4. Virginia Evans, Jenny Dooley – Express Publishing, 2008)

- B) Rewrite the sentences using *so* or *such* at the beginning of the sentence.**
1. The weather was so bad that they stayed at home. So \_\_\_\_\_
  2. The house was so big that he almost got lost. So \_\_\_\_\_
  3. He was so surprised to see her he could hardly speak. Such \_\_\_\_\_
  4. She was so bored by the play that she fell asleep. So \_\_\_\_\_
  5. He was so angry that he shouted at everyone. Such \_\_\_\_\_

**HOME ASSIGNMENT**

**21. A) Read this article, choose the most appropriate word or phrase from the list (A-M) for each gap. There are two extra words or phrases that you do not need to use. There is an example at the beginning (0).**

Edward W. Said’s *Orientalism* (0) **K** of ‘Orientalism,’ a force that has shaped Western (Occidental) academic scholarship, cultural imagination and production, and public policy concerning the space known as ‘the Orient.’ The

Orient consists of modern geographic territories known as the Middle East and Asia, sometimes referred to as (1) \_\_\_\_\_, respectively. Historically, the Orient has been situated as the opposite of the West, which is comprised of European powers and, later, the United States. *Orientalism* explores the hierarchal relationship between the West and East (Occident and Orient). It examines how Western dominance in the production of knowledge has and continues to influence Western intervention in (2) the \_\_\_\_\_ of the Middle East and Asia.

Across three chapters, each with four topical sections, Said moves through his discussion of Orientalism, addressing first its scope, then its various structures, and, finally, its most recent iterations. In the first chapter, Said addresses the scope of Orientalism as a (3) \_\_\_\_\_ of consolidating knowledge about the Orient into forms that can be studied and conveyed to a Western audience. While Orientalism is a force that has shaped different intellectual and political activities across the West and the Orient, its impacts could always be traced back to its consolidating tendency. However, as the Orient is a culturally diverse, politically nuanced, and highly expansive geographical space, the West constantly returns to it through their scholarship and political intervention in a (4) \_\_\_\_\_ to contain it. This effort is motivated by a self-perpetuating crisis: The more the West involves itself with the Orient and professes to contain it, the more complicated the Orient becomes to the West.

In the second chapter, Said deepens his discussion of Orientalism by analyzing several cultural texts with (5) \_\_\_\_\_ Western studies of Islam. He describes how philology and anthropology played a large role in encouraging Orientalist views of Islam. By turning the study of Islam into a science of observation and description of objective reality, Western scholars and writers (6) \_\_\_\_\_ of a known Islam that was available to the general Western imagination. These ideas of Islam populated a wide range of Western cultural works, drawing on Arab and Islamic stereotypes to relay messages about Arabs and Islamic people as different, fearsome, sinful, and inferior to Europeans.

In the 18th and 19th centuries, Orientalism continued to expand and take on a (7) \_\_\_\_\_ as a more formalized discipline in Western academic institutions. While various European powers had different cultural and political investments across territories in the Orient, (8) \_\_\_\_\_ to Oriental Studies shared the same values. The study of the Orient became a necessary way of stabilizing the West in the face of what appeared to be an increasingly complicated East.

In the final chapter of the book, Said offers an overview of Orientalism in the present day. With the rise of US (9) \_\_\_\_\_, the image and symbol of Islam and the Arab pervades American popular culture. Said argues that the historical impact of Orientalism is the creation of such popularized images in conjunction with expanding Western intervention in Arab and Islamic states. Furthermore, while Orientalism had operated previously as part of a (10) \_\_\_\_\_, it is now propelled by a Western liberal impetus to involve oneself in every aspect of the non-Western world. As this is the current state of affairs, Said wonders how the project of this book might challenge the forces of Orientalism.

- |                                      |                               |                                  |
|--------------------------------------|-------------------------------|----------------------------------|
| <b>A.</b> propagated the idea        | <b>E.</b> political influence | <b>I.</b> historical practice    |
| <b>B.</b> the Near East and Far East | <b>F.</b> an emphasis on      | <b>J.</b> in conjunction         |
| <b>C.</b> examine factors            | <b>G.</b> political affairs   | <b>K.</b> introduces the concept |
| <b>D.</b> persistent effort          | <b>H.</b>                     | <b>L.</b> conservative agenda    |
|                                      |                               | <b>M.</b> modernized form        |

- (11) to claim that something is true or correct, especially when it is not ...
- (12) to spread through and be easy to notice in every part of something...
- (13) to receive and pass on (news, a message, a television programme *etc.*). ...
- (14) to think about a problem or a situation and decide how you are going to deal with it ...
- (15) to look or seem as if (something is the case)...
- (16) something that encourages a process or activity to develop more quickly ...
- (17) the process of doing something again and again, usually to improve it, or one of the times you do it ....
- (18) to move, drive or push something forward or in a particular direction ...
- (19) morally wrong or evil ...
- (20) with very slight differences in meaning or expression ...

*C) Choose the best option to complete statements about the text or answer the question.*

(21) The Orient sometimes refers to \_\_\_\_\_.

- |                                      |  |
|--------------------------------------|--|
| <b>a.</b> the Near East              | <b>c.</b> the Far East                 |
| <b>b.</b> the Near East and Far East | <b>d.</b> the Middle East and Far East |

(22) \_\_\_\_\_ studies how Western dominance continues to influence Western intervention in the political affairs of the Middle East and Asia.

- |                        |                       |
|------------------------|-----------------------|
| <b>a.</b> The Occident | <b>c.</b> The West    |
| <b>b.</b> The Orient   | <b>d.</b> Orientalism |

(23) The Orient becomes more \_\_\_\_\_ as the West involves itself with the Orient.

- |                          |                           |
|--------------------------|---------------------------|
| <b>a.</b> puzzling       | <b>c.</b> simple          |
| <b>b.</b> understandable | <b>d.</b> straightforward |

(24) Arabs and Islamic people were described as \_\_\_\_\_ Europeans by Western cultural works.

- |                       |                       |
|-----------------------|-----------------------|
| <b>a.</b> senior than | <b>c.</b> inferior to |
| <b>b.</b> higher than | <b>d.</b> superior to |

*22. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.*

**1.** Karen says it takes less than an hour to drive there, but I'm sure she has got it wrong.

**MADE** Karen says it takes less than an hour to drive there, but she \_\_\_\_\_ a mistake.

2. If there is a fire, you must not use the lift to leave the building.  
**EVENT** \_\_\_\_\_ you must not use the lift to leave the building.
3. The manager accepted that he was fully responsible for the way his team performed.  
**TOOK** The manager \_\_\_\_\_ performance.
4. We should not accept sexist language and attitudes in the places where we work.  
**ACCEPTABLE** Sexist language and attitudes ought \_\_\_\_\_  
\_\_\_\_\_ our places of work.
5. His boss led him to believe that he would be promoted at the end of the year.  
**IMPRESSION** He \_\_\_\_\_ that he would be promoted at the end of the year.
6. They've cancelled this afternoon's match because of the bad weather.  
**CALLED** This afternoon's match \_\_\_\_\_ to the bad weather.
7. It's no secret that John moved to a part-time job so that he could spend more time playing golf.  
**ORDER** It's no secret that John moved to a part-time job \_\_\_\_\_ able to spend more time playing golf.
8. All the tickets have been sold, so it is impossible to rearrange the concert at this stage.  
**QUESTION** All the tickets have been sold, so there \_\_\_\_\_ the concert at this stage.
9. Although Clara and Mark have very different personalities and interests, they seem to have a good relationship.  
**ALONG** Although Clara and Mark have very different personalities and interests, they seem to \_\_\_\_\_ another very well.
10. They didn't mention the subject of unpaid holidays until the end of the interview.  
**BRING** Not until the end of the interview \_\_\_\_\_ the subject of unpaid holidays.

**WRITING**

22. Write a summary of the article *The Orient is the stage on which the whole East is confined*.
23. Write your opinions on questions 1-5. Use 25-30 words.
1. What is Edward Said's theory? \_\_\_\_\_  
\_\_\_\_\_
2. What is Edward Said best known for? \_\_\_\_\_  
\_\_\_\_\_
3. Can Edward Said be called a Marxist? \_\_\_\_\_  
\_\_\_\_\_
4. What is an example of Orientalism? \_\_\_\_\_  
\_\_\_\_\_
5. Is Orientalism a philosophy? \_\_\_\_\_  
\_\_\_\_\_

## UNIT 7

### THE GHETTO IS WHERE THE BLACK PEOPLE LIVE

ELIJAH ANDERSON (1943– )

#### Preparing to read

1. A) *Pair Work.* Discuss these questions with a partner.

1. What is class structure in sociology?
2. What is class structure according to Karl Marx?
3. What are the three types of classes according to Karl Marx?
4. What is the difference in defining ‘class’ by Marx and Weber?
5. What is the social structure of Max Weber?

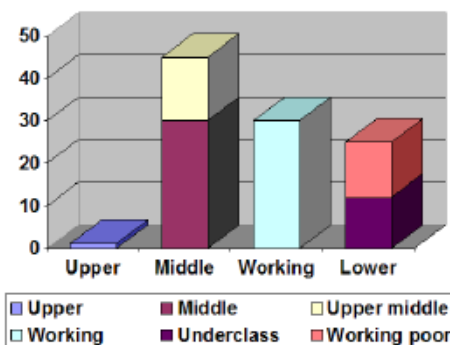
B) What is the **upper class**? What is the **middle class**? What is the **working class**? What is the **lower class**? Now read the definitions of these terms.

The term **upper class** refers to a group of individuals who occupy the highest place and status in society. These people are considered the wealthiest, lying above the working and middle class in the social hierarchy. Individuals who make up the upper class have higher levels of disposable income and exert more control over the use of natural resources. While the upper class makes up a small percentage of the overall population, it controls a disproportionately large amount of the overall wealth.

The **middle class** is a description given to individuals and households who typically fall between the working class and the upper class within a socio-economic hierarchy. In Western cultures, persons in the middle class tend to have a higher proportion of college degrees than those in the working class, have more income available for consumption, and may own property. Those in the middle class often are employed as professionals, managers, and civil servants.

(<https://socialsci.libretexts.org/Bookshelves/Sociology>)

**Working class** is a term used in the social sciences and in ordinary



conversation to describe those employed in lower tier jobs (as measured by skill, education, and income), often extending to those who are unemployed or otherwise earning below-average incomes. Working classes are mainly found in industrialized economies and in the urban areas of non-industrialized economies.

**Gilbert Model:** This is a model of the socio-economic stratification of American society

The **lower class** in the United States refers to individuals who are at, or near, the lower end of the socioeconomic hierarchy. As with all social classes in the United States, the lower class is loosely defined, and its boundaries and definitions are subject to debate. When used by social scientists, the lower class is

typically defined as service employees, low-level manual laborers, and the unemployed. Those who are employed in lower class occupations are often colloquially referred to as the working poor. Those who do not participate in the labor force, and who rely on public assistance, such as food stamps and welfare checks, as their main source of income, are commonly identified as members of the underclass, or, colloquially, the poor. Generally, lower class individuals work easily-filled employment positions that have little prestige or economic compensation. These individuals often lack a high school education.

(<https://www.investopedia.com/terms>)

*C) Work with your partner. Your understanding of the texts you read depends in part on your understanding of key terms. Pay careful attention to the explanations of these terms when matching them with their definitions.*

1. ghetto –	<i>a.</i> negative feelings that people have about particular circumstances or characteristics that somebody may have
2. violence –	<i>b.</i> 1. a violent criminal, especially one who is part of a gang; 2. a short term for neighborhood
3. disposable income –	<i>c.</i> this law makes it illegal to discriminate against someone on the basis of race, color, religion, national origin, or sex
4. stigma –	<i>d.</i> a calm and confident manner with control of your feelings or behaviour
5. Equal Employment Opportunity Act –	<i>e.</i> a poor area of a city where a particular group of people live isolated from the rest of the population, for example people of the same ethnic group or background
6. icon –	<i>f.</i> income remaining after deduction of taxes and other mandatory charges, available to be spent or saved as one wishes
7. hoodlum (= hood) –	<i>g.</i> a famous person or thing that people admire and see as a symbol of a particular idea, way of life, <i>etc.</i>
8. mindset –	<i>h.</i> the use of physical force to harm someone, to damage property, <i>etc.</i>
9. poise –	<i>i.</i> a connection or relationship between people or organizations; an official group of people who have joined together for a particular purpose
10. association –	<i>j.</i> a set of attitudes or fixed ideas that somebody has and that are often difficult to change

## VOCABULARY PRACTICE

2. A) Pronounce the words related to the theme:

**Elijah** [ɪˈlaɪdʒə]; **ghetto** [ˈɡetəʊ]; **associate** (v.) [əˈsəʊsiət / əˈsəʊʃiət]; **status** [ˈstetəs]; **emulate** (v.) [ˈemjuleɪt]; **assault** [əˈsɔːlt]; **acquit** [əˈkwɪt]; **chaotic**



[keɪ'ɒtɪk]; **impoverish** [ɪm'pɒvərɪʃ]

*B) Complete the word building table.*

Noun /Verb	Adjective/Adverb	Verb	Noun
crime –		– crime	
violence –		– violence	
riot –		to emulate –	
icon –		to prove –	
law –		to acquit –	
to impoverish –		to impoverish –	
– chaotic		to mimic –	
to deserve –		to insult [ɪn'sʌlt] –	
to bemuse –		to bemuse –	
to infest with drugs –		to induce –	
to assess –		to assess –	
to signify –		to signify –	
innocence –		– stigma	
to persist –		to persist –	

*C) Choose one of the words from the table for the gaps in the sentences below and use it in the correct form (for a verb or a noun).*

1. \_\_\_\_\_ is a fact, argument, or piece of evidence which shows that something is definitely true or definitely exists. 2. If you describe something or someone as an \_\_\_\_\_, you mean that they are important as a symbol of a particular thing. 3. If you \_\_\_\_\_ something or someone, you imitate them because you admire them a great deal. 4. \_\_\_\_\_ is the feeling that you have when you are puzzled or confused by something. 5. \_\_\_\_\_ is behaviour which is intended to hurt, injure, or kill people. 6. You can describe someone's behaviour or an event as \_\_\_\_\_ when it is noisy and lively in a rather wild way. 7. \_\_\_\_\_ is a formal declaration in a court of law that someone who has been accused of a crime is innocent. 8. If someone \_\_\_\_\_ you, they say or do something that is rude or offensive. 9. a) To \_\_\_\_\_ a state or condition means to cause it. b) If you \_\_\_\_\_ someone **to** do something, you persuade or influence them to do it. 10. When you \_\_\_\_\_ a person, thing, or situation, you consider them in order to make a judgment about them. 11. If you \_\_\_\_\_ something, you make a sign or gesture in order to communicate a particular meaning. 12. If someone or something \_\_\_\_\_ another person or thing, they try to be like them. 13. If someone is \_\_\_\_\_, they did not commit a crime which they have been accused of. 14. If someone or something \_\_\_\_\_, they are unfairly regarded by many people as being bad or having something to be ashamed of. 15. If something undesirable \_\_\_\_\_, it continues to exist. 16. If someone is \_\_\_\_\_, or if they do something which is \_\_\_\_\_, they use physical force or weapons to hurt, injure, or kill other people.

D)

Negative Prefixes / Suffixes	Negative Prefixes / Suffixes
violence –	lawful –
to criminalize –	moral –
seam – ( <i>adj.</i> )	to prove –

E)

Noun /Verb	Person	Noun /Verb	Person
to violate –		crime –	
to emulate –		riot –	
vacation –		to mimic –	
association –		addiction –	

3. How well do you know the vocabulary associated with this theme? The following words occur in the text. Fill in the correct word. Use a dictionary if necessary.

flight \_\_\_\_\_; assaults \_\_\_\_\_; proof of address \_\_\_\_\_;  
 riots \_\_\_\_\_; lawless \_\_\_\_\_; emulate \_\_\_\_\_; poise  
 \_\_\_\_\_; violence \_\_\_\_\_; infest \_\_\_\_\_; criminality  
 \_\_\_\_\_; laughed off \_\_\_\_\_; bemused \_\_\_\_\_; seamlessly  
 \_\_\_\_\_; iconic \_\_\_\_\_; reference point \_\_\_\_\_; induce  
 \_\_\_\_\_; exposed \_\_\_\_\_; deserving \_\_\_\_\_; disabuse  
 \_\_\_\_\_; persistent \_\_\_\_\_; acquitted (виправдовувати);  
 impoverished [im'pɒvərɪʃt] \_\_\_\_\_; insult ['ɪnsʌlt] \_\_\_\_\_

1. There is little evidence that juvenile \_\_\_\_\_ is increasing at a very much greater rate than crime in general. 2. We condemned the protesters' use of \_\_\_\_\_ against the police. 3. Sons are traditionally expected to \_\_\_\_\_ their fathers. 4. You will be asked to send copies of your passport and \_\_\_\_\_ in your name. 5. The professor used the study as a \_\_\_\_\_ for evaluating and discussing other theories. 6. They lost all their possessions during their \_\_\_\_\_ from the invading army. 7. When the election results were announced, it caused \_\_\_\_\_ in the capital. 8. She was \_\_\_\_\_ of all the charges against her. 9. The attack is one of a series of savage sexual \_\_\_\_\_ on women in the university area. 10. The gunfight is the single most \_\_\_\_\_ image of the Wild West. 11. Even after Princess Diana's tragic death, the laws were never changed to protect targets from the \_\_\_\_\_ paparazzi. 12. He warned that the breakdown of the family unit would lead to an \_\_\_\_\_ society. 13. Crime and drugs \_\_\_\_\_ the inner cities. 14. Some criminals are more \_\_\_\_\_ of their punishment than others. 15. She looked somewhat shaken and \_\_\_\_\_ by what had happened. 16. She seemed embarrassed for a moment but quickly recovered her \_\_\_\_\_. 17. His comments were seen as an \_\_\_\_\_ to the president. 18. Drinking too much coffee can also \_\_\_\_\_ heart problems. 19. He \_\_\_\_\_ suggestions that he was going to resign. 20. The computer animation blends \_\_\_\_\_ with the rest of the film. 21. I tried to \_\_\_\_\_ him of that notion. 22. Famine is a \_\_\_\_\_ problem in many parts of the world. 23. Children are \_\_\_\_\_ to new dangers on the internet.

**Language note:** *Infest* is usually passive, it is often used as a part of compound adjectives, e.g. *shark-infested/rat-infested etc.*

**4. Give a word or a phrase which means:**

1. a situation in which a large crowd of people are behaving in a violent and uncontrolled way, *especially* when they are protesting about *something* \_\_\_\_\_; 2. very poor; without money; poor in quality, because *something* is missing \_\_\_\_\_; 3. a basis or standard for evaluation, assessment, or comparison; a criterion \_\_\_\_\_; 4. (*with of*) worthy of being treated in a particular way \_\_\_\_\_; 5. to try to do *something* as well as *somebody* else because you admire them \_\_\_\_\_; 6. (*of people or their actions*) without respect for the law; (of a country or an area) where laws do not exist or are not obeyed \_\_\_\_\_; 7. to give a decision in a court of law that *someone* is not guilty of a crime \_\_\_\_\_; 8. behavior that is contrary to or forbidden by criminal law \_\_\_\_\_; 9. the act of running away from a dangerous or difficult situation \_\_\_\_\_; 10. the crime of physically attacking *someone* \_\_\_\_\_; 11. behavior involving physical force intended to hurt, damage, or kill *someone* or *something* \_\_\_\_\_; 12. evidence that a person has an actual physical address that matches their stated address \_\_\_\_\_; 13. being a famous person or thing that people admire and see as a symbol of a particular idea, way of life, *etc.* \_\_\_\_\_; 14. (*especially of insects or animals such as rats*) to exist in large numbers in a particular place, often causing damage or disease \_\_\_\_\_; 15. a calm confident way of behaving, combined with an ability to control your feelings or reactions in difficult situations \_\_\_\_\_; 16. a remark or an action that is said or done in order to offend *somebody* \_\_\_\_\_; 17. to try to make people think that *something* is not serious or important, *especially* by making a joke about it \_\_\_\_\_; 18. showing that you are confused and unable to think clearly \_\_\_\_\_; 19. without any sudden changes, interruptions, or problems \_\_\_\_\_; 20. to persuade someone that what they believe is not true \_\_\_\_\_; 21. to put *somebody/something* in a place or situation where they are not protected from *something* harmful or unpleasant \_\_\_\_\_; 22. continuing for a long period of time, or repeated frequently, *especially* in a way that is annoying and cannot be stopped \_\_\_\_\_; 23. (*formal*) to cause a particular physical condition \_\_\_\_\_

**5. Fill in the correct preposition where *necessary*.**

1. Left-wing opposition leaders, in flight \_\_\_\_\_ persecution, went across the border. 2. A degree in English could lead \_\_\_\_\_ a career in journalism. 3. The jury acquitted him \_\_\_\_\_ murder. 4. A significant number of indecent assaults \_\_\_\_\_ women go unreported. 5. He is deserving \_\_\_\_\_ better treatment than this. 6. Many divorced fathers only have access \_\_\_\_\_ their children at weekends. 7. It was an insult \_\_\_\_\_ her professionalism. 8. The candidate *laughed* \_\_\_\_\_ the question about his marriage. 9. The injury was serious, but he *laughed* it \_\_\_\_\_. 10. They deal \_\_\_\_\_ insults \_\_\_\_\_ laughing them \_\_\_\_\_ with friends. 11. The reaction \_\_\_\_\_ this structure has produced forms of politics that do not fit \_\_\_\_\_ traditional political categories. 12. He thought that all women liked children, but she soon disabused him \_\_\_\_\_

that idea (notion). 13. When he retired, he tried to distance himself \_\_\_\_ politics.  
14. Don't expose \_\_\_\_ children \_\_\_\_ danger.

6. A) Study the following information about the words **incident** and **accident** and then complete the sentences with one of them.

1. An **incident** is something that happens, often something that is unpleasant. *E.g. The voting went ahead without **incident**.*

2. An **accident** happens when a vehicle hits a person, an object, or another vehicle, causing injury or damage. If someone has an **accident**, something unpleasant happens to them that was not intended, sometimes causing injury or death. If something happens **by accident**, it happens completely by chance. *E.g. 5,000 people die every year because of accidents in the home.*

(<https://www.oxfordlearnersdictionaries.com/definition>)

B) 1. The police say the killing of the young man was an \_\_\_\_\_. 2. An apparently minor \_\_\_\_\_ sparked off rioting. 3. His bad behaviour was just an isolated \_\_\_\_\_. 4. She discovered the problem by \_\_\_\_\_. 5. Over 70,000 people are seriously injured every year in road \_\_\_\_\_. 6. She described the \_\_\_\_\_ as outrageous. 7. The \_\_\_\_\_ sparked a riot which lasted three days. 8. Ken had an \_\_\_\_\_ at work and had to go to hospital. 9. News is coming in of a major rail \_\_\_\_\_. 10. They all laughed as he recounted the amusing \_\_\_\_\_. 11. The demonstration passed off without \_\_\_\_\_. 12. 'This was an absolutely horrific \_\_\_\_\_,' said an ambulance spokesman. 13. The ice and poor visibility caused minor \_\_\_\_\_ all over the country. 14. He left after an embarrassing \_\_\_\_\_ in the bar. 15. It was the country's worst ever rail \_\_\_\_\_. 16. A woman is fighting for her life after a hit-and-run \_\_\_\_\_. 17. Saturday's \_\_\_\_\_ illustrates the fragility of the peace in the country. 18. The patrol had covered 200 miles without \_\_\_\_\_. 19. There is a relation between \_\_\_\_\_ rates and the numbers of drivers on the road. 20. An error in the translation nearly caused a diplomatic \_\_\_\_\_.

## GRAMMAR REVISION

7. A) Study the following information.

### Inversion

We can invert **the subject** and **the auxiliary verb** in the sentence to give emphasis. If there is no auxiliary verb, we use **do/does** (*Present Simple*) or **did** (*Past Simple*) in the interrogative. This happens:

- after certain expressions when they are placed at the beginning of a sentence. These are: **Barely, Hardly (ever) ... when, In no way, In/Under no circumstances, Little, Never (before), Nor/Neither, No sooner ... than, Not even once, Not only ... but also, Not since, Not till/until, Nowhere, Only by, Only in this way, On no account, On no occasion, Only then, Rarely, Scarcely (ever) ...when, Seldom etc.** *E.g. Under no circumstances **should you** open the door. **Seldom do we** see him these days. **Only after, only by, only if, only when, not since, not till/until** used at the beginning cause inversion of*

the subject and the auxiliary verb in the main clause. E.g. **Only when** they had left, **did she** burst into tears.

- in conditionals when **should, were, had** (*Past Perfect*) are placed at the beginning of the sentence. Note that 'if' is omitted. E.g. **Should you** come early, we'll go to the theatre. (*If you should come ... Type 1*) **Were I** you, I would see a doctor. (*If I were you ... Type 2*) **Had he** been asked, he would have helped. (*If he had been asked, ... Type 3*)
- after **so, such, to such a degree** (*in result clauses*) placed at the beginning of the sentence. E.g. **So short is she** that she can't reach the shelf.
- after **as, neither/nor, so** to express agreement. E.g. 'He likes reading.' '**So does** his wife.' ('So' is used to agree with an affirmative sentence.) 'She doesn't like going to the theatre.' '**Neither/Nor do I.**' ('Neither/Nor' is used to agree with a negative sentence.) His classmates admire him, **as do** his teachers.

In the following structures we invert **the subject** and **the main verb**.

- after **adverbs of place**. E.g. Here **comes Ann!** (*But: Here she comes!*) Here **is her bag!** (*but: Here it is!*)
- in **Direct Speech** when the reporting speech comes after the quote and the subject is a noun. E.g. 'What awful weather!' **said Mary.** ('Mary said' is also possible. *But: 'What awful weather!' she said*)
  - (FCE Use of English: For the revised Cambridge Examination 2. Virginia Evans – Express Publishing, 1996)

**B) Complete the sentences using the words in bold. Use two to five words.**

1. We can get into the house only if you have a key.  
**can** Only if you have a key can we get into the house.
2. If the weather gets any colder, we'll turn on the heating.  
**get** Should \_\_\_\_\_ we'll turn on the heating.
3. He had just entered when the telephone rang.  
**sooner** No \_\_\_\_\_ the telephone rang.
4. He visits us so rarely that I can hardly remember what he looks like.  
**visit** So \_\_\_\_\_ that I can hardly remember what he looks like.
5. Mark works so hard that I'm sure he'll be promoted soon.  
**does** So \_\_\_\_\_ that I'm sure he'll be promoted soon.
6. If you had been there, you would have enjoyed it.  
**been** Had \_\_\_\_\_ would have enjoyed it.
7. He spoke to me only after I spoke to him.  
**speak** Only after I spoke to him \_\_\_\_\_ to me.
8. I realised who she was only after a few minutes.  
**realise** Only after a few minutes \_\_\_\_\_ she was.
9. Jane won't get on a plane under any circumstances.  
**will** Under \_\_\_\_\_ on a plane.
10. She didn't know that her wish would come true.  
**did** Little \_\_\_\_\_ her wish would come true.
11. He didn't laugh once all evening.

- did** Not \_\_\_\_\_ all evening.
- 12.** They scarcely talk to each other any more.
- do** Scarcely \_\_\_\_\_ each other any more.
- 13.** The restaurant rarely gets so crowded.
- get** Seldom \_\_\_\_\_ so crowded.
- 14.** If he had had left earlier, he would have been on time.
- he** Had \_\_\_\_\_ have been on time.
- 15.** She was so happy that she decided to celebrate.
- she** So \_\_\_\_\_ she decided to celebrate.
- 16.** This is the only way that we can be sure we are right.
- in** Only \_\_\_\_\_ be sure we are right.
- 17.** If he notices anything, we'll be in trouble.
- notice** Should \_\_\_\_\_, we'll be in trouble.
- 18.** Sarah forgot to take her purse and her handbag too.
- did** Sarah didn't remember to take her purse; \_\_\_\_\_ to take her handbag.
- 19.** He was so scared that he could hardly breathe.
- fear** Such \_\_\_\_\_ he could hardly breathe.
- 20.** She performed so well that she won an Oscar.
- perform** So \_\_\_\_\_ that she won an Oscar.
- 21.** Thailand is warmer and cheaper than England.
- only** Not \_\_\_\_\_ than England, it's cheaper too.
- 22.** If I were you, I would try calling her again.
- you** Were \_\_\_\_\_ calling her again.
- 23.** The weather hasn't been this warm since last summer.
- has** Not since last summer \_\_\_\_\_ this warm.
- 24.** You must not miss the plane on any account.
- no** On \_\_\_\_\_ the plane.
- 25.** She had just left when the boss asked to see her.
- sooner** No \_\_\_\_\_ the boss asked to see her.
- 26.** You will only understand him if you speak French.
- will** Only \_\_\_\_\_ you understand him.
- 27.** If you don't apologise, he will never forgive you.
- not** Should \_\_\_\_\_, he will never forgive you.

### Thinking about the topic

**8. Group Work.** Look at these questions. What do you know about them? Discuss in small groups:

1. What is called ghetto in your opinion?
2. Do you know the origin of the word ghetto?
3. Is the meaning of ghetto and hood the same?
4. Is hood a gangster?
5. What is the difference between a ghetto and a slum from your point of view?

**B)** Study the key dates in context with the iconic ghetto.



KEY DATES

**1903** W.E.B. Du Bois says the problem of the 20th century is the problem of the color line.

**Early 20th century** Blacks migrate from the rural South to cities throughout the US.

**1920** Black political leader Marcus Garvey holds an international convention in Harlem, the traditionally black area of New York City.

**1960s** There is a ‘white flight’ from areas in the US where black people live, leading to ‘black ghettos.’

**1972** The Equal Employment Opportunity Act is passed in the US.

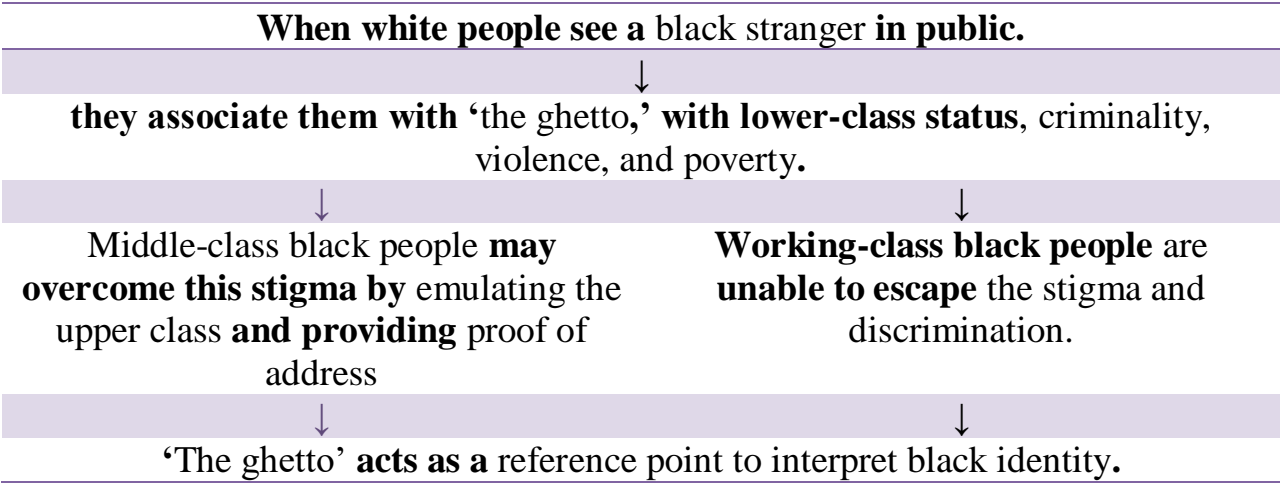
**1992** Riots take place in Los Angeles after police are filmed beating a black motorist, Rodney King, and then acquitted of his assault.

*C) Pair work Ask and answer questions about the key dates and events in context with race and ethnicity.*

9. Now read the text

THE GHETTO IS WHERE THE BLACK PEOPLE LIVE

In 2012, Elijah Anderson wrote ‘The Iconic Ghetto,’ which argued that many Americans associate the ghetto with a place where ‘the black people live.’ He said that to these same Americans, the ghetto symbolizes a lawless, impoverished, drug-infested, chaotic area of the city, ruled by violence. So when they think of ‘black people,’ they imagine them as immoral, drug-addicted, criminal ‘hoods,’ deserving of prejudice and discrimination impoverished, drug-infested, chaotic area of the city, ruled by violence. So when they think of ‘black people,’ they imagine them as immoral, drug-addicted, criminal ‘hoods,’ deserving of prejudice and discrimination.



Anderson gives the example of a racist incident while he was on holiday in a ‘pleasant Cape Cod town full of upper-middle-class white vacationers.’ As he enjoyed a jog through the town, a middleaged white man blocked the road with his car, and shouted ‘Go home!’ to Anderson. Bemused, Anderson later questioned what the man meant, and realized that it was an order to ‘go home’ to the ghetto.



The institution of the ghetto is persistent, says Anderson, and it leads many to think that the black person's place is most often in the ghetto, not in middle-class society.

### Iconic status

Most black people in America do not come from a ghetto, and legally they have access to the same schooling and job opportunities as white people. However, because



'the ghetto' has reached iconic status, it operates as a mindset, and black people of all classes find themselves having to prove that they are not from the ghetto before they do anything else. Anderson says that middle-class black people do this by 'speaking white' (mimicking the formal speech style of upper-middle-class whites), or demonstrating exceptional intelligence, manners, and poise. They deal with insults by laughing them off with friends, but in fact these small events, like Anderson's jogging incident,

can make 'the scales fall from one's eyes' and induce a feeling of having been a fool for believing that they fitted seamlessly into society.

### Disproving the ghetto

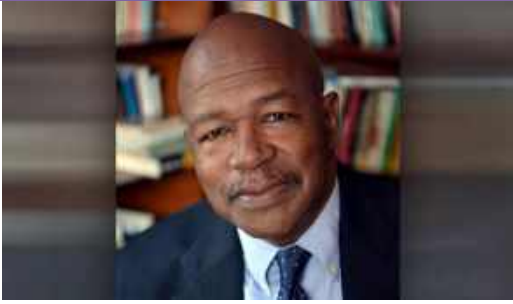
Middle-class black people can work to disabuse others of this "assessment," Anderson says, but the problem for poorer black people is less easily solved. If they actually live in a ghetto, how can they distance themselves from all its associations? How do workingclass black people signify that they are not violent drug addicts, or in any way counteract the prejudice already operating against them?

"The black man is treated as a dangerous outsider until he proves he is worthy of trust."

**Elijah Anderson**

Anderson points to the shooting of Trayvon Martin in 2012: the unarmed, innocent 17-year-old was shot dead by a neighborhood watch coordinator, who said Martin looked 'out of place.' This exposes the danger of many white people's belief that black people come from, and should remain in, 'the ghetto,' not white neighborhoods.

According to Anderson, the idea that black people have a specific 'place' in society (the 'ghetto') persists in the imagination of white people. This is despite a black presence in every social class and neighborhood. The iconic ghetto acts to continually stigmatize people with black skin, and treat them as 'dangerous outsiders.'



### Elijah Anderson

Elijah Anderson is one of the leading urban ethnographers in the US. He was born on a plantation in Mississippi during World War II. His parents were originally sharecroppers who picked cotton, but after his father's experience of fighting as a soldier in

Europe during the war, the family found the racism of the South intolerable and moved to Chicago and then Indiana, both in the north of the country.

Anderson studied sociology at Indiana University and then Chicago, where his dissertation on black street corner men became his first book, *A Place on the Corner* (1978). He was Vice President of the American Sociological Association (ASA) in 2002, and has won many awards, including the ASA's Cox-Johnson-Frazier Award.

#### Key works

**1990** *Streetwise*

**1999** *Code of the Street: Moral Life of the Inner City*

**2012** 'The Iconic Ghetto'

(Megan Todd. *The Sociology Book: Big Ideas Simply Explained* (DK Big Ideas): Tomley Sarah, Hobbs Mitchell, Todd Megan, Weeks Marcus, DK)

## AFTER YOU READ

### COMPREHENSION EXERCISES

10. Choose the best option to complete statements about the text or answer the question.

1. The problem of the color line was first introduced by \_\_\_\_.

a. Marcus Garvey

c. Elijah Anderson

b. W.E.B. Du Bois

d. Edward Said

2. A 'white flight' meant that white people \_\_\_\_ 'black ghettos.'

a. moved to

c. moved from

b. lived in

d. returned to

3. Riots took place in Los Angeles after the police were \_\_\_\_ on Rodney King, a black motorist.

a. found guilty of beating

c. accused of

b. charged with assault

d. acquitted of assault

4. The iconic ghetto reinforces what the institution of slavery so effectively established: \_\_\_\_ in the American racial order, especially in the public mindset.

a. the Black person's lowly 'place'

c. little private investment

b. low property values

d. the black middle class

5. 'When you walk down the street as a Black person, a lot of people associate you with that \_\_\_\_ long before they associate you with a white, middle class space,' said Anderson.

a. discrimination

c. ghetto

- b.* prejudice

*d.* color line
6. Anderson said the ‘iconic ghetto’ is no longer \_\_\_\_, but rather the source of prejudice and discrimination that Black people feel every day.
- a.* a stereotype

*c.* presupposition
- b.* a physical space

*d.* hypothesis
7. ‘The Black person because of this dynamic moves about with this deficit of credibility until they can \_\_\_\_ people of the idea that their ghetto stereotypes apply to him or her,’ said Anderson.
- a.* disabuse

*c.* discourage
- b.* deceive

*d.* prevent

11. Match the key terms with their definitions.

1. proof of address –	<i>a.</i> a large formal meeting for people who belong to the same profession or organization or who have the same interests
2. reference point –	<i>b.</i> to show that something is wrong or not true
3. to disprove –	<i>c.</i> this information can come from a number of documents, but is necessary to proving where you live; a utility bill, credit card statement, lease agreement or mortgage statement will all work to prove residency
4. to disabuse –	<i>d.</i> a farmer, <i>esp.</i> a tenant farmer, who pays over a proportion of a crop as rent
5. assessment –	<i>e.</i> to cause someone no longer to have a wrong idea
6. innocence –	<i>f.</i> something which you use to help you understand a situation or communicate with someone
7. convention –	<i>g.</i> the fact of being not guilty of a crime; lack of knowledge and experience of the world, especially of evil or unpleasant things
8. sharecropper –	<i>h.</i> an intentional or reckless act that causes another person to expect to be subjected to immediate and unlawful violence
9. riot –	<i>i.</i> an opinion or a judgement about somebody/something that has been thought about very carefully
10. assault –	<i>j.</i> a situation in which a group of people behave in a violent way in a public place, often as a protest

12. **Synonyms:** Find the words in the text that have a similar meaning and write them on the lines below.

1. bewildered .....
2. to imitate .....
3. mentality .....
4. balance .....
5. smoothly .....
6. not guilty .....

**SPEAKING**

**13. A) Pair Work.** *Answers the questions in pairs*

1. What did many Americans associate the ghetto with, according to Elijah Anderson?
2. What does the ghetto symbolize to these same Americans?
3. How do these Americans imagine black people?
4. What example of a racist incident does Anderson give?
5. How does Anderson describe the institution of the ghetto

**Iconic status**

1. Do most black people in America come from a ghetto? What do they legally have access to?
2. Why does the ghetto operate as a mindset? How do middle-class black people prove that they are not from the ghetto?
3. How do they deal with insults? But what happens in fact?

**Disproving the ghetto**

1. Why do middle-class black people work, from Anderson's point of view? Is the problem for poorer black people easily solved?
2. What questions arise for people who live in a ghetto?
3. What example does Anderson give? What danger does this example expose?
5. What idea persists in the imagination of white people, according to Anderson?
6. How does the iconic ghetto act and treat people with black skin?

**B)** *Now look back at the text and check your answers.*

**14. A) Group Work.** *On the basis of the information found in the texts, prepare your presentations about **the ghetto is where the black people live**. Every member of each group should participate in presenting the material. So, decide who will speak on what aspect in advance.*

**B)** *Discuss these questions with your partners.*

1. What does the iconic ghetto refer to?
2. What is the concept of ghetto?

**PREPARING FOR THE EXAM**

**15.** *For gaps 1 – 15, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).*

Through (0) **the** 1940s, 1950s, and 1960s, blacks, along (1) \_\_\_\_ progressive whites, struggled to transform the structures that subjugated African (2) \_\_\_\_\_. As the civil (3) \_\_\_\_ movement culminated (4) \_\_\_\_ urban uprisings and conflagrations in ghettos across the country, the (5) \_\_\_\_ *ghetto* became synonymous with militancy and violence. (6) \_\_\_\_ fearsome was this phenomenon that the committee appointed (7) \_\_\_\_ investigate its causes and suggest solutions was called the National Advisory Commission (8) \_\_\_\_ Civil Disorders. The public image of the ghetto as a powder keg packed with anger just waiting to explode in looting and burning was powerfully underscored in 1992, when riots (9) \_\_\_\_

ignited in Los Angeles by the acquittal of the police officers charged in the beating of Rodney King. In more recent times, broadcast and print media consistently reinforce the notion of the black ghetto (10) \_\_\_\_ a chaotic place where crime and mayhem [*'meɪhəm*] are common.

In the 1960s, massive police power (11) \_\_\_\_ applied to quell unrest, and many ghetto residents were killed or injured and many more left homeless. The War on Poverty, which initially was an effort to cool out these riots, soon degenerated (12) \_\_\_\_ a war on the poor. At the same time, a racial incorporation process that began in response to the civil rights movement allowed a relatively large proportion of blacks to escape the ghetto and move into the (13) \_\_\_\_ class. Educational opportunities for all blacks dramatically expanded. Fair housing legislation enabled affluent black families to relocate to the suburbs, as their white counterparts (14) \_\_\_\_ done before them. Fair employment practices and laws expanded the range of occupations open to black job-seekers, with affirmative action programs being the most consequential. The primary rationale for these new employment policies was that the underrepresentation of African Americans in professional and managerial positions was due chiefly (15) \_\_\_\_ pervasive [*pə'veɪsɪv*] and entrenched patterns of racial discrimination; the integration of neighborhoods, schools, and workplaces was supposed to overcome the legacies of the past and ensure more equal opportunities in the future.

(<https://journals.sagepub.com/doi>)

**16.** Put each of the following words or phrases in its correct place in the text.

- |                      |                            |                   |
|----------------------|----------------------------|-------------------|
| A. inner-city        | E. pejorative              | I. on the edge    |
| B. better-off        | F. residential segregation | J. imagine        |
| C. direct experience | G. stereotypes             | K. Jewish ghettos |
| D. refers            | H. threaten                | L. ghetto areas   |

African American ghettos, like (1) \_\_\_\_ in Europe, began in (2) \_\_\_\_\_. For contemporary Americans, both black and white, the word *ghetto* has generally come to be associated with (3) \_\_\_\_ neighborhoods where poor black people live. It (4) \_\_\_\_ powerfully to the neighborhoods in which blacks have been concentrated; in popular parlance, it is 'the black side of town,' or the 'hood.' Over time, through ethnic and racial residential succession, (5) \_\_\_\_ expand and contract. As they (6) \_\_\_\_ to engulf nearby neighborhoods, economically (7) \_\_\_\_ whites and others tend to flee. Alternatively, gentrifying neighborhoods (8) \_\_\_\_ of the ghetto may draw well-off whites and others (*Anderson 1990*).

For both blacks and whites, the term *ghetto* is almost always (9) \_\_\_\_\_. Outsiders typically have little (10) \_\_\_\_ with the ghetto; they gain their perspective from the media, from tales shared by friends, from fleeting glimpses of the ghetto's inhabitants downtown, or, in some cases, from having been threatened by residential racial succession themselves, with their own neighborhoods moving toward becoming ghettos. Accordingly, they (11) \_\_\_\_ the ghetto as impoverished, chaotic, lawless, drug-infested, and ruled by violence. Like most (12) \_\_\_\_\_, this image contains elements of truth, but it is for the most part false.

(<https://journals.sagepub.com>)



17. Read the text and decide which word **A**, **B**, **C** or **D** best fits each space.

In the past, the black stranger (0) **B** himself in a white area might be correctly (1) \_\_\_\_\_ as someone from the ghetto. Today, this association is likely (2) \_\_\_\_\_ wrong, for the black stranger may be from a (3) \_\_\_\_\_ gated community, an upscale apartment building, or a suburb. For (4) \_\_\_\_\_ whites, black people's most important characteristic is their color, a profound marker of their (5) \_\_\_\_\_ and identity. Blackness is, as Everett Hughes put it, a 'master status-determining characteristic', (6) \_\_\_\_\_ other attributes of identity based on class, ethnicity, or sexual orientation. Misjudgments on this score are common. Even (7) \_\_\_\_\_ middle-class blacks may mistake an anonymous black person for someone from the ghetto.

The black middle class is now much (8) \_\_\_\_\_ than it has ever been. Many blacks now live and work in (9) \_\_\_\_\_ mixed settings where people like themselves rarely appeared in the past. These situations produce contradictions and dilemmas of status for both whites and blacks, albeit [*ə'l'bi:t*] in different ways. Many white people express (10) \_\_\_\_\_, and sometimes resentment, when blacks occupy positions at odds with ordinary expectations. Their color often renders blacks (11) \_\_\_\_\_ for the consideration and privileges that accrue to whites of their class.

As the presence of blacks and other people of color in the workplace and other areas (12) \_\_\_\_\_, the argument that racism is the sole factor denying opportunities to blacks and that the system itself is racially (13) \_\_\_\_\_ loses its force. Accordingly, racism becomes (14) \_\_\_\_\_ degraded as an explanation for inequality. In essence, the power of racial exclusion as a concept has been weakened by the proliferation of token blacks who (15) \_\_\_\_\_ **to** the appearance of inclusiveness in the workplace and other areas of American life.

(<https://journals.sagepub.com>)

0.	A. present	B. <b>presenting</b>	C. presented	D. presents
1.	A. discovered	B. distinguished	C. located	D. identified
2.	A. being	B. be	C. to be	D. is
3.	A. nearby	B. nearside	C. nearly	D. nearness
4.	A. tolerant	B. unbiased	C. broad-minded	D. bigoted
5.	A. state	B. status	C. prestige	D. condition
6.	A. superseding	B. being superseded	C. superseded	D. supersede
7.	A. another	B. other	C. the other	D. others
8.	A. more larger	B. more large	C. large	D. larger
9.	A. race	B. racial	C. racially	D. racist
10.	A. harmony	B. consonance	C. dissonance	D. agreement
11.	A. ineligible	B. eligible	C. acceptable	D. entitled
12.	A. decreases	B. increases	C. declines	D. falls
13.	A. inclusive	B. exclusive	C. exclusion	D. exclusionary
14.	A. prematurely	B. maturely	C. un maturely	D. premature
15.	A. influence	B. provide	C. contribute	D. donate







- a.** both  
**b.** either  
**c.** neither  
**d.** none
21. I prefer eating out \_\_\_\_ cooking at home.  
**a.** than  
**b.** from  
**c.** to  
**d.** of
22. \_\_\_\_ seem to be a lot of people here today.  
**a.** They  
**b.** There  
**c.** It  
**d.** These
23. Her condition is \_\_\_\_ better than it was yesterday.  
**a.** many  
**b.** very  
**c.** far  
**d.** any
24. Hurry! There is very \_\_\_\_ time left.  
**a.** little  
**b.** few  
**c.** several  
**d.** many

## HOME ASSIGNMENT

20. Complete the sentences using the words in bold. Use two to five words.

1. This is the only way that we can be sure we are right.  
**in** Only \_\_\_\_\_ be sure we are right.
2. If he notices anything, we'll be in trouble.  
**notice** Should \_\_\_\_\_, we'll be in trouble.
3. Sarah forgot to take her purse and her handbag too. **did** Sarah didn't remember to take her purse; \_\_\_\_\_ to take her handbag.
4. He was so scared that he could hardly breathe.  
**fear** Such \_\_\_\_\_ he could hardly breathe.
5. She performed so well that she won an Oscar.  
**perform** So \_\_\_\_\_ that she won an Oscar.
6. Thailand is warmer and cheaper than England. **only**  
 Not \_\_\_\_\_ than England, it's cheaper too.
7. If I were you, I would try calling her again.  
**you** Were \_\_\_\_\_ calling her again.
8. The weather hasn't been this warm since last summer. **has** Not since last summer \_\_\_\_\_ this warm.
9. You must not miss the plane on any account.  
**no** On \_\_\_\_\_ the plane.
10. She had just left when the boss asked to see her.  
**sooner** No \_\_\_\_\_ the boss asked to see her.
11. You will only understand him if you speak French.  
**will** Only \_\_\_\_\_ you understand him.
12. If you don't apologise, he will never forgive you.  
**not** Should \_\_\_\_\_, he will never forgive you.

21. **Grammar Revision** Complete the sentences using the words in bold. Use two to five words.

1. Shall I help you with your English home task?  
**like** Would \_\_\_\_\_ you with your English home task?
2. Raymond started driving ten years ago.  
**been** Raymond \_\_\_\_\_ ten years.
3. I'm sure she is working hard.  
**be** She \_\_\_\_\_ hard.
4. The thief wore gloves in order not to leave fingerprints.  
**that** The thief wore gloves \_\_\_\_\_ leave fingerprints.
5. She wished she had left earlier.  
**having** She \_\_\_\_\_ earlier.
6. It's the first time she's ever been on a plane.  
**never** She \_\_\_\_\_ plane.
7. 'No, I didn't take the money from the till,' she said.  
**taken** She \_\_\_\_\_ from the till.
8. I won't stand for any more of this nonsense.  
**put** I \_\_\_\_\_ any more of this nonsense.
9. Nina was driving the car at the time of the accident, but I don't think it was her fault.  
**responsible** Nina was driving the car at the time of the accident, but I don't \_\_\_\_\_ it.
10. Jack has such a vivid imagination that it's possible that he invented the whole story.  
**made** Jack has such a vivid imagination that he might \_\_\_\_\_ the whole story.

22. Find the word which should not be in the sentence.

1	If you shall pay attention, maybe you'll learn something.	shall
2	If Tom is busy, will ask Sarah to help.	
3	If only she had been caught that train.	
4	It's time we had announced the winner.	
5	He'd better to pay off his debts before he buys a car.	
6	I'd rather to write a project than sit an exam.	
7	If only that I hadn't lost my traveller's cheques.	
8	Suppose he had caught you stealing, what would you do?	
9	Had if he known it was her birthday, he would have bought her a present.	
10	Take my business card in case you will want to contact me.	

WRITING

23. Write a summary of the article *The ghetto is where the black people live*.
24. Write your opinions on questions 1-5. Use 25-30 words.
1. What is Elijah Anderson famous for? \_\_\_\_\_
2. What method did Elijah Anderson use? \_\_\_\_\_

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3. Are there street rules? What are street rules? \_\_\_\_\_

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4. What is the code of the streets in sociology? \_\_\_\_\_

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5. What do you think Anderson means by decency? \_\_\_\_\_

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## UNIT 8

### THE TOOLS OF FREEDOM BECOME THE SOURCES OF INDIGNITY

RICHARD SENNETT (1943–

#### Preparing to read

1. A) *Pair Work.* Discuss these questions with a partner.

1. Do you know what an IQ test is?
2. What kind of questions could be on an IQ test?
3. Is 120 IQ good in your opinion?
4. What do you know about the American Dream?
5. Can you give American Dream examples?

B) What is *an IQ test*? What is the true meaning of *the American Dream*? Read the definitions and compare them with your answers.



An **IQ test**, short for ‘intelligence quotient’, is an assessment that measures a range of cognitive abilities and provides a score that is intended to serve as a measure of an individual’s intellectual abilities and potential. IQ tests are among the most administered psychological tests.

That being said, while IQ scores can determine intellectual potential or someone’s expected capabilities, it

doesn’t necessarily mean they’re smart. Intelligence comes from so many different emotional and experiential places there is no one test to determine how smart someone is. IQ tests are helpful for some things – like determining disability – and less so for others.

To understand what these scores truly mean, it is essential to look at exactly how these test scores are calculated. Today, many IQ tests are standardized, and scores are derived by comparing individual performance against the norm for people in that age group.

While many tests utilize similar methods to derive their scores, it is also important to note that each IQ test is different. Additionally, scoring methods may not be the same from one test to another.

IQ is a type of standard score that indicates how far above, or how far below, his/her peer group an individual stands in mental ability according to Mensa International, an organization for people scoring in the top 2% for IQ.

(<https://www.verywellmind.com/how-are-scores-on-iq-tests-calculated>)

**IQ Test Question**

G	E	T
I	C	A
S	T	R

What word can you form using all the letters in the box?



If you ask most people around the world what they mean by the ‘**American dream**,’ nearly all will respond with some version of upward social mobility, the American success story, or the self-made man (rarely the self-made woman). Perhaps they will invoke the symbolic house with a white picket fence that suggests economic self-sufficiency and security; many will associate the phrase with the land of opportunity for immigrants. No less an authority than the Oxford English Dictionary defines the American dream as ‘the ideal that every citizen of the United States should have an equal opportunity to achieve success and prosperity through hard work, determination, and initiative.’



(<https://www.bushcenter.org/catalyst/state-of-the-american-dream>)

*C) Work with your partner. Your understanding of the texts you read depends in part on your understanding of key terms. Pay careful attention to the explanations of these terms when matching them with their definitions.*

1. destiny ( <i>un.</i> ) –	<i>a.</i> an area of a country or city where the people have a different religion, culture or nationality from those who live in the country or city that surrounds it
2. paradox –	<i>b.</i> their work consists of writing or dealing with documents, and does not seem very useful or important. ( <i>British, disapproval</i> )
3. urbanization –	<i>c.</i> used to add to a negative statement, to disagree with a negative statement by someone else, or to answer no to a question
4. enclave –	<i>d.</i> the force that some people think controls what happens in the future, and is outside human control
5. hierarchy –	<i>e.</i> not having enough of something or any of it
6. pen pushing job–	<i>f.</i> a situation or statement that seems impossible or is difficult to understand because it contains two opposite facts or characteristics
7. on the contrary –	<i>g.</i> a system, especially in a society or an organization, in which people are organized into different levels of importance from highest to lowest
8. a shoeshine boy –	<i>h.</i> the process in which towns, streets, factories, etc. are built where there was once countryside as well as the process in which more and more people start to live and work in towns and cities rather than in the country
9. look down on –	<i>i.</i> an occupation in which a person cleans and buffs shoes and then applies a waxy paste to give a shiny appearance and a protective coating; they are often known as _____ because the job was traditionally done by a male child

10. be lacking in –	j. think that you are better than someone else, for example because you are more successful, or of a higher social class than they are
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VOCABULARY PRACTICE

2. A) Pronounce the words related to the theme:

**quotient** ['kwəʊʃnt]; **arbitrary** ['ɑːbɪtrəri]; **to alienate** ['eɪliəneɪt]; **urbanization** (Br. urbanisation) [ˌzːbənəɪ'zeɪʃn]; **enclave** ['enkleɪv]; **hierarchy** ['haɪərəːki]; **admonition** [ˌædmə'nɪʃn]; **meritocracy** [ˌmerɪ'tɒkrəsi]; **adequacy** ['ædɪkwəsi]; **subtle** ['sʌtl]; **cello** ['tʃeləʊ]

B) Complete the word building table.

Noun/Verb	Adjective/Adverb	Verb	Noun
paradox –		to rely –	
ability –		– ability	
prosperity –		– prosperity	
collaboration –		– collaboration	
urbanization –		to afflict –	
to injure –		to injure –	
to alienate –		to alienate –	
ridicule –		– ridicule	
to possess –		to possess –	
– capable		to accuse –	
– hostile		to disdain –	
diligence –		to betray –	
– dirty		to ascend –	
– lazy		to disembark (Am. debark) –	
– secretive		– admonition	
affluence –		– excellence	
worth –		to strive –	
purity –		– purity	

C) Choose one of the words from the table for the gaps in the sentences below and use it in the correct form (for a verb or a noun).

1. An \_\_\_\_\_ is something which causes physical or mental suffering. 2. To \_\_\_\_\_ a person **from** someone or something that they are normally linked with means to cause them to be emotionally or intellectually separated from them. 3. If people or businesses \_\_\_\_\_, they are successful and do well. 4. a) If someone suffers \_\_\_\_\_ **to** their feelings, they are badly upset by something. b) If they suffer \_\_\_\_\_ **to** their reputation, their reputation is seriously harmed. 5. If you \_\_\_\_\_ someone or \_\_\_\_\_ their ideas or beliefs, you make fun of them in an unkind way. 6. A person's or thing's \_\_\_\_\_ **on** something is the fact that they need it and often cannot live or work without it. 7. a) If someone \_\_\_\_\_ their country or their friends, they



give information to an enemy, putting their country’s security or their friends’ safety at risk. b) If you \_\_\_\_\_ someone who loves or trusts you, your actions hurt and disappoint them. 8. \_\_\_\_\_ is unfriendly or aggressive behaviour towards people or ideas. 9. Someone who is \_\_\_\_\_ works hard in a careful and thorough way. 10. Your \_\_\_\_\_ are the things that you own or have with you at a particular time. 11. a) If something \_\_\_\_\_, it moves up, usually vertically or into the air. b) If you \_\_\_\_\_ in your career or in society, you gradually achieve success or a higher status. 12. When passengers \_\_\_\_\_ **from** a ship, aeroplane, or bus, they leave it at the end of their journey. 13. If you say that something is \_\_\_\_\_ having, you mean that it is pleasant or useful, and therefore a good thing to have. 14. \_\_\_\_\_ science or \_\_\_\_\_ research is concerned only with theory and not with how this theory can be used in practical ways. 15. If you feel \_\_\_\_\_ **for** someone or something, you dislike them because you think that they are inferior or unimportant. 16. If you \_\_\_\_\_ someone, you tell them very seriously that they have done something wrong. 17. If you are \_\_\_\_\_, you have a lot of money. 18. If you \_\_\_\_\_ to do something or \_\_\_\_\_ **for** something, you make a great effort to do it or get it. 19. If someone \_\_\_\_\_ **in** something or \_\_\_\_\_ **at** it, they are very good at doing it.

D)

Negative Prefixes / Suffixes	Negative Prefixes / Suffixes
dignity –	capable –
adequacy –	worth / worthy –
esteem –	educated –

E)

Noun/Verb	Person	Noun/Verb	Person
essay –		to possess –	
industry –		Bohemia –	
Slavic ['sla:vɪk] = <i>Slavonic (language)</i>		Judaism –	
–			

**Language Note:** Bohemia, [bəʊ'hi:mɪən] – area and former country in the Czech Republic

3. How well do you know the vocabulary associated with this theme? The following words occur in the text. Fill in the correct word. Use a dictionary if necessary.

A) **prosperity** \_\_\_\_\_; **accompanied** (accompany) \_\_\_\_\_; **collaboration** \_\_\_\_\_; **coffin** (*Am. casket*) \_\_\_\_\_; **arbitrary** \_\_\_\_\_; **ridicule** \_\_\_\_\_; **destiny** \_\_\_\_\_; **afflict** \_\_\_\_\_; **switched** \_\_\_\_\_; **imperative** \_\_\_\_\_; **disdain** \_\_\_\_\_; **expose** \_\_\_\_\_; **diligent** \_\_\_\_\_; **self-reliance** \_\_\_\_\_; **influx** \_\_\_\_\_; **enable** \_\_\_\_\_; **indignity** \_\_\_\_\_; **alienated** \_\_\_\_\_

1. She developed a strong sense of \_\_\_\_\_ and independence at an early

age. 2. A broad and balanced education is an \_\_\_\_\_ for raising standards. 3. This new programme will \_\_\_\_\_ older people to study at college. 4. She felt that her \_\_\_\_\_ had been shaped by her gender. 5. In the absence of any clear division between administrative and judicial functions, even the humblest official enjoyed \_\_\_\_\_ power. 6. A procession of mourners slowly followed the \_\_\_\_\_. 7. Our future \_\_\_\_\_ depends on economic growth. 8. Two of the diplomats suffered the \_\_\_\_\_ of being arrested. 9. She wrote the book **in** \_\_\_\_\_ **with** one of her students. 10. There are two main problems which \_\_\_\_\_ people with hearing impairments. 11. Shouts of protest \_\_\_\_\_ this announcement. 12. He felt that his experiences had \_\_\_\_\_ him **from** society. 13. The government's proposals were held up to \_\_\_\_\_ by opposition ministers. 14. His comments in the interview could \_\_\_\_\_ him **to** charges of perjury. 15. The \_\_\_\_\_ of migrants to the city is estimated at 1,000 per week. 16. Having considered that problem, they \_\_\_\_\_ their attention **to** other matters. 17. I know all of you are hardworking, \_\_\_\_\_ people, and I respect you for that. 18. Traditionalists look upon the changes **with** \_\_\_\_\_.

### Education and failure

**B) stands for** \_\_\_\_\_; **puzzled** \_\_\_\_\_; **cheat** \_\_\_\_\_; **subtle** \_\_\_\_\_; **elevated** \_\_\_\_\_; **excel** \_\_\_\_\_; **worth** \_\_\_\_\_; **conjunction** \_\_\_\_\_; **esteem** \_\_\_\_\_; **admonition** \_\_\_\_\_; **command** \_\_\_\_\_; **pure** \_\_\_\_\_; **traitor** \_\_\_\_\_; **imposter** \_\_\_\_\_; **merit** \_\_\_\_\_

1. The critics held him in high \_\_\_\_\_ as an actor. 2. It's so unimportant it's hardly \_\_\_\_\_ mentioning. 3. Students may be tempted to \_\_\_\_\_ in order to get into top schools. 4. As a top lawyer, he can expect to \_\_\_\_\_ a six-figure salary. 5. It's hard to tell what the party \_\_\_\_\_ these days. 6. They did not approach their subject solely as a matter of \_\_\_\_\_ theory. 7. His career has blossomed and that has given him a certain \_\_\_\_\_ status. 8. The children learned by both \_\_\_\_\_ and precept. 9. He was an \_\_\_\_\_, who masqueraded as a doctor. 10. This question has \_\_\_\_\_ scientists for decades. 11. The \_\_\_\_\_ of low inflation and low unemployment came as a very pleasant surprise. 12. If something has \_\_\_\_\_, it has good or worthwhile qualities. 13. Many parents put too much pressure on their children to \_\_\_\_\_ in school. 14. He was a \_\_\_\_\_ **to** his country. 15. The job required a \_\_\_\_\_ mind.

### 4. Give a word or a phrase which means:

**A)** 1. a situation that makes you feel embarrassed or ashamed because you are not treated with respect \_\_\_\_\_ 2. an idea or belief that has a strong influence on people, making them behave in a particular way, *something* that must be done urgently \_\_\_\_\_; 3. a box in which a dead body is buried or cremated \_\_\_\_\_; 4. to affect *someone* or *something* in an unpleasant way, and make them suffer \_\_\_\_\_; 5. to make it difficult for *someone* to belong to a \_\_\_\_\_

particular group or to feel comfortable with a particular person \_\_\_\_\_; 6. (countable) what happens to *somebody* or what will happen to them in the future, especially things that they cannot change or avoid \_\_\_\_\_; 7. the ability to do or decide things by yourself, rather than depending on other people for help \_\_\_\_\_; 8. to put *somebody* / *something* in a place or situation where they are not protected from *something* harmful or unpleasant \_\_\_\_\_; 9. to make it possible for *someone* to do *something*, or for *something* to happen \_\_\_\_\_; 10. using unlimited personal power without considering other people's rights or wishes \_\_\_\_\_; 11. the state of being successful, especially in making money \_\_\_\_\_; 12. the act of working with another person or group of people to create or produce *something* \_\_\_\_\_; 13. to happen or exist at the same time as *something* else to \_\_\_\_\_; 14. unkind laughter or remarks that are intended to make *someone* or *something* seem stupid \_\_\_\_\_; 15. to change from doing or using one thing to doing or using another \_\_\_\_\_; 16. the arrival of large numbers of people or large amounts of money, goods *etc.*, especially suddenly \_\_\_\_\_; 17. the feeling that *somebody/something* is not good enough to deserve your respect or attention \_\_\_\_\_; 18. showing care and effort in their work or duties \_\_\_\_\_

**B)** 1. to deserve and get *something* because of the special qualities you have \_\_\_\_\_; 2. relating to work in science *etc.* that increases our knowledge of the subject rather than using it for practical purposes \_\_\_\_\_; 3. a combination of different things that have come together by chance \_\_\_\_\_; 4. used to recommend the action mentioned because you think it may be useful, pleasant, *etc.* \_\_\_\_\_; 5. a warning or expression of disapproval about *someone's* behaviour \_\_\_\_\_; 6. great respect and approval; a good opinion of *somebody* \_\_\_\_\_; 7. a) to behave in a dishonest way in order to win or to get an advantage, especially in a competition, game, or examination; b) to trick or deceive *someone* so that they do not get or keep *something* they have a right to have \_\_\_\_\_; 8. to support a particular set of ideas, values, or principles \_\_\_\_\_; 9. a) high in rank; b) higher than the area around; above the level of the ground; c) having a high moral or intellectual level \_\_\_\_\_; 10. a person who pretends to be *somebody* else in order to trick people \_\_\_\_\_; 11. (uncountable, formal) a good quality that makes *someone* or *something* deserve praise \_\_\_\_\_; 12. to be exceptionally good at or proficient in an activity or subject \_\_\_\_\_; 13. *someone* who is not loyal to their country, friends, or beliefs \_\_\_\_\_; 14. having or showing skill at recognizing and understanding things that are not obvious \_\_\_\_\_; 15. to make *somebody* feel confused because they do not understand *something* \_\_\_\_\_

**5. Fill in the correct preposition where necessary.**

**A)** 1. I've searched high and low \_\_\_\_ my glasses. 2. The government worked \_\_\_\_ close collaboration \_\_\_\_ teachers on the new curriculum. 3. Tax cuts have been accompanied \_\_\_\_ massive increases \_\_\_\_ public expenditure. 4. He felt alienated \_\_\_\_ his peers. 5. Children are being exposed \_\_\_\_ new dangers \_\_\_\_ the

internet. 6. a) They expect the changes to result \_\_\_\_ a definite improvement. b) The cyclone has resulted \_\_\_\_ many thousands of deaths. c) Job losses have resulted \_\_\_\_ changes in production. d) Data loss may result \_\_\_\_ a system failure. e) This move will inevitably result \_\_\_\_ the loss of a lot of jobs. f) About 87 percent of lung cancers are thought to result \_\_\_\_ smoking. g) These problems often result \_\_\_\_ lack of knowledge or understanding. h) Reviews of the policy have not resulted \_\_\_\_ any changes. i) Complacency could easily result \_\_\_\_ tragedy. j) The charges could have potentially resulted \_\_\_\_ a death sentence. k) Consider the negative consequences which have resulted \_\_\_\_ their actions. 7. Hospitals are reeling \_\_\_\_ the influx of infected patients. 8. She started studying English, but switched \_\_\_\_ History in her second year. 9. a) The title is right \_\_\_\_ the top of the page. b) She put the papers down \_\_\_\_ the top of the piano. 10. No one could ever accuse this government \_\_\_\_ not caring about the poor. 11. a) Marcus had trouble hiding his disdain \_\_\_\_ the man. b) Why does he treat his father \_\_\_\_ such disdain?

**Language notes:** 1. If something **results in** a particular situation or event, it causes that situation or event to happen. *E.g. Fifty per cent of road accidents **result in** head injuries.*

2. If something **results from** a particular event or action, it is caused by that event or action. *E.g. Many hair problems **result from** what you eat.*

**B)** 1. She is held \_\_\_\_ high esteem \_\_\_\_ her colleagues. 2. It wasn't a good thing; \_\_\_\_ the contrary it was a huge mistake. 3. I hated the organization and all it stood \_\_\_\_\_. 4. Even where parents no longer live together, they each continue to be responsible \_\_\_\_ their children. 5. The distinction \_\_\_\_ right and wrong lies \_\_\_\_ the heart \_\_\_\_ all questions of morality. 6. The region must now strive \_\_\_\_ economic development as well as peace. 7. The team excels \_\_\_\_ turning defence into attack. 8. She has always excelled \_\_\_\_ foreign languages. 9. Mr. Garcia looks \_\_\_\_ anyone who hasn't had a college education. 10. a) She seems to be entirely lacking \_\_\_\_ intelligence. b) Alex's real problem is that he lacks \_\_\_\_ confidence. c) Many people lack \_\_\_\_ adequate pension arrangements. d) There is a relative lack \_\_\_\_ research \_\_\_\_ this medical condition. e) He was lacking \_\_\_\_ confidence. f) There is no lack \_\_\_\_ information on the subject. 11. a) Very few of his ideas are worthy \_\_\_\_ further attention. b) It's worth \_\_\_\_ making an appointment before you go. c) The job involves a lot of hard work but it's worth \_\_\_\_ it. d) This book is well worth \_\_\_\_ reading. e) A couple of other books are worthy \_\_\_\_ mention. 12. The trial was swiftly brought \_\_\_\_ an end. 13. He played the violin, and he stood \_\_\_\_ all the other musicians. 14. Schooling in inner-city areas was inferior \_\_\_\_ that in the rest of the country.

**Language notes:** 1. Do not use 'in' or 'of' after the verb **lack**: *We lack ideas* (*We lack ~~in/of~~ ideas*). However, you can use these prepositions after **be lacking in** and **a lack of**: *We are lacking **in** ideas. / There is a lack **of** ideas.*)

2. **be worthy of something** – to deserve to be thought about or treated in a particular way. *E.g. a teacher who is worthy **of** respect*

**be worth (doing) something** – used to say that something is interesting, useful, or helpful / used to say that someone should do something because they will gain something from it. *E.g. The museum is certainly worth a visit. / This idea is well worth considering.*

3. If something **stands out**, it is much better or much more important than other things of the same kind. *E.g. Three of the cars we tested stood **out from** the rest.*

4. If one person is regarded as **inferior to** another, they are regarded as less important because they have less status or ability. *E.g. He preferred the company of those who were intellectually inferior **to** himself.*

6. A) Study the following information about the words **cheat, fool, deceive and trick**, then complete the sentences with one of them.

These words all mean to make somebody believe something that is not true, especially in order to get what you want.

**Cheat:** to make somebody believe something that is not true, in order to get money or something else from them: *E.g. She is accused of attempting to cheat the taxman.*

**Cheat:** also means to act in a dishonest way in order to gain an advantage, especially in a game, competition or exam: *E.g. You're not allowed to look at the answers – that's cheating.*

**Fool:** to make somebody believe something that is not true, especially in order to laugh at them or to get what you want: *E.g. Just don't be fooled into investing any money with them.*

**Deceive:** to make somebody believe something that is not true, especially somebody who trusts you, in order to get what you want: *E.g. She deceived him into handing over all his savings.*

**Trick:** to make somebody believe something that is not true, especially in a clever way, in order to get what you want. **Con:** (*informal*) to make somebody believe something that is not true, especially in order to get money from them or get them to do something for you: *E.g. They had been conned out of £100 000.*

### **Which word?**

Many of these words involve making somebody believe something that is not true, but some of them are more disapproving than others. **Deceive** is probably the worst because people typically deceive friends, relations and others who know and trust them. People may **feel cheated / betrayed** by somebody in authority who they trusted to look after their interests. If somebody **cheats / fools / tricks / cons** you, they may get something from you and make you feel stupid. However, somebody might **fool** you just as a joke; and to **trick** somebody is sometimes seen as a clever thing to do, if the person being tricked is seen as a bad person who deserves it.

### **Patterns**

**to cheat / fool / trick / con** somebody **out of** something

**to cheat / fool / deceive / trick / con** somebody **into doing** something

**to feel cheated / fooled / deceived / tricked / conned**

**to fool / deceive yourself**

**to cheat / trick / con your way into** something

(<https://www.oxfordlearnersdictionaries.com/definition>)

1. Customers were \_\_\_\_\_ by unscrupulous retailers. 2. They \_\_\_\_\_ her into spending thousands of pounds on useless equipment. 3. This was a deliberate attempt to \_\_\_\_\_ the public. 4. His hairpiece doesn't \_\_\_\_\_ anyone. 5. He was \_\_\_\_\_ by a young man claiming to be the son of a millionaire. 6. Don't be \_\_\_\_\_ by appearances. 7. Many people felt \_\_\_\_\_ by the government's refusal to hold another referendum. 8. He \_\_\_\_\_ money out of the public by pretending to collect for charity. 9. I wouldn't \_\_\_\_\_ you about anything as important as this. 10. A man posing as an insurance agent \_\_\_\_\_ her out of thousands of dollars. 11. I was \_\_\_\_\_ into believing their promises. 12. She thought they were trying to \_\_\_\_\_ her. 13. Many parents \_\_\_\_\_ themselves about their children's behaviour. 14. You had no right to \_\_\_\_\_ me into thinking I could trust you. 15. In an election in 1988, he was accused of \_\_\_\_\_ by his opponent. 16. If someone \_\_\_\_\_ you, they deceive you, often in order to make you do something. 17. When someone \_\_\_\_\_, they do not obey a set of rules which they should be obeying, for example in a game or exam. 18. If you \_\_\_\_\_ yourself, you do not admit to yourself something that you know is true. 19. If you say that a person is \_\_\_\_\_ with something or someone, you mean that the way they are behaving is likely to cause problems. 20. If someone \_\_\_\_\_ you, they persuade you to do something or believe something by telling you things that are not true.

## GRAMMAR REVISION

**7. Remember that after *need / require / want* and *be worth* the active form of the gerund is used to express a passive meaning.**

*E.g. The document needs / wants / requires considering. – Документ потрібно розглянути. / The problem is worth discussing. – Проблема варта обговорення.*

**A) Now make sentences with *need / require / want* + *gerund*. Use the verb in brackets.**

1. The coat is rather dirty. \_\_\_\_\_ (*clean*) 2. Your jeans are too long. \_\_\_\_\_ (*take up*) 3. Your shoes are so dirty. \_\_\_\_\_ (*polish*) 4. Your roses haven't been watered for months and months. \_\_\_\_\_ (*water*) 5. My flat hasn't been painted for years and years. \_\_\_\_\_ (*paint*) 6. Her tap is leaking. \_\_\_\_\_ (*mend*) 7. Her hair is straight. \_\_\_\_\_ (*wave*)

**B) Translate into English.**

1. Штани треба випрасувати. (*to press*) 2. Паркан треба побілити. (*to whitewash*) 3. Машину треба відремонтувати. (*to fix*) 4. Сорочку треба випрати. (*to wash*) 5. Батарейки в цьому радіоприймачі треба замінити. (*to replace*) 6. Траву треба покосити. (*to cut*) 7. Телевізор треба відрегулювати.

(to regulate) 8. Костюм потребує чистки. (to clean) 9. Підлогу треба помити. (to wash)

C) Answer the question, using **be worth + a gerund**.

E.g. Shall we see the film? – Certainly. It is worth seeing. / Certainly not. It isn't worth seeing.

1. Will you vote for Mr. Scot? 2. Shall I ask Mr. Fork to comment on the event? 3. Will you queue for the ticket? 4. Why did you never listen to Mr. Brook's lectures? 5. Why didn't you discuss Mr. Taylor's suggestion? 6. Will you subscribe to this magazine? 7. Do you remember Ethel? 8. Do you remember what Henry said? 9. Why didn't you mention it? 10. Is the fact important? Need we discuss it?

D) Translate into English.

1. Факт не заслуговує на те, щоб його згадували. 2. Ця людина не варта того, щоб через неї сперечалися. 3. Більшість виборців гадає, що за такого кандидата не варто голосувати. 4. Заради цього варто постраждати. 5. Подія не варта того, щоб її коментувати. 6. Така дрібничка (*trifle*) не варта того, щоб її обговорювали. 7. Заради цього варти жити. 8. Мій будинок поруч. Не варто брати таксі. 9. Як ти гадаєш, чи варто читати цю книгу? 10. Я гадаю, що цей музей варто відвідати. 11. Дитина заслуговує, щоб її похвалили.

E) Study the following information and join two sentences to make one sentence.

The Gerund is used: after expressions such as **be busy, it's no use, it's (no) good, it's (not) worth, what's the use of, can't help, there's no point (in), can't stand, have difficulty (in), have trouble, have a hard/difficult time, be/get used to, to be/get accustomed to**. E.g. *It's worth seeing this film.*

(Grammarway 4. Virginia Evans, Jenny Dooley – Express Publishing, 2008)

1. Don't worry about it. It's no use. It's no use \_\_\_\_\_
2. Don't get a taxi. It's not worth it. It's not worth \_\_\_\_\_
3. Don't try to escape. It's no use. It's no use \_\_\_\_\_
4. Don't smoke. It's a waste of money. It's a waste of money \_\_\_\_\_
5. Don't ask Tom to help you. It's no good. It's no good \_\_\_\_\_
6. Don't hurry. It's not worth it. It's not worth \_\_\_\_\_
7. Don't study if you're feeling tired. There's no point. There's no point \_\_\_\_\_
8. Don't read newspapers. It's a waste of time. It's a \_\_\_\_\_
9. Don't get angry. It's not worth it. It's not \_\_\_\_\_
10. Don't work if you don't need the money. There's no point. There's no \_\_\_\_\_
11. She is busy. She is translating a text. She is busy \_\_\_\_\_

F) Read each sentences and write a new sentence using **to have difficulty (in)**.

1. I found a place to live but it was difficult. I had \_\_\_\_\_
  2. Tom finds it difficult to meet people. Tom has \_\_\_\_\_
  3. He found a job. This wasn't difficult. He had no \_\_\_\_\_
  4. It won't be difficult to get a ticket for the concert. You won't have \_\_\_\_\_
-



5. I find it difficult to understand him when he speaks quickly. I have \_\_\_\_\_

**G) Read these situations and write three sentences with *be / get used to*.**

**A.** 1. Jane is American. She came to Britain and found driving on the left difficult.

A) At first she wasn't \_\_\_\_\_

B) But soon she got \_\_\_\_\_

C) Now she has no problems. She is \_\_\_\_\_

2. Juan came to England from Spain. In Spain he always had dinner late in the evening. But in England dinner was at 6 o'clock. Juan found it strange at first.

A) At first he \_\_\_\_\_

B) But after some time he \_\_\_\_\_

C) Now he finds it normal he \_\_\_\_\_

3. Diana is a nurse. She started working nights two years ago. At first she found it strange and didn't like it.

A) At first she \_\_\_\_\_

B) But after a while she \_\_\_\_\_

C) Now she doesn't mind it at all. She \_\_\_\_\_

**B. Now read these situations and write a sentence with *be / get used to*.**

1. Ron sleeps on the floor. He doesn't mind this. He has always slept on the floor. (*he / used / sleep / on the floor*) He \_\_\_\_\_

2. Sue moved from a big house to a much smaller one. What did she have to get used to? (*she had / used / live / in a smaller house*) She had \_\_\_\_\_

3. Jack once went to the Middle East. It was too hot for him. (*he / not / used / the heat*) He \_\_\_\_\_

4. Bill doesn't have any money. He doesn't find this unusual because he has never had money. (*he / used / have / money*) He \_\_\_\_\_

5. Frank lives alone. He doesn't mind this. He has always lived alone. (*he / used / live / alone*) He \_\_\_\_\_

6. Tom is going to live in your country. What will he have to get used to? (*Write your own answer!*) He \_\_\_\_\_

**C) Now you have to put the verb into the correct form, *-ing* or *infinitive*. (I **am used to doing** or I **used to do**).**

1. When I was a child, I used to \_\_\_\_\_ swimming every day. (*go*).

2. It took me a long time to get used to \_\_\_\_\_ glasses. (*wear*) 3. There used to \_\_\_\_\_ a cinema on this corner but it was knocked down. (*be*) 4. I'm the boss. I'm not used to \_\_\_\_\_ told what to do (*be*).

5. You'll have to get used to \_\_\_\_\_ less if you want to lose weight. (*eat*) 6. I used to \_\_\_\_\_ Ann but now she gets on my nerves. (*like*) 7. Ron got tired very quickly. He wasn't used to \_\_\_\_\_ so fast. (*run*) 8. Tom used to \_\_\_\_\_ a lot of coffee when he was a student. (*drink*) 9. Jane had to get used to \_\_\_\_\_ on the left. (*drive*). 10. Bill used to \_\_\_\_\_ very fit. Now he's in terrible condition. (*be*)

## Thinking about the topic

8. A) *Discuss the following questions in small groups:*

1. What is a hidden injury?
2. What do you think Richard Sennett and Jonathan Cobb mean by hidden injuries of class?

B) *Study the key dates in context with class inequality.*

### KEY DATES

**1486** Italian philosopher Giovanni Pico della Mirandola says that unlike animals, people search for meaning and dignity in life.

**1841** In ‘Self-Reliance,’ US philosopher and essayist Ralph Waldo Emerson sees self-reliance as a moral imperative that enables individuals to shape their own destiny.

**1960s** French philosopher Jean-Paul Sartre says that a class society is a society of resources unfairly distributed because some people have arbitrary power.

**1989** British academic Richard Hoggart says, ‘Every decade we swiftly declare we have buried class, each decade the coffin stays empty.’

C) **Pair work** *Ask and answer questions about the key dates and events in context with race and ethnicity.*

## 9. Now read the text

### THE TOOLS OF FREEDOM BECOME THE SOURCES OF INDIGNITY

Sociologists and economists traditionally accepted the idea that social class was linked to money: as workers earned higher incomes and gained more possessions, they would move into the middle class and enjoy not just prosperity, but also an increased sense of dignity. But this concept was challenged when US sociologist Richard Sennett, in collaboration with Jonathan Cobb, investigated a paradox that seemed to afflict working-class people who moved into the middle class.

What Sennett discovered in his interviews with workers, as outlined in *The Hidden Injuries of Class*, published in 1972, was that an increase in material power and freedom of choice was accompanied by a significant crisis in self-respect. In reaching for greater freedom, workers were being asked to use ‘tools,’ such as education, that left them feeling alienated and incapable.

#### Immigration and racism

To explain how this might be happening, Sennett looked first at the history of the working class in the US. During the urbanization of the 19th century, rural workers moved from small farms to towns and then cities, which grew quickly under this sudden influx. In addition, most US cities had large enclaves of newly arrived European immigrants from Ireland, Italy, Poland, and Greece, for example. Here the old languages were spoken and cultural traditions were kept alive.

**Immigrants disembark** from a ship in New York in the early 20th century. These ‘foreigners’ were often used for cheap labor, which led to hostility from some US

citizens.



This mass immigration meant that industrialists soon realized that unskilled labor was cheaper than machine production. So they hired large numbers of immigrants and switched the focus of their machinery to replacing the more expensive, skilled labor. Hostility arose toward the newcomers and there was a rise in racist attitudes.

A kind of ‘moral hierarchy’ among nationalities soon gained widespread acceptance. Western Europeans (apart from the Irish) were at the top of this hierarchy; they were seen as diligent, hardworking, and skilled. However, at the opposite end of the scale, Sennett notes that ‘Slavs, Bohemians, Jews, and Southern Europeans... were accused of dirtiness, secretiveness, or laziness.’ The new immigrants found that they could depend only on their countrymen for support, so ethnic communities flourished.

But during the mid-20th century, US cities underwent urban renewal programs that broke up the immigrant communities. Immigrant families were integrated into the larger society, which had different attitudes of social respect from their own. In the wider US society, higher educated, ‘cultured’ people were treated with the most respect. An honest, hard-working man or woman who may have been highly regarded in the ‘old neighborhood’ was now viewed with disdain and suspicion for being ignorant and ‘foreign.’

### Education and failure

Sennett says that the working class was being challenged to become ‘cultured’; education seemed to be the way to acceptance and respect. However, there were several notable problems with this. First, to people who had always valued hard, physical labor, the ‘penpushing’ jobs of the middle class were not considered ‘real work.’ These jobs were not worthy, so a worker could not view himself with respect while doing them.

“The educated... middle-class people... [with] the ‘right’ values stand out from a mass whose understanding... they believe inferior to their own.”

**Richard Sennett**

In addition, although intellect and education were held in high esteem by the middle and upper classes, it seemed to the workers that ‘the educated’ did nothing worth respecting; on the contrary, they were often seen to use their privileged position to cheat, lie, and avoid working, while at the same time commanding high salaries. How, therefore, could a worker aim to maintain his dignity and self-respect in this position?



The workers interviewed by Sennett use the word 'educated' to stand for a range of experiences and feelings that move beyond pure schooling. Education's elevated status results from the fact that it is thought to increase rationality and develop the finest human capacities. But Rissarro, a shoeshine boy turned bank clerk, explains how this works differently across the social divisions. He believes that people of a higher class have the power to judge him because they are more 'internally developed.' Despite Rissarro's rise to professional employment, his middle-class colleagues look down on him and he lacks respect for himself, because he feels that he is not doing 'real work.' He accepts society's admonitions to 'better himself,' but he feels like an imposter and is puzzled by his sense of discomfort. He believes that the only explanation is that there is something wrong with him.

Sennett maintains that workers tend to see their failure to fit in and achieve respect as personal failure, not as a condition of societal divisions and inequalities. He quotes James, a highly educated son of an immigrant, who sees himself as a failure, whatever he does. 'If I really had what it takes,' he says, 'I could make this school thing worthwhile.' On the other hand, if he 'had the balls to go out into the world' and get a real job, that would earn him real respect. James holds himself responsible for not having more self-confidence and for having failed to 'develop.'

### **The political is personal**

This conjunction of class and self is a uniquely US phenomenon, says Sennett, that is tied up with the prizing of 'the individual.' Success in IQ tests and schooling is seen as a way of freeing an individual from his or her social conditions at birth – everyone who truly has merit or intelligence will rise. This belief in equality of opportunity is at the heart of the American Dream.

Working-class children do not have the same opportunities as children from more affluent backgrounds, and those who strive to excel are seen as traitors. They are exiled from their peer groups, with a subsequent loss of self-worth. The tools of freedom are a source of indignity for them, both at school and at college, where they are looked down on for not knowing the rules and lacking in wider cultural knowledge. Their educational achievement exposes them not to respect but to disdain from the middle-class people around them and they suffer a sense of failure and alienation.

According to Scottish-American businessman Andrew Carnegie, the justice of industrial capitalism is that society will always reward 'a man of talent.' If a person is worthy of escaping poverty, he or she can do so. If he or she does not have the ability to 'make it,' however, what right does that person have to complain? As Sennett notes, in a meritocracy, if you fail, you have no merit. Failure to succeed is due to personal inadequacy. In this way the inequalities of class become hidden by the widespread 'personal failures' of working people.

*The Hidden Injuries of Class* is a subtle and sensitive exploration of working-class lives that exposes how social difference can be made to appear as simply a question of character, competence, and moral resolve, when it is essentially a matter of inherited class.

## Richard Sennett



Literary author and sociologist Richard Sennett was born in Chicago to parents with communist beliefs. Both his father and uncle fought as internationalists in the civil war in Spain. Sennett was brought up by his mother in one of the first racially mixed public housing projects.

Sennett studied cello at Juilliard in New York City, but a wrist operation in 1964 brought his musical career to an end. He began a career in sociology at Harvard University, and has taught at Yale and the London School of Economics (LSE). In the 1970s he cofounded The New York Institute for the Humanities with writers Susan Sontag and Joseph Brodsky. Sennett made his name with *The Hidden Injuries of Class*, which he wrote after spending four years researching with Jonathan Cobb. He is married to sociologist Saskia Sassen.

### Key works

**1972** *The Hidden Injuries of Class* (in collaboration with Jonathan Cobb)

**1974** *The Call of Public Man*

**2005** *The Culture of the New Capitalism*

(Megan Todd. *The Sociology Book: Big Ideas Simply Explained* (DK Big Ideas): Tomley Sarah, Hobbs Mitchell, Todd Megan, Weeks Marcus, DK)

## AFTER YOU READ

### COMPREHENSION EXERCISES

10. Choose the best option to complete statements about the text or answer the question.

1. The idea that social class is related to \_\_\_\_ is traditionally recognized by sociologists and economists.

a. means of production

c. inherited wealth

b. money

d. education

2. The growth of material power and freedom of choice was accompanied by a significant crisis of \_\_\_\_, according to Richard Sennett.

a. self-confidence

c. self-esteem

b. self-worth

d. self-respect

3. During the 19<sup>th</sup> century, most US cities had large enclaves of newly arrived \_\_\_\_.

a. rural workers

c. European immigrants

b. farmers

d. urban workers

4. Due to the \_\_\_\_ industrialists soon realized that unskilled labor was cheaper than machine production.

a. mass immigration

c. rural migration

b. urbanization

d. industrialization

5. Cities in the United States underwent urbanization, renewing programs of immigrant communities that split them during \_\_\_\_.
- a.** the 19<sup>th</sup> century

**b.** the early 20<sup>th</sup> century

**c.** the mid-20<sup>th</sup> century

**d.** the late 20<sup>th</sup> century

11. Match the key terms with their definitions.

1. arbitrary power –	<b>a.</b> the internal sense of being good enough and worthy of love and belonging from others
2. betrayal –	<b>b.</b> favoritism that is granted to relatives in various fields, including business, politics, entertainment, sports, religion and other activities, in simple words, it is favoritism based on kinship (the term originated with the assignment of nephews to important positions by Catholic popes and bishops)
3. self-confidence –	<b>c.</b> having unlimited power; uncontrolled or unrestricted by law; despotic; tyrannical
4. self-worth –	<b>d.</b> it happens when people who often perceive themselves or are perceived by others to be ‘outsiders’ or a ‘social misfits’ might find that they are unwelcome in certain areas of society
5. self-esteem –	<b>e.</b> the act of hurting someone who trusts you, such as a friend or relative by not giving help or by doing something morally wrong
6. meritocracy –	<b>f.</b> relies on external factors such as successes and achievements to define worth and can often be inconsistent leading to someone struggling with feeling worthy
7. nepotism –	<b>g.</b> a system, organization, or society in which people are chosen and moved into positions of success, power, and influence on the basis of their demonstrated abilities and merit
8. inadequacy –	<b>h.</b> an attitude about your skills and abilities; it means you accept and trust yourself and have a sense of control in your life, you know your strengths and weakness well, and have a positive view of yourself; you set realistic expectations and goals, communicate assertively, and can handle criticism
9. indignity –	<b>i.</b> a condition whereby the individuals included are unable to meet the demands of organized society in properly caring for themselves, and in behaving toward their fellows in the manner required of useful citizens
10. alienation –	<b>j.</b> a situation that makes you feel embarrassed or ashamed because you are not treated with respect; an act that causes these feelings

12. **Synonyms:** Find the words in the text that have a similar meaning and write them on the lines below.

1. fate .....
2. affluence.....
3. profit .....

- 4. belongings .....
- 5. to distress .....
- 6. to employ .....
- 7. contempt .....
- 8. treason.....
- 9. to rise .....
- 10. to get off.....
- 11. arrival .....
- 12. immigrant.....

**Education and failure**

- 1. respect .....
- 2. to support .....
- 3. theoretical .....
- 4. reprimand .....
- 5. uneasiness .....

**The political is personal**

- 1. combination .....
- 2. worth .....
- 3. wealthy .....
- 4. betrayer .....
- 5. to try.....
- 6. to outdo .....
- 7. to send away .....
- 8. consequent.....
- 9. contempt.....
- 10. determination .....

*13. Antonyms: Find the words in the text that have an opposite meaning and write them on the lines below.*

- 1. to reject .....
- 2. to decline.....
- 3. loyalty .....
- 4. dignity .....
- 5. urban .....
- 6. emigration .....
- 7. efflux .....
- 8. to descend .....
- 9. to embark .....
- 10. automatic.....

**Education and failure**

- 1. disesteem.....
- 2. ignorant .....
- 3. practical.....
- 4. externally .....



5. superior .....

### **The political is personal**

1. defender .....
2. fault .....
3. previous .....
4. indecision .....

## **SPEAKING**

### **14. A) Pair Work.** *Answers the questions in pairs*

1. What idea did sociologists and economists traditionally accept? Why? What did workers enjoy if they moved into the middle class?
2. What paradox did Richard Sennett and Jonathan Cobb, investigate?
3. What did Sennett discover in his interviews with workers? Where and when did he write about it?
4. What left them feeling alienated and incapable?

### **Immigration and racism**

1. What did Sennett do to explain how this might be happening?
2. What happened during the urbanization of the 19th century?
3. What kind of enclaves did most US cities have? What happened to the languages and cultural traditions of immigrants?
4. What did this mass immigration mean? What did industrialists do?
5. What were the outcomes of such actions?
6. What soon gained widespread acceptance?
7. Who was at the top of this hierarchy? Why?
8. Who was at the opposite end of the scale? Why? What were its results?
9. What happened during the mid-20<sup>th</sup>? What happened to immigrant families?
10. What was the attitude to higher educated, 'cultured' people?

### **Education and failure**

1. What was the first problem with education?
2. What did the middle and upper classes think about education and intellect? What did workers think about 'the educated'?
3. What does education's elevated status result from?
4. How does this work across the social divisions, according to Rissarro, a shoeshine boy who turned bank clerk? Why do his middle-class colleagues look down on him? Why does he accept society's admonitions? Why does he feel like an imposter?
5. How do workers tend to see their failure to fit in and achieve respect, from Sennett's point of view?

### **The political is personal**

1. What does Sennett say as to the conjunction of class and self?
2. How is success in IQ tests and schooling seen?
3. What is at the heart of the American Dream?
4. Who are seen as traitors?

5. What happened to such children?
6. What are the tools of freedom for them?
7. Why do they suffer a sense of failure and alienation?
8. What is the justice of industrial capitalism, according to Scottish-American businessman Andrew Carnegie?
9. What happens in a meritocracy if you fail? What does failure to succeed mean?
10. What kind of exploration is *The Hidden Injuries of Class*?

**B)** Now look back at the text and check your answers.

**15. A) Group Work.** On the basis of the information found in the texts, prepare your presentations about ***The tools of freedom became the sources of indignity.*** Every member of each group should participate in presenting the material. So, decide who will speak on what aspect in advance.

**B)** Discuss these questions with your partners.

1. What does social inequality mean in sociology?
2. What are the problems with class inequality?

## PREPARING FOR THE EXAM

**16.** For questions 1 – 15, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Notwithstanding (0) **the** affordances of **meritocracy**, the very nature (1) \_\_\_\_\_ merit and (2) \_\_\_\_\_ it can (3) \_\_\_\_\_ assessed can be challenging to discern and (4) \_\_\_\_\_ thus been subject (5) \_\_\_\_\_ debate. Evaluations, aptitude and personality tests, and (6) \_\_\_\_\_ forms of assessment (7) \_\_\_\_\_ routinely used to determine merit, (8) \_\_\_\_\_ they may fall short (9) \_\_\_\_\_ fostering meritocratic values, as suggested (10) \_\_\_\_\_ Young. Meritocracy has also (11) \_\_\_\_\_ challenged by critics (12) \_\_\_\_\_ the grounds that it masks discrimination stemming from race, gender, class, or other social (13) \_\_\_\_\_. Perhaps the most formidable criticism of meritocracy is that, far (14) \_\_\_\_\_ bridging social divisions, it engenders a new ‘performance’ elite (15) \_\_\_\_\_ initially earned advantages serve to sustain their dominance.

(<https://www.britannica.com/money/meritocracy>)

**17. A)** Put each of the following words or phrases in its correct place in the text.

- |                 |                   |                      |
|-----------------|-------------------|----------------------|
| A. cosmopolitan | E. urban          | I. city-dwellers     |
| B. metropolis   | F. commuter       | J. to breed crime    |
| C. stimulation  | G. congestion     | K. irresistible lure |
| D. pollution    | H. cost of living | L. anonymity         |

### City Life

Most people in developed countries are (1) \_\_\_\_\_, many drawn by the (2) \_\_\_\_\_ of the (3) \_\_\_\_\_. The attractions of the city are many: the (4) \_\_\_\_\_ atmosphere (foreign restaurants, different languages, international companies), the (5) \_\_\_\_\_ of cultural events or the simple hope of finding work. All too many find, however, that glamorous façade is false. One can be very alone in the city and the (6) \_\_\_\_\_ which at first seems to give freedom and protection later leaves just loneliness.

There is a lot to do but everything is expensive. The (7) \_\_\_\_ is high. There is (8) \_\_\_\_ not only of the physical but also of the moral environment and the various pressures of (9) \_\_\_\_ life cause cities (10) \_\_\_\_\_. Above all, perhaps, it is the daily stresses and strains of the city which make life there a matter of survival rather than of enjoyment. Many a (11) \_\_\_\_ struggling to work through the rush-hour (12) \_\_\_\_ asks, ‘Is it worth?’

(Advanced Vocabulary & Idiom. B. J. Thomas – Longman, New addition. 2004)

**B) Give a word or a phrase which means:**

1. belonging to all parts of the world \_\_\_\_\_; 2. consisting of, or living in, a city or town \_\_\_\_\_; 3. someone who travels regularly from home in a suburb to work in a city \_\_\_\_\_; 4. a large city, *especially* the chief city of a country \_\_\_\_\_; 5. a person who inhabits a city \_\_\_\_\_; 6. the problem of too much traffic in a place \_\_\_\_\_; 7. the introduction of harmful substances or products into the environment \_\_\_\_\_; 8. to produce young; to raise animals or plants, often to produce new or improved types \_\_\_\_\_; 9. the act of encouraging something so that it develops or becomes more active \_\_\_\_\_; 10. attraction; something very attractive or tempting \_\_\_\_\_; 11. the state of remaining unknown to most other people \_\_\_\_\_; 12. too strong, delightful, tempting *etc.* to be resisted \_\_\_\_\_

**18. Read the text and decide which word A, B, C or D best fits each space.**

**Meritocracy**, political, social, or economic system in (0) **B** individuals are assigned (1) \_\_\_\_ positions of power, influence, or reward (2) \_\_\_\_ on the basis of their abilities and achievements and not on the basis of their social, cultural, or economic (3) \_\_\_\_ or irrelevant personal characteristics. Meritocracy represents a rejection of (4) \_\_\_\_ aristocracy and nepotism. The theory of meritocracy presupposes the possibility of (5) \_\_\_\_ of opportunity.

The (6) \_\_\_\_ elements of the concept of meritocracy (7) \_\_\_\_ in the *Republic*, a dialogue by the ancient Greek philosopher *Plato*, who (8) \_\_\_\_ a society in which each person (9) \_\_\_\_ belong to one of three classes – rulers (philosophers), guardians (soldiers), and producers (farmers and craftsmen) – (10) \_\_\_\_ on their natural abilities. A much (11) \_\_\_\_, historical example of the meritocratic stance was that of Napoleon I, who claimed ((12) \_\_\_\_ in exile in St. Helena) that his maxim as leader of France had been ‘*la carrière est ouverte aux talents*’ (‘career is open to talent’), (13) \_\_\_\_ of one’s birthplace or roots.

Meritocracy (14) \_\_\_\_ a social-scientific concept was formally introduced in the mid-1950s by the British industrial sociologist Alan Fox, who argued that meritocracy was a (15) \_\_\_\_ form of social organization that would exacerbate [ɪg'zæsəbeɪt] inequality and social stratification based on ‘occupational status.’

(<https://www.britannica.com/money/meritocracy>)

0.	A. who	B. <i>which</i>	C. what	D. that
1.	A. with	B. for	C. on	D. to
2.	A. solely	B. alone	C. entire	D. exclusive

3.	A. education	B. history	C. background	D. foreground
4.	A. inherited	B. hereditary	C. inherent	D. inheritable
5.	A. quality	B. equality	C. inequality	D. equivalence
6.	A. basic	B. basics	C. basis	D. based
7.	A. displaying	B. are displaying	C. displayed	D. are displayed
8.	A. was advocated	B. has advocated	C. advocated	D. advocate
9.	A. would	B. will	C. shall	D. can
10.	A. basic	B. basics	C. basis	D. based
11.	A. late	B. later	C. latter	D. last
12.	A. during	B. time	C. while	D. although
13.	A. as regards	B. with regard	C. regarding	D. regardless
14.	A. as	B. like	C. such	D. so
15.	A. harmless	B. fruitful	C. pernicious	D. positive

**Language note:** to exacerbate [ɪg'zæsəbeɪt] – to make something worse, especially a disease or problem

19. For lines 1 – 15, read the text below and look carefully at each line. Some of the lines are correct and some have a word which should not be there. If a line is correct, put a tick (V) in the answer boxes provided.

0	The negative connotations of the term ‘meritocracy’	which
00	eventually subsided, as an increasing number of scholars and	V
1	journalists emphasized the social and economic benefits of a	
2	meritocratic of practices. For example, in his book <i>The Aristocracy</i>	
3	<i>of Talent: How Meritocracy Made the Modern World</i> , the British	
4	author Adrian Wooldridge, a longtime writer for in <i>The Economist</i>	
5	magazine, celebrated meritocracy for enabling to people to ‘get ahead	
6	in life on the basis of their natural talents,’ for securing of equality	
7	of opportunity ‘by providing with education for all,’ for preventing	
8	job discrimination on the basis of irrelevant characteristics like	
9	such as the race and sex, and for encouraging the awarding of jobs	
10	through ‘open competition rather than patronage and nepotism.’	
11	Since the 1980s several government leaders and other politicians in	
12	the Britain and the United States have publicly and repeatedly	
13	been dedicated themselves to the ideal of meritocracy. Their number	
14	includes the British prime ministers Margaret Thatcher, Tony Blair,	
15	and David Cameron and as the U.S. presidents Ronald Reagan and	
	Bill Clinton.	

(<https://www.britannica.com/money/meritocracy>)

**Note:** to subside – to become less intense, violent, or severe

GRAMMAR

20. Study the following information.

WISHES

We use the verb **wish** and the expression **if only** to express regret. **If only** is more emphatic than **I wish**.

- **Wish / if only + past simple/past continuous:** when we want to say that we would like something to be different in the **present**. *E.g. I wish / If only I had a room of my own. (But I don't have a room of my own.)*
- **Wish / if only + past perfect/past perfect continuous:** to express regret that something happened or did not happen in the **past**. *E.g. I wish I had got your message earlier. (But I didn't get it earlier.) If only I had talked to him. (But I didn't talk to him.)*
- **Wish / if only + would:**
  - a) for a polite imperative *e.g. I wish you would stop shouting. (Please, stop shouting.)*
  - b) to express our wish for a change in a situation or someone's behaviour because we are annoyed by it. *E.g. I wish the wind would stop blowing. (wish for a change in a situation) If only John would stop insulting people. (wish for a change in someone's behaviour)*
- After the subject pronouns **I** and **we**, we use **could** instead of **would**. *E.g. I wish we could go to the party.*

(Grammarway 4. Virginia Evans, Jenny Dooley – Express Publishing, 2008)

**A)** *Wendy has just started university. It isn't what she expected, and she is disappointed. Read what she says and make sentences, as in the example.*

*Example: My room is so small. – I wish my room wasn't / weren't so small.*

1. The classes start so early.
2. I have to share the bathroom.
3. The kitchen is such a mess.
4. The tutors are so strict.
5. The classes are so hard to understand.
6. The people are not friendly.
7. I can't visit my family because they are so far away.
8. I don't have any friends.

**B)** *Write sentences with **wish**.*

1. I don't know many people (*and I'm lonely*). I wish \_\_\_\_\_
2. I don't have a mobile phone (*and I need one*). I wish \_\_\_\_\_
3. Helen isn't here (*and I need to see her*). I wish \_\_\_\_\_
4. It's cold (*and I hate cold weather*). I \_\_\_\_\_
5. I live in a big city (*and I don't like it*). \_\_\_\_\_
6. I can't go to the party (*and I'd like to*). \_\_\_\_\_
7. I have to work tomorrow (*and I'd like to stay in bed*). \_\_\_\_\_
8. I don't know anything about cars (*and my car has just broken down*). \_\_\_\_\_
9. I'm not feeling well (*and it's not nice*). \_\_\_\_\_

**C)** *Write your own sentences beginning with **I wish**.*

1. (somewhere you'd like to be now – on the beach, in New York, in bed) \_\_\_\_\_
2. (something you'd like to have – a computer, a job, lots of money) \_\_\_\_\_
3. (something you'd like to be able to do – sing, speak a language, fly) \_\_\_\_\_
4. (something you'd like to be – strong, rich, beautiful) \_\_\_\_\_

**D)** *Jason has been for an interview. He didn't get a job. Read what he says and make sentences, as in the example.*

*Example: I didn't know much about the company. – I wish I had known more about the company.*

1. I wasn't wearing a suit. 2. I was nervous. 3. I didn't shake hands with my interviewer. 4. I forgot what I wanted to say. 5. I didn't answer the interviewer's questions properly. 6. My letter of application was badly typed. 7. I spilt the cup of tea I was given.

*E) Imagine that you are in these situations. For each situation, write a sentence with **I wish**.*

- 1. You've eaten too much and now you feel sick. You say: I wish I \_\_\_\_\_
- 2. There was a job advertised in the newspaper. You decided not to apply for it. Now you think your decision was wrong. You say: I wish \_\_\_\_\_
- 3. When you were younger, you never learned to play a musical instrument. Now you regret this. You say: I wish \_\_\_\_\_
- 4. You have painted the gate red. Now you think that red was the wrong colour. You say: \_\_\_\_\_

- 5. You are walking in the country. You'd like to take some photographs, but you didn't bring the camera. You say: \_\_\_\_\_
- 6. You have some unexpected guests. They didn't phone first to say that they were coming. You are very busy and you are not prepared for them. You say: \_\_\_\_\_

*F) Elise is a famous singer. These are some of the things she finds annoying. Read what she says and make sentences, as in the example.*

*Example: People stare at me everywhere I go. – I wish people wouldn't stare at me everywhere I go.*

- 1. Paparazzi follow me everywhere. \_\_\_\_\_
- 2. People ask me to sing at parties. \_\_\_\_\_
- 3. Magazines print false stories about my private life. \_\_\_\_\_
- 4. Photographers take photos of me all the time. \_\_\_\_\_
- 5. People make me sign autographs wherever I go. \_\_\_\_\_
- 6. People never give me any privacy. \_\_\_\_\_

*H) What would you say in the following situations? Write sentences with **wish ... would**.*

- 1. It's raining. You want to go but not in the rain. You say: \_\_\_\_\_
- 2. You're waiting for Jane. She's late and you're getting impatient. You say: \_\_\_\_\_
- 3. You're looking for a job – so far without success. Nobody will give you a job. You say: \_\_\_\_\_

- 4. You can hear a baby. It's been crying for a long time and you're trying to study. You say: \_\_\_\_\_
- 5. Brian has been wearing the same clothes for years. You think he needs some new clothes. You say: \_\_\_\_\_

*For the following situations write **wish ... wouldn't**.*

6. Your friend drives very fast. You don't like this. You say: \_\_\_\_\_
7. Joe leaves the door open all the time. It annoys you. You say: \_\_\_\_\_
8. A lot of people drop litter in the street. You don't like this. You say: \_\_\_\_\_

## HOME ASSIGNMENT

**21.** *Are these sentences right or wrong? Correct them if they are wrong.*

1. I wish Sarah would be here now. \_\_\_\_\_
2. I wish you would listen to me. \_\_\_\_\_
3. I wish I would have more free time. \_\_\_\_\_
4. I wish our flat would be a bit bigger. \_\_\_\_\_
5. I wish the weather would change. \_\_\_\_\_
6. I wish you wouldn't complain all the time. \_\_\_\_\_
7. I wish everything wouldn't be so expensive. \_\_\_\_\_

**22.** *Put the verb in the correct form.*

1. It was a stupid thing to say. I wish I \_\_\_\_\_ (*not / say*) it. 2. I'm fed up with this rain. I wish it \_\_\_\_\_ (*stop*). 3. It's a difficult question. I wish I \_\_\_\_\_ (*know*) the answer. 4. I should have listened to you. I wish I \_\_\_\_\_ (*take*) your advice. 5. You're lucky to be going away. I wish I \_\_\_\_\_ (*can / go*) with you. 6. I have no energy at the moment. I wish I \_\_\_\_\_ (*not / be*) so tired. 7. It would be nice to stay here longer. I wish we \_\_\_\_\_ (*not / have*) to leave now. 8. Aren't they ready yet? I wish they \_\_\_\_\_ (*hurry*) up. 9. 'When you were in London last year, you didn't have time to see all the things you wanted to see.' – 'I wish I \_\_\_\_\_ (*can / stay*) longer.' 10. It's freezing today. I wish it \_\_\_\_\_ (*not / be*) so cold. I hate cold weather. 11. Joe still doesn't know what she wants to do. I wish she \_\_\_\_\_ (*be*) a doctor. 12. I really didn't enjoy the party. I wish I \_\_\_\_\_ (*not / go*).

**23. Grammar revision.** *Choose the correct answer.*

1. Ten minutes ... too little time to finish this report.  
a) are                      b) is                      c) were                      d) have been
2. Her condition is ... better than it was yesterday.  
a) many                      b) very                      c) much                      d) any
3. How long ... Tony? – Since we were children.  
a) did you know              b) have you known      c) do you know              d) have you been known
4. I wonder if Sally ... to the disco.  
a) will come                  b) will be coming          c) will have come              d) comes
5. She ... a film when the phone rang.  
a) has been                  b) had been                  c) has watched                  d) was watching  
watching                      watching
6. The meeting ... at 9 o'clock. Don't be late.  
a) started                      b) was starting              c) starts                      d) will start
7. My father ... to be a teacher, but now he has retired.



- a) is used                      b) got used                      c) used                      d) was used
8. The athlete ... for hours and he needed a rest.  
a) had trained                      b) was training                      c) trained                      d) had been training
9. This time next month she ... hard for her exams.  
a) will be revising                      b) will have revised                      c) will have been revising                      d) will revise
10. I was calling to ask if you'd like to go out after we ... work tomorrow.  
a) will finish                      b) have finished                      c) will have finished                      d) will be finishing
11. He ... a pay rise last year.  
a) has been given                      b) is given                      c) was given                      d) will be given
12. Her hair ... at the moment.  
a) is being cut                      b) is cut                      c) is cutting                      d) was cut
13. Hopefully, all forms of the discrimination ... out by the end of this century.  
a) had been wiped                      b) will be wiped                      c) will have wiped                      d) will have been wiped
14. Nurses ought ... more than they are.  
a) to be paid                      b) to pay                      c) pay                      d) have been paid
15. She must ... to Tom last night.  
a) speak                      b) spoke                      c) be speaking                      d) have spoken
16. He ... have stolen the money. He is very honest.  
a) can't                      b) must                      c) could                      d) didn't need
17. We ... so much luggage on our holiday. It was too heavy to carry.  
a) didn't need to take                      b) didn't have to take                      c) needn't take                      d) needn't have taken
18. Carry explained that he ... a contact lens so he couldn't see a thing.  
a) lost                      b) had lost                      c) was losing                      d) would lose
19. Susie phoned her husband and told him that she .../already/... when he got home.  
a) would go                      b) will have gone                      c) would have gone                      d) had gone
20. He was made ... the name of his accessory.  
a) revealing                      b) having revealed                      c) to reveal                      d) reveal
21. I would prefer ... out rather than stay at home.  
a) to go                      b) to going                      c) going                      d) go
22. I quite fancy ... out to a Chinese meal tonight.  
a) to go                      b) to going                      c) going                      d) go
23. Man is said ... the wheel about ten thousand years ago.  
a) to have invented                      b) to have been invented                      c) to invent                      d) to be inventing
24. Unless the train ... before 10 o'clock, we won't arrive on time.  
a) left                      b) leaves                      c) will leave                      d) doesn't leave
25. I wish I ... how to use a computer when I was at school.

- a) was taught                      b) had taught                      c) taught                      d) had been taught
26. If you were a better driver, you ... the car.  
a) wouldn't have                      b) wouldn't crash                      c) didn't crash                      d) hadn't crashed  
crashed
27. I'd rather you ... before the boss came.  
a) not leave                      b) didn't leave                      c) hadn't left                      d) wouldn't left
28. I wish she ... more cooperative  
a) were                      b) has been                      c) is                      d) can be
29. If I ... you needed to borrow my car, I would have lent it to you  
a) knew                      b) would know                      c) would have                      d) had known  
known
30. The police suspected her ... committing a robbery.  
a) for                      b) of                      c) with                      d) in

**WRITING**

24. Write a summary of the article *The tools of freedom became the sources of indignity*.

25. Write your opinions on questions 1-5. Use 25-30 words.

1. What are the characteristics of meritocracy? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. What is meritocracy in gender? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Why is meritocracy a paradox? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What is the power of meritocracy? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. What is an example of meritocracy? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# UNIT 9

## MEN’S INTEREST IN PATRIARCHY IS CONDENSED IN HEGEMONIC MASCULINITY

R.W. CONNELL (1944 – )

### Preparing to read

1. A) *Pair Work.* Discuss the following questions with a partner with a partner.

1. What is the idea of hegemony?
2. Who is the father of hegemony?
3. What is the hegemonic approach in sociology?
4. What is an example of hegemony in sociology?
5. Is hegemony a Marxist theory?

B) *Read the definitions.*

**Hegemony** is the dominance of one group over another, often supported by legitimating norms and ideas.



Gramsci ['gramʃi] is best known for his theory of cultural hegemony, which describes how the state and ruling capitalist class – the bourgeoisie – uses cultural institutions to maintain power in capitalist societies.

In Marxist philosophy, cultural **hegemony** is the dominance of a culturally diverse society by the ruling class who shape the culture of that society – the beliefs and explanations, perceptions, values, and mores – so that the worldview of the ruling class becomes the accepted cultural norm.

(<https://www.britannica.com>)

C) *Work with your partner.* Your understanding of the texts you read depends in part on your understanding of key terms. Pay careful attention to the explanations of these terms when matching them with their definitions.

1. common sense –	a. the process or result of making somebody feel as if they are not important and cannot influence decisions or events; the fact of putting somebody in a position in which they have no power
2. homophobia –	b. if you do it, you enjoy the good things that happen as a result of it
3. identity –	c. the embarrassment and shame you feel when someone makes you appear stupid, or when you make a mistake in public
4. marginalization –	d. the ability to think about things in a practical way and make sensible decisions

5. humiliation –	<i>e.</i> the quality of being likely to change repeatedly and unexpectedly
6. to reap benefits –	<i>f.</i> the qualities and attitudes that a person or group of people have, that make them different from other people
7. entrepreneur –	<i>g.</i> harmful or unfair things a person does based on a fear or dislike of gay people or queer people (= people who do not fit a society’s traditional ideas about gender or sexuality)
8. complicity –	<i>h.</i> a person who makes money by starting or running businesses, especially when this involves taking financial risks
9. fluidity –	<i>i.</i> Weber defines it ‘as the probability that certain specific commands (or all commands) will be obeyed by a given group of persons’. It included the elements of obedience, interest, belief, and regularity
10. domination –	<i>j.</i> according to the UN Guiding Principles and other international legal documents, the definition of it is ‘knowingly providing practical assistance or encouragement that has a substantial effect on the commission of a crime’

VOCABULARY PRACTICE

2. A) Pronounce the words related to the theme:

**patriarchy** [ˈpeɪtriɑːki]; **matriarchy** [ˈmeɪtriɑːki]; **hegemony** [hɪˈdʒeməni / ˈhedʒɪməni]     **hegemonic** [ˌhedʒɪˈmɒnɪk]; **masculinity** [ˌmæskjəˈlɪnəti]; **homophobia** [ˌhəʊməˈfəʊbiə / ˌhəʊməˈfəʊbiə]; **identity** [aɪˈdentəti]; **marginalization** [ˌmɑːdʒɪnəlaɪˈzeɪʃn]; to **espouse** [ɪˈspaʊz] (підтримувати); humiliation [hjuːˌmɪliˈeɪʃn]; to **align** [əˈlaɪn]; **adulation** [ˌædjuˈleɪʃn]; **ruthless** [ˈruːθləs]; **billionaire** [ˌbɪljəˈneə(r)]; **entrepreneur** [ˌɒnrəprəˈnɜː(r)]; **complicity** [kəmˈplɪsəti]; **narrative** [ˈnærətɪv]

B) Complete the word building table.

Noun/Verb	Adjective/Adverb	Verb	Noun
patriarchy –		to empower –	
– hegemonic		to alter –	
masculinity –		to acquire –	
to emerge –		to emerge –	
diversity –		– diversity	
to dominate –		to dominate –	
– manly		to constitute –	
to subordinate [səˈbɔːdneɪt] –		to subordinate –	
adulation –		– marginalization	

to deviate –	to deviate –
– ruthless	to espouse –
– entrepreneur	– humiliation
glamour / glamor (Am.) –	– glamour
complicity –	– narrative
loyalty –	to perpetuate –

C) Choose one of the words from the table for the gaps in the sentences below and use it in the correct form (for a verb or a noun).

1. The \_\_\_\_\_ of something is the process or event of its coming into existence. 2. Someone or something that is \_\_\_\_\_ is more powerful, successful, influential, or noticeable than other people or things. 3. Someone who is \_\_\_\_\_ to you has a less important position than you and has to obey you. 4. If you describe a man’s behaviour or appearance as \_\_\_\_\_, you approve of it because it shows qualities that are considered typical of a man, such as strength or courage. 5. a) If you \_\_\_\_\_ something such as a skill or a habit, you learn it, or develop it through your daily life or experience. b) If you \_\_\_\_\_ something, you buy or obtain it for yourself, or someone gives it to you. 6. \_\_\_\_\_ means the qualities that are considered to be typical of men. 7. a) To \_\_\_\_\_ someone means to give them the means to achieve something, for example to become stronger or more successful. b) If someone \_\_\_\_\_ to do something, they have the authority or power to do it. 8. To \_\_\_\_\_ a group of people means to make them feel isolated and unimportant. 9. \_\_\_\_\_ people or things are very different from each other. 10. If you \_\_\_\_\_ a particular policy, cause, or belief, you become very interested in it and give your support to it. 11. \_\_\_\_\_ behaviour or thinking is different from what people normally consider to be acceptable. 12. If someone \_\_\_\_\_ something, they make it look or seem more attractive than it really is, especially in a film, book, or programme. 13. To \_\_\_\_\_ someone means to say or do something which makes them feel ashamed or stupid. 14. If someone is \_\_\_\_\_ in a crime or unfair activity, they are involved in it. 15. \_\_\_\_\_ is the quality of staying firm in your friendship or support for someone or something. 16. If someone or something \_\_\_\_\_ a situation, system, or belief, especially a bad one, they cause it to continue. 17. a) A \_\_\_\_\_ is a story or an account of a series of events. b) \_\_\_\_\_ is the act or process of telling a story, especially in a novel, a film or a play. 18. If someone makes an \_\_\_\_\_ comment about someone, they praise them and show their admiration of them.

D)

Negative Prefixes / Suffixes	Negative Prefixes / Suffixes
emotional –	aggressive –
loyalty –	powerful –

E)

Noun/Verb	Person	Noun/Verb	Person
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patriarchy –	to subordinate –
– entrepreneur	complicity –
loyalty –	to narrate –

3. How well do you know the vocabulary associated with this theme? The following words occur in the text. Fill in the correct word. Use a dictionary if necessary.

constitute \_\_\_\_\_; alter \_\_\_\_\_; traces \_\_\_\_\_; espouse [ɪˈspaʊz] \_\_\_\_\_; common sense \_\_\_\_\_; condenses \_\_\_\_\_; reap \_\_\_\_\_; acquire \_\_\_\_\_; glamorize \_\_\_\_\_; manliness \_\_\_\_\_; sustain \_\_\_\_\_; empowered \_\_\_\_\_; ruthless \_\_\_\_\_; align [əˈlaɪn] \_\_\_\_\_; complicit \_\_\_\_\_; diverse \_\_\_\_\_; formidable \_\_\_\_\_; deviate \_\_\_\_\_; adulation [ˌædjuˈleɪʃn] \_\_\_\_\_; humiliation \_\_\_\_\_

1. The book \_\_\_\_\_ nearly 50 years of history **into** 200 pages. 2. The movement actively \_\_\_\_\_ women and gave them confidence in themselves. 3. People don’t always do what \_\_\_\_\_ suggests. 4. Sondheim’s book \_\_\_\_\_ the changing nature of the relationship between men and women. 5. The category of ‘mammals’ contains creatures as \_\_\_\_\_ as whales, elephants, and human beings. 6. He has the power to fundamentally \_\_\_\_\_ the course of history. 7. When you \_\_\_\_\_ a basic range of computing skills, you will be ready to start the job. 8. Female workers \_\_\_\_\_ the majority of the labour force. 9. In particular those who \_\_\_\_\_ **from** society’s values must be brought back into line. 10. You don’t have to be aggressive to prove your \_\_\_\_\_. 11. They \_\_\_\_\_ the notion of equal opportunity for all in education. 12. She suffered the \_\_\_\_\_ of being criticized in public. 13. He has attempted to \_\_\_\_\_ the Socialists **with** the environmental movement. 14. All this has happened in the country that was first to \_\_\_\_\_ the benefits of radical reform. 15. If people, things or situations are \_\_\_\_\_, you feel fear and/or respect for them, because they are impressive or powerful, or because they seem very difficult. 16. Television tends to \_\_\_\_\_ violence. 17. The teenager’s \_\_\_\_\_ of the pop-group worried her parents. 18. He’s a violent, \_\_\_\_\_ man who will stop at nothing. 19. She was accused of being \_\_\_\_\_ **in** her husband’s death. 20. She found it difficult to \_\_\_\_\_ the children’s interest.

4. Give a word or a phrase which means:

1. to become different; to make *somebody/something* different \_\_\_\_\_; 2. (formal) to support an idea, belief *etc*, especially a political one \_\_\_\_\_; 3. to study or describe the history, development, or progress of *something* \_\_\_\_\_; 4. inspiring fear or respect through being impressively large, powerful, intense, or capable \_\_\_\_\_; 5. to give *somebody* more control over their own life or the situation they are in \_\_\_\_\_; 6. to organize or change *something* so that it has the right relationship to *something* else \_\_\_\_\_; 7. to make up or form *something* \_\_\_\_\_; 8. to make *something* shorter or smaller \_\_\_\_\_

by removing parts that are less important \_\_\_\_\_; 9. the ability to behave in a sensible way and make practical decisions \_\_\_\_\_; 10. showing a great deal of variety; very different \_\_\_\_\_; 11. to get or gain *something* \_\_\_\_\_; 12. the qualities and physical features that are admired or expected in a man \_\_\_\_\_; 13. to be different from *something*; to do *something* in a different way from what is usual or expected \_\_\_\_\_; 14. a feeling of being ashamed or stupid and having lost the respect of other people; the act of making *somebody* feel like this \_\_\_\_\_; 15. to get *something*, especially *something* good, as a result of what you have done \_\_\_\_\_; 16. great praise, especially when it is greater than necessary \_\_\_\_\_; 17. (*of people or their behaviour*) hard and cruel; determined to get what you want and not caring if you hurt other people \_\_\_\_\_; 18. involved with other people in something wrong or illegal \_\_\_\_\_; 19. to make *something* continue to exist or happen for a period of time \_\_\_\_\_; 20. to make *somebody/something* appear attractive or exciting, especially something that is actually bad \_\_\_\_\_

**5. Fill in the correct preposition where *necessary*.**

1. We've condensed the most important news \_\_\_\_\_ a few paragraphs. 2. Should a solicitor deviate \_\_\_\_\_ the rules of conduct then sanctions can be imposed \_\_\_\_\_ the profession. 3. a) Victims suffered severe \_\_\_\_\_ injuries in the accident. b) Increasing numbers of children are suffering \_\_\_\_\_ mental health problems. c) He suffers \_\_\_\_\_ asthma. d) The company suffered \_\_\_\_\_ huge losses in the last financial year. e) Crops suffered \_\_\_\_\_ serious damage as a result of the floods. f) Road accident victims suffer \_\_\_\_\_ shock. g) The party suffered \_\_\_\_\_ a humiliating defeat in the general election. h) His mother died young, and his sister suffered \_\_\_\_\_ the same fate. i) Premature babies are more likely to suffer \_\_\_\_\_ breathing difficulties in childhood. 4. This policy is closely aligned \_\_\_\_\_ the goals of the organization. 5. The careers of officers complicit \_\_\_\_\_ the cover-up were ruined.

**Language notes:** 1. **suffer from something:** to suffer from a disorder/a disease/an illness/a condition, *e.g. patients suffering from depression/cancer*

2. **suffer something** to experience something unpleasant, such as injury, defeat or loss *e.g. to suffer a stroke/heart attack*

**6. Study the following information about the words *extended* & *extensive* and then complete the sentences with one of them.**

**1. extended:** You use **extended** to describe things which last longer than usual in range, scope or quantity. *E.g. ...extended news bulletins on TV.*

**2. extensive:** If something is **extensive**, it covers a large area. *E.g. ... an extensive Roman settlement in north-west England.* An **extensive** effect is very great. **Extensive** also means 'covering many details'.

(Collins COBUILD English Usage © HarperCollins Publishers, 2012)

1. Many buildings suffered \_\_\_\_\_ damage in the blast. 2. If smoked in large doses for an \_\_\_\_\_ period, marijuana can be physically addictive. 3. We had fairly \_\_\_\_\_ discussions. 4. A tribal society grouped in huge \_\_\_\_\_ families. 5. He and Naomi spent an \_\_\_\_\_ period getting to



know one another. 6. This 18<sup>th</sup> century manor house is set in \_\_\_\_\_ grounds. 7. He suffered \_\_\_\_\_ injuries in the accident. 8. More staff will be needed when the \_\_\_\_\_ opening hours are introduced. 9. They are going to publish an \_\_\_\_\_ version of the report. 10. The fire caused \_\_\_\_\_ damage. 11. \_\_\_\_\_ repair work is being carried out. 12. The computer uses \_\_\_\_\_ memory. 13. The book includes an \_\_\_\_\_ bibliography of books and articles. 14. If you are going abroad for an \_\_\_\_\_ period of time, you should consider renting your house out. 15. Description and decision are delayed until an \_\_\_\_\_ visual search is completed.

GRAMMAR REVISION

7. A) Study the following information.

The **Past Simple** can be used to talk about imaginary, unreal or improbable situations in the present and **Past Perfect** can be used to talk about imaginary, unreal or improbable situations in the past. This is called **Unreal Past**. *Unreal past is used as follows:*

Past Simple	Past Perfect
<p>➤ <b>Conditionals Type 2</b> (unreal in the present)</p> <p><i>If I <b>were</b> you, I would leave now.</i></p> <p>➤ <b>Wish</b> (present)</p> <p><i>I wish she <b>worked</b> more efficiently.</i></p> <p>➤ <b>I'd rather/sooner....</b> (present)</p> <p><i>I'd rather you <b>left</b> the files here, please.</i></p> <p>➤ <b>Suppose/supposing</b></p> <p><i>Suppose you <b>won</b> the lottery, what would you buy?</i></p> <p>➤ <b>As if/ as though</b> ..... (untrue situation in the present)</p> <p><i>He acts as if he <b>were</b> a genius.</i></p> <p>➤ <b>It's (about/high) time...</b></p> <p><i>It's about time you <b>learnt</b> to drive.</i></p>	<p>➤ <b>Conditionals Type3</b> (unreal in the past)</p> <p><i>If I <b>had known</b> before, I wouldn't have come.</i></p> <p>➤ <b>Wish</b> (past)</p> <p><i>If only he <b>hadn't lied</b> to me.</i></p> <p>➤ <b>I'd rather/sooner....</b> (past)</p> <p><i>I'd rather you <b>had not spoken</b> like that yesterday.</i></p> <p>➤ <b>Suppose/supposing</b></p> <p><i>Suppose she <b>hadn't reminded</b> you, would you have remembered?</i></p> <p>➤ <b>As if/ as though</b> ..... (untrue situation in the past)</p> <p><i>She looked at me as if she <b>had</b> never <b>seen</b> me before.</i></p>

(Grammarway 4. Virginia Evans, Jenny Dooley – Express Publishing, 2008)

B) Fill in the gaps with the correct form of the verb in brackets.

1. Suppose they \_\_\_\_\_ (not / turn up) to meet you, what would you have done? 2. If only I \_\_\_\_\_ (not / eat) so much last night. 3. If she \_\_\_\_\_ (tell) me it was a secret, I wouldn't have told anyone. 4. Suppose you \_\_\_\_\_ (miss) your connection, how would you have got home? 5. Suppose he \_\_\_\_\_ (catch) you smoking, what would you do? 6. If you \_\_\_\_\_ (stop) complaining, we would be able to get some work done today. 7. If only I \_\_\_\_\_ (not / stay) so late last night. 8. It's high time you \_\_\_\_\_ (take) some responsibility for your actions. 9. Supposing you

\_\_\_\_\_ (fail) your exams, what would you have done? 10. It's time you \_\_\_\_\_ (light) the fire – it's getting cold. 11. She spends money as if she \_\_\_\_\_ (have) loads of it, but I know she is in debt. 12. If we \_\_\_\_\_ (install) a burglar alarm, this wouldn't have happened. 13. I'd rather we \_\_\_\_\_ (go) home now. 14. I wish she \_\_\_\_\_ (study) harder instead of watching TV. 15. I'd rather she \_\_\_\_\_ (not / wear) my dress last night. She's ruined it. 16. I'd rather we \_\_\_\_\_ (leave) now.

C) Underline the correct tense.

1. It's about time she *learnt / had learnt* how to cook. 2. I'd rather you *didn't touch / had not touched* my favourite vase. You may break it. 3. If she *heard / had heard* the news, she would have called us by now. 4. They would have opened the door if they *knew / had known* who was there. 5. It's high time they *made / had made* some changes. 6. I wish I *saved / had saved* some money last month. 7. Ben would have taken up sport if he *realised / had realised* how much fun it was. 8. Tom speaks to everyone as if he *knew / had known* everything. 9. He would rather you *didn't open / hadn't opened* the letter. He wanted to do it by himself. 10. Suppose you *met / had met* him, what would you say to him? 11. If only he *called / had called* me last night, we could have gone out. 12. I'd rather Mary *spent / had spent* the night with us. It's snowing too heavily for her to drive home. 13. If you *knew / had known* what she did yesterday, you would be very surprised. 14. Supposing she *were seen / had been seen* leaving early, what would have happened?

8. Study the following information.

**In Other Words**

- I've never met such a charming girl. – She's the **most charming** girl I've ever met.
- It's a long time since she wrote to me. – She **hasn't written** to me for a long time.
- She started learning French two years ago. – She's **been learning** French for two years.
- When did he buy the flat? – **How long ago** did he buy the flat? – **How long** is it since he bought the flat?
- She hasn't returned yet. – She **still** hasn't returned.
- I've never seen this film before. – It's the **first time** I've ever seen this film.
- She came to London a year ago. – She **has been in** London for a year.
- The last time I went out was a month ago. – I **haven't been** out for a month.
- He started working as soon as she left. – He **didn't start** working until she had left. – He **started** working when she had left. – He **waited** until she had left before he started working.

**Note the difference:** They have been **in** London for a week (They are still there) – They have been **to** London (They have come back) – They have gone to London. (They are on the way there or they are there, they haven't come back.)

(Grammarway 4. Virginia Evans, Jenny Dooley – Express Publishing, 2008)

*A) Complete the sentences using the words in bold.*

1. It's a week since I last saw him. (**seen**) I \_\_\_\_\_ a week.
2. When did she move to France? (**since**) How long \_\_\_\_\_ to France?
3. He has never seen this film before. (**ever**) It's the first time \_\_\_\_\_ this film.
4. The last time he visited her was a week ago. (**for**) He \_\_\_\_\_ a week.
5. They started eating as soon as the last guest arrived. (**had**) They waited until the \_\_\_\_\_ they started eating.
6. They started learning computing two months ago. (**been**) They \_\_\_\_\_ two months.
7. It's the fastest car I've ever driven. (**never**) I \_\_\_\_\_ fast car.
8. They haven't come back yet. (**still**) They \_\_\_\_\_ back.
9. How long is it since he broke his leg? (**break**) When \_\_\_\_\_ his leg?
10. It's the first time he's ever seen a skyscraper. (**never**) He \_\_\_\_\_ before.
11. She started writing a novel a year ago. (**been**) She \_\_\_\_\_ for a year.
12. That's the smallest car I've ever seen. (**small**) I have \_\_\_\_\_ car.
13. They didn't go to bed until the programme had finished. (**when**) They \_\_\_\_\_ the programme finished.
14. I haven't called Ted for a long time. (**since**) It's a long time \_\_\_\_\_ Ted.
15. She hasn't sold the house yet. (**still**) She \_\_\_\_\_ house.
16. This is the most delicious meal I have ever eaten. (**such**) I have \_\_\_\_\_ meal.
17. I've never read that book before. (**first**) It's the \_\_\_\_\_ that book.
18. She started cooking when he arrived. (**until**) She \_\_\_\_\_ she started cooking.
19. I haven't been swimming for a week. (**was**) The last \_\_\_\_\_ a week ago.
20. He has been learning Italian for six months. (**started**) He \_\_\_\_\_ ago.

*B) Study the following information.*

**Common Mistakes**

- ✓ I'll call you **when I will finish**. –
- ✓ I'll call you **when I finish**. +
- ✓ I **have read** this book a month **ago**. –
- ✓ I **read** this book a month **ago**. +
- ✓ I **have met** him **two days before**. –
- ✓ I **have met** him **before**. +
- ✓ Take a map **in case you will get lost**. –
- ✓ Take a map **in case you get lost**. +
- ✓ When was **the last time you have been** to the cinema? –
- ✓ When was **the last time you went** to the cinema? +
- ✓ I haven't seen him **since I have finished** school. –
- ✓ I haven't seen him **since I finished** school. +
- ✓ I'm **learning** English **since 2015**. –
- ✓ I've **been learning** English **since 2015**. +
- ✓ He **stopped** smoking **a year before**. –
- ✓ He **stopped** smoking **a year ago**. +
- ✓ Sharon found a job last month. She **had left** school six months **ago**. –
- ✓ Sharon found a job last month. She **had left** school six months **before**. +

- ✓ They **still have** called us. –
- ✓ They **still haven't** called us. +
- ✓ He **hasn't still bought** a computer. –
- ✓ He **still hasn't bought** a computer. +
- ✓ She **still is** abroad. –
- ✓ She **is still** abroad. +
- ✓ They **haven't reached yet** a decision. –
- ✓ They **haven't reached** a decision **yet**. +
- ✓ They **will have returned until** noon. –
- ✓ They **will have returned by** noon. +
- ✓ I **used to go** to the cinema **twice last month**. –
- ✓ I **went** to the cinema **twice last month**. +

(Grammarway 4. Virginia Evans, Jenny Dooley – Express Publishing, 2008)

C) *Correct the mistake.*

1. I'm playing football since I was seven years old. \_\_\_\_\_
2. I used to eat at that café three times last week. \_\_\_\_\_
3. They haven't still delivered my camera. \_\_\_\_\_
4. We haven't read yet her message. \_\_\_\_\_
5. I have met that woman a week ago. \_\_\_\_\_
6. We moved to London a year before. \_\_\_\_\_
7. Pete and Ann got married last week. They had met each other four years ago. \_\_\_\_
8. I'll make the supper when I will get home. \_\_\_\_\_
9. Take some sandwiches in case you will get hungry. \_\_\_\_\_
10. The cottage will have been built until the end of May. \_\_\_\_\_
11. Jane still is at school. \_\_\_\_\_
12. When was the last time you have seen Betty? \_\_\_\_\_
13. I have seen this video three months before. \_\_\_\_\_
14. She hasn't been to a party since she has returned from her holiday.

Thinking about the topic

9. A) *What do you think about the following issues? Discuss in small groups:*



1. How would you define the term ‘hegemonic masculinity’?
2. What traits are generally considered to be part of hegemonic masculinity in contemporary Western society?
3. What is the opposite of hegemonic masculinity?
4. What are examples of hegemonic masculinity?

B) *Study the key dates in context with hegemonic masculinity.*

KEY DATES

**1930s** Italian social theorist Antonio Gramsci uses the term ‘hegemony’ to explain how the views of the dominant class become seen as ‘common sense.’

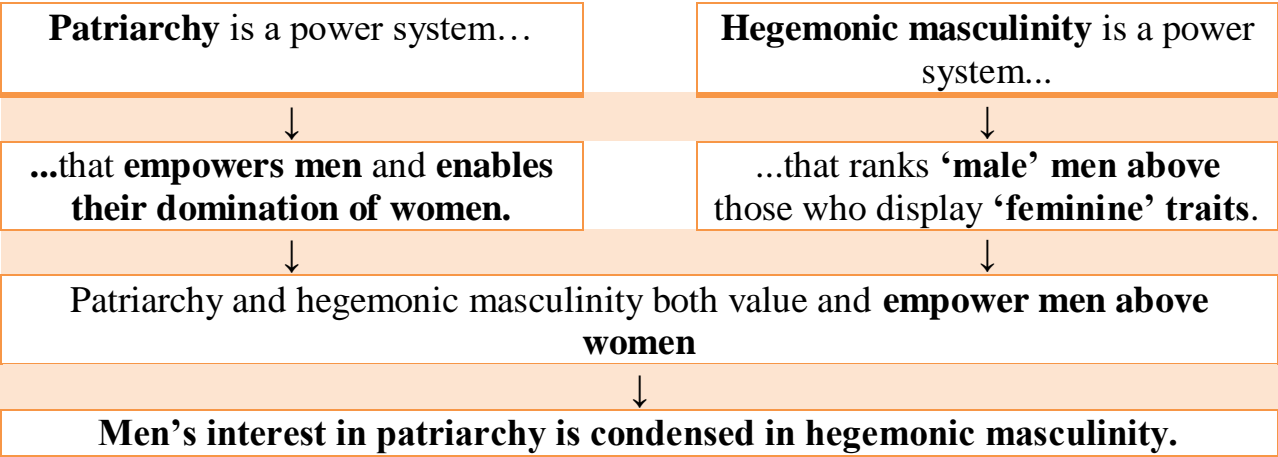
- 1957 US sociologist Helen Hacker writes about the social nature of masculinity.
- 1985 Carrigan, Connell, and Lee publish *Toward a New Sociology of Masculinity*.
- 1990 US sociologists Messner and Sabo use hegemony to explain homophobia and violence at sporting events.
- 1993 US sociologist James Messerschmidt publishes *Masculinities and Crime*.
- 2003 Japanese sociologist Masako Ishii-Kuntz traces the emergence of diverse masculinities in Japan.

C) *Pair work* Ask and answer questions about the key dates and events in context with race and ethnicity.

Now read the text

### MEN’S INTEREST IN PATRIARCHY IS CONDENSED IN HEGEMONIC MASCULINITY

It is often assumed that masculinity is a natural, biological state that cannot be altered. R.W. Connell claims, however, that it is not a fixed thing, but an acquired identity: there is no one pattern of masculinity that is found everywhere or over any extended period of time, and, she says, we should speak about masculinities, not masculinity, when exploring what it means to ‘be a man.’



Masculinity also has multiple definitions within multicultural societies. In any one setting, such as a school or workplace, a particular form of masculinity will be seen as the ‘best’ and most effective way to be a man.

This idea lies behind Connell’s concept of hegemonic masculinity, which claims that in any time or place, different forms of masculinity are organized into a hierarchy. The dominant form – seen as the ideal masculinity and the one that others will be judged against – is the hegemonic form. It will constitute that society’s idea of ‘manliness’ and those few men who can embody this form of masculinity will be ‘the most honored and desired.’

#### Subordinate masculinity

Subordinated or marginalized forms of masculinity are those that deviate from the norm; men espousing these suffer humiliation, exclusion, and loss of privilege. When the masculine role moves toward a more ‘female’ position (as in homosexuality), there is a corresponding loss of status and power. In this way, the

patriarchal position aligns with the hegemonic ideal in Western societies. As men reap significant benefits from maintaining dominance over women, their general interest and investment in patriarchy is formidable – it is what gives them social, cultural, and economic control. The closer a man’s masculinity is to the hegemonic ideal, the more power he has.

### Practicing gender

Connell claims that the European/ American hegemonic form, which is linked closely to the patriarchal ideal of the powerful, aggressive, unemotional male who will often use violence to get his way, is being extended across the world through processes of globalization. The media glamorizes the hegemonic ideal through its adulation of ruthless billionaire entrepreneurs and fit, contact sports stars.

“Most men find it difficult to be patriarchs... but they fear letting go of the benefits.”

**bell hooks**

Women are complicit in recognizing a hierarchy of masculinities, according to Connell. Their continued loyalty to patriarchal religions and romantic narratives, and their perpetuation of gender expectations of children, sustains the power of the patriarchal ideal and the hegemonic masculinity associated with it. By describing masculinity within the terms of hegemony or hierarchy, Connell grants it a fluidity, which means that there is an opportunity for change. A move to establish a version of masculinity that is open to equality with women, she says, would constitute a positive hegemony.

### R.W. Connell

R.W. Connell was born in Australia in 1944 as Robert William (‘Bob’) Connell. A transsexual woman, Connell completed her transition late in life and took the first name of Raewyn. Educated in high schools in Manly and North Sydney, Connell went on to gain degrees from the universities of Melbourne and Sydney.



During the 1960s Connell was an activist in the New Left. She became one of the youngest people to attain an academic chair when she was appointed professor of sociology at Macquarie University, New South Wales, in 1976. Although best known for her work on the social construction of masculinities, Connell has also lectured extensively and written on poverty, education, and the northern hemisphere bias of mainstream social science.

### Key works

**1987** Gender and Power

**1995** Masculinities

**2000** The Men and the Boys

(Megan Todd. *The Sociology Book: Big Ideas Simply Explained* (DK Big Ideas): Tomley Sarah, Hobbs Mitchell, Todd Megan, Weeks Marcus, DK)

## AFTER YOU READ



COMPREHENSION EXERCISES

10. Choose the best option to complete statements about the text or answer the question.

1. \_\_\_\_ used the term ‘hegemony’ to explain why the views of the ruling class are considered ‘common sense’.
- a. Helen Hacker

b. Carrigan, Connell, and Lee

c. Antonio Gramsci

d. Messner and Sabo
2. \_\_\_\_ wrote about the social nature of masculinity
- a. Helen Hacker

b. Carrigan, Connell, and Lee

c. Antonio Gramsci

d. Messner and Sabo
3. *Toward a New Sociology of Masculinity* was published by \_\_\_\_.
- a. Helen Hacker

b. Carrigan, Connell, and Lee

c. Antonio Gramsci

d. Messner and Sabo
4. \_\_\_\_ used hegemony to explain homophobia and violence at sporting events.
- a. Helen Hacker

b. Carrigan, Connell, and Lee

c. Antonio Gramsci

d. Messner and Sabo
5. *Masculinities and Crime* was published by \_\_\_\_.
- a. Masako Ishii-Kuntz

b. James Messerschmidt

c. Antonio Gramsci

d. RW Connell
6. The emergence of diverse masculinities in Japan was studied by \_\_\_\_.
- a. Masako Ishii-Kuntz

b. James Messerschmidt

c. Antonio Gramsci

d. RW Connell

11. Match the key terms with their definitions.

1. patriarchy –	a. the act of moving away from what most people consider normal or acceptable; a difference from what is expected or acceptable
2. matriarchy –	b. in the old days, it was an engagement or a wedding – gaining a spouse, in other words. This is the original meaning, with the figurative ‘married to principles’ definition dating from about 1670. Nowadays the definition is the act of accepting with approval; favorable reception.
3. hegemony –	c. a system in which power or property is passed from mother to daughter
4. deviation –	d. the pursuit of starting, managing, and scaling a business. It involves combining innovation, skills, and vision to develop new products, services, or ideas that meet market demand and create value for a target
5. espousal –	e. a system in which men have all or most of the power and importance in a society or group
6. adulation –	f. often use personalized stories to teach a skill, identify a situation, or tell a story; some examples may cover topics



	such as getting along with others, interacting with others, or experiencing a new place or activity
7. entrepreneurship [ˌɒntɹəprəˈnɜːʃɪp] –	<b>g.</b> a situation in which one country, organization, or group has more power, control, or importance than others
8. loyalty –	<b>h.</b> excessive and slavish admiration and/or praise which is often viewed as a form of flattery
9. social narratives –	<b>i.</b> transformation that results from social actions and reactions in response and adaptation to the imposed forces and circumstances confronting a society
10. social fluidity –	<b>j.</b> a devotion to a country, philosophy, group, or person. Philosophers disagree on what can be an object of it, as some argue that ____ is strictly interpersonal and only another human being can be the object of _____. The definition of ____ in law and political science is the fidelity of an individual to a nation, either one’s nation of birth, or one’s declared home nation by oath (naturalization).

**12. Synonyms:** Find the words in the text that have a similar meaning and write them on the lines below.

1. to change .....
2. to get / buy .....
3. to make up.....
4. to support .....
5. embarrassment / shame / disgrace.....
- 6.impressive /unnerving .....
7. flattery .....
8. pitiless .....
9. story .....
10. to maintain .....
11. liquid.....

**13. Antonyms:** Find the words in the text that have an opposite meaning and write them on the lines below.

1. matriarchy\_ .....
2. femininity .....
3. feminine .....
4. female .....
5. to lose .....
6. subordinate .....
7. to reject / give up / abandon.....
8. merciful.....

**SPEAKING**

**14. A) Pair Work.** Answers the questions in pairs

1. What is the traditional idea of masculinity?

2. What does R.W. Connell claim?
3. How can masculinity be seen in a school or workplace?
4. Which idea lies behind Connell's concept of hegemonic masculinity?
5. What kind of masculinity is seen as the ideal masculinity and the one that others will be judged against?

### **Subordinate masculinity**

1. What are subordinated or marginalized forms of masculinity? What do men espousing these forms suffer?
2. What happens when the masculine role moves toward a more "female" position (as in homosexuality)? What happens in this way?
3. Why is men's general interest and investment in patriarchy formidable? What does it give them?
4. What is the conclusion?

### **Practicing gender**

1. What does R.W. Connell claim concerning the European/ American hegemonic form?
2. In what way do the media glamorize the hegemonic ideal?
3. What are women complicit in, according to Connell?
4. What sustains the power of the patriarchal ideal and the hegemonic masculinity associated with it?
5. How does Connell grant masculinity fluidity? What does it mean?
6. What would constitute a positive hegemony?

*B) Now look back at the text and check your answers.*

**15. A) Group Work.** *On the basis of the information found in the texts, prepare your presentations about **Men's interest in patriarchy is condensed in hegemonic masculinity**. Every member of each group should participate in presenting the material. So, decide who will speak on what aspect in advance.*

*B) Discuss these questions with your partners.*

1. What three characteristics of hegemonic masculinity do you consider to be the major ones?
2. What are the 4 types of masculinity? Can you characterize each of them?

## **PREPARING FOR THE EXAM**

**16.** *For gaps 1 – 15, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).*

**Entrepreneur** (*Fr.* one who undertakes) is a (0) **person** who assumes the organization, management, and risks (1) \_\_\_\_ a business enterprise. It (2) \_\_\_\_ first used as a technical economic term (3) \_\_\_\_ the 18th-century economist Richard Cantillon. To the classical economist of the late 18<sup>th</sup> century the term (4) \_\_\_\_ an employer in the character of one (5) \_\_\_\_ assumes the risk and management of (6) \_\_\_\_; an undertaker of economic enterprises, (7) \_\_\_\_ contrast (8) \_\_\_\_ the ordinary capitalist, who, strictly speaking, merely owns an enterprise

and (9) \_\_\_\_ choose to take no part in its day-to-day operation. In practice, entrepreneurs were not differentiated (10) \_\_\_\_ regular capitalists until the 19<sup>th</sup> century, (11) \_\_\_\_ their function developed into that of coordinators of processes necessary to large-scale industry and trade. Joseph Schumpeter and other 20th-century economists considered the entrepreneur’s competitive drive for innovation and improvement (12) \_\_\_\_ have been the motive force behind capitalist development. Richard Arkwright (13) \_\_\_\_ England and William Cockerill (14) \_\_\_\_ the Continent were prominent examples of the rising class of entrepreneurial manufacturers during the Industrial Revolution. Henry Ford was a 20th-century American example. The entrepreneur’s functions and importance (15) \_\_\_\_ declined with the growth of the corporation.

(J.Schumpeter, *The Theory of Economic Development* (1934);  
 J. W. Gough, *The Rise of the Entrepreneur* (1969);  
 O.F.Collins, *The Organization Makers* (1970))

17. A) Put each of the following words or phrases in its correct place in the text.

- |                       |                       |                         |
|-----------------------|-----------------------|-------------------------|
| A. discredited        | E. cultural evolution | I. matriarchy           |
| B. absolute authority | F. social system      | J. the general sense    |
| C. patriarchy         | G. universal          | K. bestowed             |
| D. as a whole         | H. a series of stages | L. biological evolution |

**Patriarchy**, hypothetical (1) \_\_\_\_ in which the father or a male elder has (2) \_\_\_\_ over the family group; by extension, one or more men (as in a council) exert absolute authority over the community (3) \_\_\_\_\_. Building on the theories of (4) \_\_\_\_ developed by Charles Darwin, many 19th-century scholars sought to form a theory of unilinear [*ju:ni'li:nɪə*] (5) \_\_\_\_\_. This hypothesis, now (6) \_\_\_\_\_, suggested that human social organization ‘evolved’ through (7) \_\_\_\_: animalistic sexual promiscuity was followed by (8) \_\_\_\_\_, which was in turn followed by (9) \_\_\_\_\_.

The consensus among modern anthropologists and sociologists is that while power is often preferentially (10) \_\_\_\_ on one sex or the other, patriarchy is not the cultural (11) \_\_\_\_ it was once thought to be. However, some scholars continue to use the term in (12) \_\_\_\_ for descriptive, analytical, and pedagogical purposes.

(J.Schumpeter, *The Theory of Economic Development* (1934))

**Language Note:** **promiscuity** [*prɒmɪs'kju:əti*] – behaviour that involves having many sexual partners

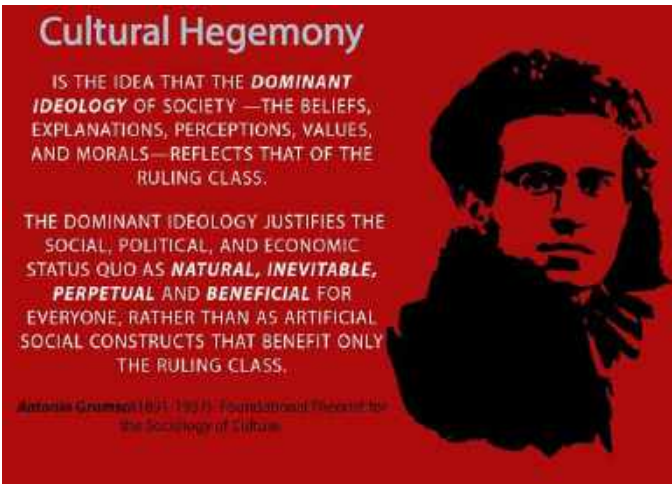
B) Give a word or a phrase which means:

1. an opinion that all members of a group agree with .....
2. the intention, aim or function of something; the thing that something is supposed to achieve .....
3. in a way that gives an advantage to a particular person or group .....
4. to develop gradually, especially from a simple to a more complicated form; to develop something in this way .....
5. the act of increasing the area of activity, group of people, etc. that is affected by something .....
6. developing in a single progressive sequence, esp. from simple to advanced .....

- 7. a group of people who are elected to govern an area such as a city or county .....
- 8. to try to achieve or get something .....
- 9. to put an idea into somebody's mind; to make somebody think that something is true .....
- 10. true or right at all times and in all places .....

16. Read the text and decide which word **A, B, C** or **D** best fits each space.

The Italian philosopher Antonio Gramsci (0)   **B**   the concept of cultural hegemony (1)        Karl Marx's theory that the dominant ideology of society (2)        the beliefs and interests of the ruling class. Gramsci argued that (3)        to the rule of the dominant group is achieved by the spread of ideologies – beliefs, assumptions, and values – through social institutions such as schools, churches, courts, and the media, among others. These institutions do the work of (4)        people into the norms, values, and beliefs of the dominant social group. (5)       



such, the group that controls these institutions controls the rest of society.

Cultural hegemony is (6)        manifested when (7)        ruled by the dominant group come (8)        that the (9)        and social conditions of their society are natural and inevitable, (10)        than created by people with a vested interest in particular social, economic, and political orders.

Gramsci developed the concept of cultural hegemony in (11)        to explain why the worker-led revolution that Marx (12)        in the previous century (13)        to pass. Central to Marx's theory of capitalism was the belief that the destruction of this economic system was built into the system itself since capitalism is premised (14)        the exploitation of the working class by the ruling class. Marx reasoned that workers could only take so much economic exploitation before they (15)        up and overthrow the ruling class. However, this revolution did not happen on a mass scale.

(<https://www.thoughtco.com/cultural-hegemony>)

0.	A. is developing	B. <b>developed</b>	C. has developed	D. develops
1.	A. with	B. on	C. in	D. out of
2.	A. reflects	B. imitates	C. ponders	D. repeats
3.	A. agreement	B. approval	C. consent	D. permission
4.	A. having been socialized	B. being socialized	C. socialized	D. socializing
5.	A. Like	B. As	C. So	D. If
6.	A. most strongly	B. more strongly	C. stronger	D. strongest
7.	A. these	B. those	C. this	D. that
8.	A. believing	B. believed	C. believe	D. to believe

9.	A. economical	B. economically	C. economic	D. economics
10.	A. rather	B. more	C. better	D. bigger
11.	A. an achievement	B. trouble	C. an effort	D. pains
12.	A. predicts	B. has predicted	C. had predicted	D. predicted
13.	A. had not come	B. didn't come	C. won't come	D. doesn't come
14.	A. on	B. in	C. from	D. with
15.	A. had risen	B. will rise	C. would rise	D. rose

17. For lines 1 – 15, read the text below and look carefully at each line. Some of the lines are correct and some have a word which should not be there. If a line is correct, put a tick (V) in the answer boxes provided.

0	In <i>The Study of Philosophy</i> , Gramsci discussed the role of ‘common	V
00	sense’ – dominant <i>of</i> ideas about society and about our place in it –	<i>of</i>
1	in the producing cultural hegemony. For example, the idea of ‘pulling	
2	oneself up by the bootstraps,’ the idea that one can succeed in	
3	economically if one is just tries hard enough, is a form of ‘common	
4	sense’ that has flourished under capitalism, and that serves to justify	
5	the system. In other words, if one believes that all it takes to being	
6	succeed is a hard work and dedication, then it follows that the system	
7	of capitalism and the social structure that is organized and around	
8	it is just and valid. It also follows that those who have been succeeded	
9	economically have earned their wealth in a just and fair manner and	
10	that those are who struggle economically, in turn, deserve their	
11	impoverished state. This form of ‘common sense’ fosters to the belief	
12	that success and social mobility are strictly the responsibility of for	
13	the individual, and in doing so has obscures the real class, racial, and	
14	gender inequalities that are being built into the capitalist system.	
15	In sum, cultural hegemony is a result of socialization, our experiences	
	with social institutions, and our exposure to cultural narratives and	
	imagery, all of which reflect the beliefs and values of the ruling class.	

(<https://www.thoughtco.com/cultural-hegemony>)

**Language Note:** to obscure – to make it difficult to see, hear or understand something

18. A) **Grammar Revision.** Study the sentence from the text: **The closer** a man’s masculinity is to the hegemonic ideal, **the more** power he has.

We use **the + comparative ..., the + comparative** to show that two things change together or that one thing depends on another thing. E.g. **The longer** he talked, **the more confused** they became.

(Grammarway 4. Virginia Evans, Jenny Dooley – Express Publishing, 2008)

B) Complete the sentences, using **the + comparative**, as in the example.  
Example: The children got noisy. The teacher got angry. The noisier the children got, the angrier the teacher got.



1. We worked hard. We earned lots of money. \_\_\_\_\_ we worked, \_\_\_\_\_ money we earned.
2. I pushed the swing high. The little boy laughed a lot. \_\_\_\_\_ I pushed the swing, \_\_\_\_\_ the little boy laughed.
3. If you eat lots of chocolate, you'll get fat. \_\_\_\_\_ chocolate you eat, \_\_\_\_\_ you'll get.
4. If a car is new, it is valuable. \_\_\_\_\_ a car is, \_\_\_\_\_ it is.
5. It grew dark. I became scared. \_\_\_\_\_ it grew, \_\_\_\_\_ I became.

## HOME ASSIGNMENT

**19. Grammar Revision.** Choose the correct verb to complete the sentences.

1. She sipped her coffee and pulled a face. It ..... horrible today.  
a) taste                      b) tastes                      c) is tasting                      d) was tasting
2. Like all young men, he ..... like a log.  
a) sleep                      b) is sleeping                      c) sleeps                      d) have slept
3. If he ... me a line to my club, it'll be forwarded at once.  
a) send                      b) sends                      c) will send                      d) will have sent
4. The important thing to know is when the book ..... out.  
a) come                      b) comes                      c) will come                      d) has come
5. 'Oh, hallo!' she said. 'Do you want to see me?' – 'No, I .... for my father.'  
a) look                      b) looks                      c) am looking                      d) will look
6. The great detective has retired from business. He .... roses in a little cottage.  
a) grow                      b) grows                      c) is growing                      d) was growing
7. People... /always/ ... circumstances for what they are.  
a) blame                      b) blames                      c) are blaming                      d) is blaming
8. When I see him, he... /always/ .... something.  
a) is eating                      b) eat                      c) eats                      d) have eaten
9. He .... a meeting with his employees this evening.  
a) has                      b) have                      c) is having                      d) had
10. This year we ..... only one assistant.  
a) took                      b) take                      c) have taken                      d) has taken
11. I .... even coffee yet.  
a) didn't have                      b) don't have                      c) haven't had                      d) hasn't have
12. I ... this young lady all my life.  
a) know                      b) am knowing                      c) had known                      d) have known
13. He .... here for many years now.  
a) live                      b) has lived                      c) have lived                      d) had lived
14. I ..... ill for two weeks.  
a) am                      b) has been                      c) have been                      d) had been
15. I .... to be a lawyer all my life.  
a) want                      b) has wanted                      c) have wanted                      d) had wanted
16. 'Are you married?' – 'No, I'm divorced.' – 'How long .../ you /... married?'  
a) were                      b) have been                      c) had been                      d) are
17. 'Are you married?' – 'Yes.' - 'How long ..... you... married?'

- a) were                      b) have been                      c) had been                      d) are
18. I'll take you back in my car but not till I .... you some coffee.
- a) will make                      b) will have made                      c) have made                      d) had made
19. You .... excuses for him all your life.
- a) make                      b) made                      c) has made                      d) have been making
20. He .... since he came home.
- a) study                      b) has studied                      c) is studying                      d) has been studying
21. Last May I ..... three days in London.
- a) spent                      b) have been spending                      c) have spent                      d) had spent
22. When I returned, she ... from room to room.
- a) wandered                      b) has wandered                      c) had wandered                      d) was wandering
23. One evening, just as I 1) .... the office, Martin 2) .... me up.
- (1) a) left                      b) was leaving                      c) has been leaving                      d) had been leaving
- (2) a) was ringing                      b) has been ringing                      c) rang                      d) rings
24. She was in the dressing gown. She .... evidently just out of bed.
- a) got                      b) has got                      c) gets                      d) had got
25. He was not aware how long he ... there.
- a) sat                      b) was sitting                      c) had been sitting                      d) has been sitting
26. The rain ... and the air was fresh.
- a) had passed                      b) has passed                      c) was passing                      d) passed
27. She ... him a set of keys before they left the firm.
- a) gives                      b) had given                      c) has given                      d) was giving
28. She .../ hardly /.... down when a gentleman flopped into the chair opposite hers.
- a) sat                      b) has sat                      c) had sat                      d) sits
29. She rose from her chair in which she ..... .
- a) sat                      b) has been sitting                      c) had been sitting                      d) is sitting
30. We ... about the weather for a few minutes and then we'll have dinner.
- a) talk                      b) talked                      c) will talk                      d) are talking

**Note:**

*We **had hardly** come into the flat **when** the phone rang. **Hardly had** we come into the flat **when** the phone rang.*

*We **had scarcely** come into the flat **when** the phone rang. **Scarcely had** we come into the flat **when** the phone rang.*

***No sooner had** we come into the flat **than** the phone rang.*

20. Complete the sentences using the words in bold.

1. She didn't go until after Philip had called.

**before** She \_\_\_\_\_

2. She started taking lessons ten years ago.



- been** She \_\_\_\_\_ ten years.
3. How long ago did he move to Canada?
- moved** How long \_\_\_\_\_ Canada?
4. I've never driven such a fast car!
- ever** It's the \_\_\_\_\_
5. We haven't been abroad for two years.
- time** The last \_\_\_\_\_
6. How long is it since you visited Spain?
- visit** When \_\_\_\_\_ Spain?
7. She has never eaten lobster before.
- time** It's the first \_\_\_\_\_ lobster.
8. He hasn't turned up yet.
- still** He \_\_\_\_\_
9. The last time I saw Emily was six months ago.
- for** I \_\_\_\_\_
10. When did Patricia finish writing her essay?
- since** How long \_\_\_\_\_ ?
11. She began to play tennis when she was ten.
- since** She \_\_\_\_\_ she was 10.
12. I bought this coat three years ago.
- for** I \_\_\_\_\_ three years.
13. John hasn't played golf for years.
- time** The \_\_\_\_\_ golf was years ago.
14. We've never seen such a funny film.
- ever** It's the \_\_\_\_\_ seen.
15. The waiter didn't take our order until everyone had decided what they wanted.
- before** The waiter waited until \_\_\_\_\_ our order.

**21. Underline the correct participle.**

On Saturday, I took my children to the circus. I thought I would have a *boring* / *bored* time, but actually I was quite *astonishing* / *astonished* by the *amazing* / *amazed* acts. We were *stunning* / *stunned* by the acrobats. They balanced on the tops of each other with incredible ease. We were really *impressing* / *impressed* by their performance. The children found the lion-tamer's act *exiting* / *excited*. I felt *terrifying* / *terrified* when he put his hands into the lion's mouth, but the children were *amusing* / *amused* and they clapped loudly. A magician performed many incredible tricks: it was *fascinating* / *fascinated* to watch him make various objects disappear and reappear. The children were more *interesting* / *interested* in the elephant act. When the huge animals came into the arena, the audience cheered. The elephants were well-trained and their tricks were *entertaining* / *entertained*. Some children from the audience were invited to ride on the elephants' backs. My children were *disappointing* / *disappointed* when they were not chosen, but their disappointment faded when the clowns took the centre ring. It was quite a *captivating* / *captivated* show. By the time we got home we all felt *exhausting* / *exhausted*.

22. Put the verbs in the passage below in the correct form of either the infinitive.

Eli Bilston always enjoyed 1) \_\_\_\_\_ (tell) us about his life, and we were always afraid 2) \_\_\_\_\_ (interrupt) him because he had a very hot temper. He had left school at thirteen, and he had managed to avoid 3) \_\_\_\_\_ (look) for a real job by 4) \_\_\_\_\_ (work) for his father in the family scrap yard. He was supposed 5) \_\_\_\_\_ (check) the weight of scrap metal leaving the yard, but he always preferred 6) \_\_\_\_\_ (sit) around and 7) \_\_\_\_\_ (make) cups of tea for other workers instead. You won't be surprised 8) \_\_\_\_\_ (hear) that eventually Eli's father noticed him 9) \_\_\_\_\_ (waste) time 10) \_\_\_\_\_ (do) nothing, and asked him 11) \_\_\_\_\_ (find) another job. Eli never regretted 12) \_\_\_\_\_ (have) to leave the scrap yard, because his next job was even easier! He was employed at Dudley Zoo as a night watchman, where he found it a pleasure just 13) \_\_\_\_\_ (sit) and 14) \_\_\_\_\_ (watch) the monkeys 15) \_\_\_\_\_ (play) in their cages. His only duty was 16) \_\_\_\_\_ (feed) the jaguars at dawn – something which he claims he only forgot 17) \_\_\_\_\_ (do) once in his time there. He said that he would never forget 18) \_\_\_\_\_ (see) the zookeeper's face after the poor man had tried 19) \_\_\_\_\_ (give) them their lunch – they had nearly eaten him alive! After 20) \_\_\_\_\_ (work) in the zoo for six years, war broke out in Europe Eli went on 21) \_\_\_\_\_ (join) the army in the hope of finding some adventure.

WRITING

21. Write a summary of the article *Men's interest in patriarchy is condensed in hegemonic masculinity*.

22. Write your opinions on questions 1-5. Use 25-30 words.

- 1. Who is the hegemon today? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 2. What is hegemony of masculinity in sociology? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 3. What are the types of masculinity in your opinion? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 4. What is the theory of masculinity by RW Connell? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 5. Is hegemonic masculinity bad? Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# WHITE WOMEN HAVE BEEN COMPLICIT IN IMPERIALIST WHITE-SUPREMACIST CAPITALIST PATRIARCHY

## Preparing to read

1. Can you define the term *feminism*?
2. How would you explain feminism?
3. Can a man be a feminist?
4. When did feminism start?
5. What are the three ways of feminism?
6. What wave of feminism are we in now?



**Supremacism** is the belief that a certain group of people is superior to all others. The supposed superior people can be defined by age, gender, race, ethnicity, religion, sexual orientation, language, social class, ideology, nationality, culture, or belong to any other part of a particular population.

**Interlocking oppressions** are also known as ‘vectors of oppression and privilege’. These terms refer to how differences among people (sexual orientation, class, race, age, etc.) serve as oppressive measures towards women and change the experience of living as a woman in society.



*C) Work with your partner. Your understanding of the texts you read depends in part on your understanding of key terms. Pay careful attention to the explanations of these terms when matching them with their definitions.*

1. supremacist –	<i>a.</i> cruel and unfair treatment of people, especially by not giving them the same freedom, rights, etc. as other people
2. agenda –	<i>b.</i> a foundational assumption of many economic theories that claims human beings are generally self-interested and will take advantage of others when possible
3. opportunism –	<i>c.</i> a comparison between two things, typically for the purpose of explanation or clarification
4. bourgeois –	<i>d.</i> a person who believes that the group of people they belong to is better than other groups and should have power over them
5. oppression –	<i>e.</i> a mental illness that causes somebody to worry so much that it has a very negative effect on their daily life
6. minority –	<i>f.</i> a list of items to be discussed at a meeting
7. Hispanic –	<i>g.</i> belonging to or typical of the part of society that is rich, educated, owns land etc, according to Marxism
8. analogy –	<i>h.</i> a small group within a community or country that is different because of race, religion, language, etc.
9. hotspot –	<i>i.</i> a) an exciting place where there is a lot of activity or entertainment; b) an area where there is fighting, serious political trouble, or an outbreak of a disease
10. anxiety –	<i>j.</i> a person whose first language is Spanish, especially one from a Latin American country living in the US or Canada

### VOCABULARY PRACTICE

2. A) Pronounce the words related to the theme:

**supremacist** [su:ˈprɛməsɪst]; **thoroughgoing** [ˌθʌrəˈɡəʊɪŋ]; **agenda** [əˈdʒendə]; **opportunism** [ˌɒpəˈtjuːnɪzəm]; **bourgeois** [ˈbʊʒwɑː]; to **acknowledge** [əkˈnɒlɪdʒ]; **minority** [maɪˈnɒrəti]; **inherent** [ɪnˈhɪərənt / ɪnˈherənt]; **analogy** [əˈnælədʒi]; to **endow** [ɪnˈdaʊ]; **self-sufficient** [ˌself səˈfɪʃnt]; **arena** [əˈriːnə]; **insidious** [ɪnˈsɪdiəs]; to **exaggerate** [ɪɡˈzædʒəreɪt]; **chauvinism** [ˈʃəʊvɪnɪzəm]; **anxiety** [æŋˈzaɪəti]; **politics** [ˈpɒlətɪks]; **heterosexual** [ˌhetərəˈseksʃuəl]

B) Complete the word building table.

Noun/Verb	Adjective/Adverb	Verb	Noun
to broaden –		to broaden –	
– bourgeois		to maintain –	
oppression –		to liken –	

accident –	to intersect –
– superior	to lay off –
analogy –	– situation
luxury –	to acknowledge –
to obsess –	to obsess –
– self-sufficient	to plunder –
to suspect –	to pursue –
anxiety –	to endow –
to obey –	to obey –
to benefit –	to reinforce –
politics –	to dismantle –
– heterosexual	to deny –
to exaggerate –	to exaggerate –

C) Choose one of the words from the table for the gaps in the sentences below and use it in the correct form (for a verb or a noun).

1. If you \_\_\_\_\_ something **at** a particular rate or level, you keep it at that rate or level. 2. If one side in a war or conflict has \_\_\_\_\_, it has an advantage over its enemy, for example because it has more soldiers or better equipment. 3. If something \_\_\_\_\_ you or if you \_\_\_\_\_ **about** something, you keep thinking about it and find it difficult to think about anything else. 4. \_\_\_\_\_ is property that has been stolen, especially during a war, etc. 5. If you \_\_\_\_\_ one thing or person **to** another thing or person, you say that they are similar. 6. a) If someone has an \_\_\_\_\_ of a particular quality or ability, they possess it naturally. b) An \_\_\_\_\_ is a gift of money that is made to an institution or community in order to provide it with an annual income. 7. When there are \_\_\_\_\_ in a company, workers are told by their employers to leave their job, usually because there is no more work for them in the company. 8. When you \_\_\_\_\_ something such as your experience or popularity or when it \_\_\_\_\_, the number of things or people that it includes becomes greater. 9. An \_\_\_\_\_ happens when a vehicle ['vi:əkl] hits a person, an object, or another vehicle, causing injury or damage. 10. If you \_\_\_\_\_ something such as an idea or fact **in** a particular context, you relate it to that context, especially in order to understand it better. 11. a) An \_\_\_\_\_ is a statement or action which recognizes that something exists or is true. b) A gesture of \_\_\_\_\_, such as a smile, shows someone that you have seen and recognized them. c) The \_\_\_\_\_ in a book are the section in which the author thanks all the people who have helped him or her. 12. a) If you \_\_\_\_\_ an activity, interest, or plan, you carry it out or follow it. b) If you \_\_\_\_\_ a particular aim or result, you make efforts to achieve it, often over a long period of time. 13. If you \_\_\_\_\_ a person, a command, or an instruction, you do what you are told to do. 14. \_\_\_\_\_ is very great comfort, especially among beautiful and expensive surroundings. 15. To \_\_\_\_\_ an organization or system means to cause it to stop functioning by gradually reducing its power or purpose. 16. If you are \_\_\_\_\_ **of** someone or something, you do not trust them, and are careful when dealing with

them. 17. If you \_\_\_\_\_ **from** something, or it \_\_\_\_\_ you, it gives you an advantage, improves your life, or helps you in some way.

D)

Negative Prefixes / Suffixes	Negative Prefixes / Suffixes
obedient –	obedience –

E)

Noun/Verb	Person	Noun/Verb	Person
rape –		– sister	
to plunder –		bourgeoisie –	
to pursue –		mockery –	
politics –		to benefit –	

3. How well do you know the vocabulary associated with this theme? The following words occur in the text. Fill in the correct word. Use a dictionary if necessary.

A) lay off \_\_\_\_\_; likened \_\_\_\_\_; thoroughgoing \_\_\_\_\_; acknowledge \_\_\_\_\_; break away \_\_\_\_\_; interlock \_\_\_\_\_; obsession \_\_\_\_\_; counts \_\_\_\_\_; encased \_\_\_\_\_; trump \_\_\_\_\_; apparent \_\_\_\_\_; vested interests \_\_\_\_\_; pursuit \_\_\_\_\_; intersection \_\_\_\_\_; criss-crossing \_\_\_\_\_; plunder \_\_\_\_\_; loopholes \_\_\_\_\_; inherent \_\_\_\_\_

1. When state department analysts are asked for their opinions, however, pragmatism will probably \_\_\_\_\_ ideology. 2. The pieces of the puzzle \_\_\_\_\_ **with** each other. 3. I felt the need to \_\_\_\_\_ **from** home. 4. Only those with \_\_\_\_\_ **in** the current system could ignore the need for change. 5. The sociologist Scheff is probably the social scientist who has attempted the most \_\_\_\_\_ analysis of catharsis in social life. 6. Global information distribution networks represent the infrastructure \_\_\_\_\_ countries and continents. 7. He once \_\_\_\_\_ his job **to** fire-fighting. 8. The accident occurred **at** the \_\_\_\_\_ of Mulholland Drive with Canyonback Road. 9. She appeared in court **on** three \_\_\_\_\_ of fraud. 10. He uses his legal knowledge to exploit \_\_\_\_\_ in the law. 11. Because of falling orders, the company has been forced to \_\_\_\_\_ several hundred workers. 12. I have to \_\_\_\_\_ the fact that I am partly responsible. 13. It is \_\_\_\_\_ **from** scientific studies that the drug has some fairly nasty side effects. 14. Dance is also an \_\_\_\_\_ part of the culture. 15. Her fear of flying is bordering on \_\_\_\_\_. 16. The reactor is \_\_\_\_\_ in concrete and steel. 17. The invaders were back and ready to \_\_\_\_\_. 18. The union is on strike **in** \_\_\_\_\_ **of** a ten percent pay increase.

**Language note:** catharsis [kə'θɑ:sis] – the process of releasing strong feelings, for example through plays or other artistic activities, as a way of providing relief from anger, mental pain, *etc.*

**The Rules of Patriarchy**



B) reinforce \_\_\_\_\_; insidious \_\_\_\_\_; provide for \_\_\_\_\_; exaggerated \_\_\_\_\_; schooled \_\_\_\_\_; transgressed \_\_\_\_\_; rigidly \_\_\_\_\_; obey \_\_\_\_\_; denial \_\_\_\_\_; shunned (to shun) \_\_\_\_\_; endowed \_\_\_\_\_; abide by \_\_\_\_\_; stems \_\_\_\_\_; dismantle \_\_\_\_\_; count \_\_\_\_\_; self-sufficient \_\_\_\_\_; inculcate \_\_\_\_\_; despite \_\_\_\_\_; janitor (Br. caretaker) \_\_\_\_\_; mockery \_\_\_\_\_; inception \_\_\_\_\_

1. You say that someone is \_\_\_\_\_ **with** a particular desirable ability, characteristic, or possession when they have it by chance or by birth. 2. He was well \_\_\_\_\_ **in** hiding his emotions. 3. She felt she had to \_\_\_\_\_ her father, even though she thought he was wrong. 4. Without work, how can I \_\_\_\_\_ my children? 5. The country is totally \_\_\_\_\_ **in** food production. 6. Such jokes tend to \_\_\_\_\_ gender stereotypes. 7. The present system is a \_\_\_\_\_ of justice. 8. They \_\_\_\_\_ the bounds of decency. 9. Most people with this \_\_\_\_\_ disease have no idea that they are infected. 10. No one is suggesting that we \_\_\_\_\_ the Social Security system. 11. The city government has been heavily criticized for its \_\_\_\_\_ of the seriousness of the situation. 12. She was good at physics \_\_\_\_\_ the fact that she found it boring. 13. The speed limit must be \_\_\_\_\_ enforced. 14. He has a very/greatly \_\_\_\_\_ idea of his own importance. 15. Much of the instability \_\_\_\_\_ **from** the economic effects of the war. 16. Since its \_\_\_\_\_ the company has produced 53 different aircraft designs. 17. You can always \_\_\_\_\_ **on** Michael in a crisis. 18. Victims of the disease found themselves \_\_\_\_\_ by society. 19. Our coach has worked hard to \_\_\_\_\_ a team spirit **in/into** the players. 20. If you \_\_\_\_\_ a law, agreement, or decision, you do what it says you should do. 21. The modern \_\_\_\_\_ is given that title for having the keys to all doors in a building.

4. Give a word or a phrase which means:

A) 1. very careful and complete; looking at every detail \_\_\_\_\_; 2. a place where two or more roads, lines, *etc.* meet or cross each other \_\_\_\_\_; 3. a mistake in the way a law, contract, *etc.* has been written that enables people to legally avoid doing *something* that the law, contract, *etc.* had intended them to do \_\_\_\_\_; 4. to join together firmly, *esp.* by fitting one part into another \_\_\_\_\_; 5. to stop employing *someone* because there is not enough work for them to do \_\_\_\_\_; 6. to make a pattern on *something* with many straight lines that cross each other \_\_\_\_\_; 7. that is a basic or permanent part of *somebody/something* and that cannot be removed \_\_\_\_\_; 8. a) to play a card that beats *somebody* else's card; b) to do better than *someone* else in a situation when people are competing with each other \_\_\_\_\_; 9. to leave your home, family, or job and become independent \_\_\_\_\_; 10. a personal reason for wanting *something* to happen, especially because you get some advantage from it \_\_\_\_\_; 11. to point out the resemblance of *someone* or *something* to *someone* or *something* \_\_\_\_\_; 12. a charge brought against a prisoner *etc.* \_\_\_\_\_; 13.



to accept that *something* is true \_\_\_\_\_; 14. to surround or cover *something* completely, *especially* to protect it \_\_\_\_\_; 15. to steal goods from (a place or person), typically using force and in a time of war or civil disorder \_\_\_\_\_; 16. easy to see or understand \_\_\_\_\_; 17. the act when *someone* tries to get, achieve, or find *something* in a determined way \_\_\_\_\_; 18. the state in which a person's mind is completely filled with thoughts of one particular thing or person in a way that is not reasonable or normal \_\_\_\_\_

**B)** 1. able to do or produce everything that you need without the help of other people \_\_\_\_\_; 2. a statement saying that something is not true or real; the act of not allowing *someone* to have *something* \_\_\_\_\_; 3. made to seem larger, better, worse or more important than it really is or needs to be \_\_\_\_\_; 4. to do what *someone* in authority tells you to do, or what a law or rule says you must do \_\_\_\_\_; 5. used to show that *something* happened or is true although *something* else might have happened to prevent it \_\_\_\_\_; 6. to train *somebody*/yourself/an animal to do *something* \_\_\_\_\_; 7. comments or actions that are intended to make *somebody/something* seem silly \_\_\_\_\_; 8. spreading gradually or without being noticed, but causing serious harm \_\_\_\_\_; 9. to provide with a quality, ability, or asset \_\_\_\_\_; 10. to give *somebody* the things that they need to live, such as food, money and clothing \_\_\_\_\_; 11. to give support to an opinion, idea, or feeling, and make it stronger \_\_\_\_\_; 12. to go beyond the limit of what is morally or legally acceptable \_\_\_\_\_; 13. to end an organization or a system gradually in an organized way \_\_\_\_\_; 14. to be the result of *something* \_\_\_\_\_; 15. in a very strict way that is difficult to change \_\_\_\_\_; 16. to be confident that you can depend on *someone* \_\_\_\_\_; 17. to cause *somebody* to learn and remember ideas, moral principles, *etc.*, especially by repeating them often \_\_\_\_\_; 18. to avoid *somebody/something* \_\_\_\_\_; 19. to accept and obey a decision, rule, agreement *etc.*, even though you may not agree with it \_\_\_\_\_; 20. a person whose job is to take care of a building such as a school or a block of flats or an apartment building \_\_\_\_\_; 21. the start of an institution, an organization, *etc.* \_\_\_\_\_

**5. Fill in the correct preposition where *necessary*.**

**A)** 1. They broke \_\_\_\_\_ the national union and set up their own local organization. 2. She thinks that lawyers have a vested interest \_\_\_\_ making the legal process move slowly. 3. The residents, and \_\_\_\_ particular the women and children, are suffering terribly. 4. White women have been complicit \_\_\_\_ perpetuating white patriarchal domination. 5. The government was right to maintain interest rates \_\_\_\_ a high level. 6. It will liken welfare \_\_\_\_ drugs: soothing, addictive, and utterly destructive of independence and initiative. 7. Traffic lights have been placed \_\_\_\_ all major intersections. 8. Once merely a nice thing to have on a resume ['rezju:meɪ], computer literacy is now essential for virtually anyone \_\_\_\_ the workplace. 9. The present law discriminates unfairly \_\_\_\_ women. 10. They were found guilty \_\_\_\_ all counts. 11. If you have nothing to do \_\_\_\_ someone or something, or if someone or something has nothing to do \_\_\_\_ you, you are not involved or connected with it. 12. The women have the

opportunity to situate their own struggles \_\_\_\_ a wider historical context. 13. The team soon demonstrated their superiority \_\_\_\_ the opposition. 14. He defended the tradition of civilian control \_\_\_\_ the military.

**B)** 1. You are endowed \_\_\_\_ wealth, good health and a lively intellect. 2. Alexander the Great ruled \_\_\_\_ a huge empire. 3. Many mothers schooled their daughters \_\_\_\_ the myth of female inferiority. 4. He didn't provide \_\_\_\_ them in his will. 5. a) We are here to provide \_\_\_\_ the public \_\_\_\_ a service. b) We are here to provide \_\_\_\_ a service \_\_\_\_ the public. c) The original system did not provide \_\_\_\_ this sudden increase \_\_\_\_ demand. d) The new constitution provides \_\_\_\_ a 650-seat legislature. e) The organization provides \_\_\_\_ food and shelter \_\_\_\_ refugees. f) The legislation provides \_\_\_\_ the detention of suspected terrorists for up to seven days. g) He provided \_\_\_\_ us \_\_\_\_ a lot of useful information. h) We provide \_\_\_\_ information \_\_\_\_ parents. i) We provide \_\_\_\_ parents \_\_\_\_ information. j) Commanders failed to provide \_\_\_\_ an attack by sea. 6. Despite \_\_\_\_ applying \_\_\_\_ hundreds of jobs, he is still \_\_\_\_ \_\_\_\_ work. 7. Most people's insecurities stem \_\_\_\_ something that happened in their childhood. 8. He called (their) attention \_\_\_\_ the fact that many files were missing. 9. a) Many thousands have benefited \_\_\_\_ the new treatment. b) They would benefit \_\_\_\_ reducing their labour costs. 10. I can count \_\_\_\_ my parents to help me. 11. We will abide \_\_\_\_ their decision.

**Language notes:** 1. **to provide for somebody** (*phrasal verb*) – a) to give someone the things they need to live, such as money, food *etc.*; b) (*of a law, rule, etc.*) to make it possible for something to be done; c) to make preparations to deal with something that might happen in the future

2. **to provide something for somebody / provide something for somebody** - to give something to somebody or make it available for them to use

**6. A)** Study the following information about the words **politics** and **policy** then complete the sentences with one of them.

### 1. 'politics'

The noun **politics** is usually used to refer to the methods by which people get, keep, and use power in a country or society. *E.g. She is interested in a career in politics.*

When **politics** is used like this, you can use either a singular or plural form of a verb with it. It is more common to use a singular form. *E.g. Politics is sometimes about compromise. American politics are very interesting.*

**Politics** can refer to a particular set of beliefs about how countries should be governed or power should be used. When you use **politics** like this, you use a plural form of a verb with it. *E.g. I think his politics are quite conservative.*

**Politics** can also refer to the study of the ways in which countries are governed, and of the ways in which people get and use power. When you use **politics** like this, you must use a singular form of a verb with it. *E.g. Politics is often studied together with Economics.*

### 2. 'policy'

There is **no** noun 'politic'. To refer to a course of action or plan that has been agreed upon by a government or political party, use **policy**. *E.g. He criticized the government's education policy.*

(Collins COBUILD English Usage © HarperCollins Publishers, 2012)

**B)** 1. A \_\_\_\_\_ is a set of ideas or plans that is used as a basis for making decisions, especially in politics, economics, or business. 2. \_\_\_\_\_ are the actions or activities concerned with achieving and using power in a country or society. 3. Her parents never discussed \_\_\_\_\_. 4. She is aiming for a career in \_\_\_\_\_. 5. They don't have any plans which include changes in foreign \_\_\_\_\_ and economic reforms. 6. Have you considered going into \_\_\_\_\_? 7. The company has adopted a strict no-smoking \_\_\_\_\_. 8. The economy has been the major issue in electoral \_\_\_\_\_. 9. Government spending is determined by government \_\_\_\_\_. 10. State ownership is party \_\_\_\_\_. 10. This issue is beyond partisan \_\_\_\_\_. 11. As a churchman, he was accused of interfering in \_\_\_\_\_. 12. He abandoned \_\_\_\_\_ and went into business. 13. It is not company \_\_\_\_\_ to offer refunds. 14. The middle classes have suffered most as a result of government economic \_\_\_\_\_. 15. He argued that it was not practical \_\_\_\_\_ to abolish private schools. 16. I have always followed \_\_\_\_\_ closely. 17. Our energy \_\_\_\_\_ must put the environment first. 18. Some customers pursue a deliberate \_\_\_\_\_ of delaying payment. 19. In their world \_\_\_\_\_ dominates everything. 20. Let's not talk \_\_\_\_\_ now. 21. The Democrats are simply engaging in partisan \_\_\_\_\_. 22. There was no clear \_\_\_\_\_ on this matter. 23. The legislation has been driven by populist \_\_\_\_\_. 24. Local government is responsible for implementing central government \_\_\_\_\_.

## GRAMMAR REVISION

7. A) Study the following information.

### ARTICLE

We use **a/an**:

- with singular countable nouns when we talk about them in general. *E.g. I want to buy a bag.*
- with the verbs to be and have (got). *E.g. Mary has (got) a dog. It's a German Shepherd.*
- before Mr/Mrs/Miss/Ms when we refer to an unknown person. *E.g. A Mrs Jones called you this morning.*
- to show: a) price in relation to weight (two pounds a kilo), b) distance in relation to speed (80 km an hour), c) frequency (twice a week).

We do not use a/an:

- with uncountable nouns or plural countable nouns. We can use some instead of a/an. *E.g. We need (some) milk and (some) flour. They bought (some) flowers.*
- before an adjective if it is not followed by a noun. *E.g. This ring is expensive.*  
*But: This is an expensive ring.*

The is used:

- with singular and plural nouns, countable and uncountable ones, to talk about something specific or when the noun is mentioned for the second time. *E.g.* Can I try on the blue dress, please? (Which dress? The blue one – specific) There was a rat in the kitchen. I killed the rat with my boot.
- before singular countable nouns to refer to a group of people, animals or things. *E.g.* The dolphin lives in the sea. (We mean all dolphins.) The articles are not used before a noun in the plural when it represents a group. *E.g.* Dolphins are intelligent animals. (not: The dolphins are intelligent animals.)

(Grammarway 4. Virginia Evans, Jenny Dooley – Express Publishing, 2008)

**B) Fill in a, an, the, any or some where necessary.**

1. I need \_\_\_\_ car and I know \_\_\_\_ kind of car I want. It must do 100 miles \_\_\_\_ hour and do 40 miles \_\_\_\_ gallon. 2. ‘Have you got \_\_\_\_ money?’ ‘I had \_\_\_\_ this morning but I did \_\_\_\_ shopping, and \_\_\_\_ fruit was so expensive! 50 p. \_\_\_\_ kilo for apples! It’s \_\_\_\_ disgrace!’ 3. \_\_\_\_ everybody knows \_\_\_\_ lion is \_\_\_\_ king of \_\_\_\_ jungle but is \_\_\_\_ shark \_\_\_\_ king of \_\_\_\_ sea? I can’t think of \_\_\_\_ fish which will eat \_\_\_\_ shark! 4. \_\_\_\_ man came to \_\_\_\_ door this morning and asked to see the water meter. I asked him if \_\_\_\_ price of \_\_\_\_ water was going up and he said it would increase by 10 p \_\_\_\_ cubic meter. 5. ‘How much is \_\_\_\_ dress material in \_\_\_\_ window?’ ‘\$5 \_\_\_\_ meter, madam.’ ‘Do you have anything in \_\_\_\_ blue?’ Yes, there is \_\_\_\_ blue material in \_\_\_\_ stock.’ 6. Let me give you \_\_\_\_ advice. If you need \_\_\_\_ help with \_\_\_\_ work I’ve given you, go to \_\_\_\_ person who runs your department.

**8. Study the following information.**

**The Definite Article THE**

We use the:	We do not use the:
<ul style="list-style-type: none"><li>➤ with nouns which are unique. <i>E.g.</i> the Sun, the Eiffel Tower</li><li>➤ with the names of cinemas (the Rex), hotels (the Carlton), theatres (the Globe), museums (the British Museum), newspapers/magazines (the Times <i>but</i>: Time magazine), ships (the Mary Rose), organizations (the EU), galleries (the Tate Gallery).</li><li>➤ with the names of rivers (the Nile), seas (the Caspian Sea), groups of islands/states (the Canary Islands, the USA), mountain ranges (the Alps) deserts (the Sahara Desert), oceans (the Atlantic), canals (the</li></ul>	<ul style="list-style-type: none"><li>➤ with uncountable and plural countable nouns when talking about something in general, that is, when we cannot answer the question ‘Who?’ or ‘Which?’ <i>E.g.</i> Fish live in water.</li><li>➤ with proper names. <i>E.g.</i> Mark lives in Brighton.</li><li>➤ with names of sports, games, activities, days, months, celebrations, colours, drinks, meals and languages (when they are not followed by the word ‘language’) <i>E.g.</i> I often play chess. We speak German . <i>But</i>: The German language is difficult to learn.</li><li>➤ with the names of countries (Italy, <i>but</i>: the Netherlands, the Lebanon, the Sudan, the Vatican City), cities (Paris, <i>but</i>: the Hague), streets (Oxford Street , <i>but</i>: the High Street, the Strand, the Mall, the London road, the A19, the M6 motorway), squares (Trafalgar</li></ul>

Panama Canal), names with ‘of’ (the Leaning Tower of Pisa)  
*NOTE:* the equator, the North/South (Pole), the north of England

- with the names of musical instruments and dances *E.g.* the piano, the tango
- with the names of families (the Greens), nationalities ending in -sh, -ch or -ese (the French, the British, the Japanese). Other plural nationalities are used with or without the (the Americans, the Greeks)
- with titles (the King, the Prince of Wales, the President) *But:* The is omitted before titles with proper names (Queen Victoria)
- with adjectives/adverbs in the superlative form. *E.g.* He’s the most respected man in the firm. *But:* When most is followed by a noun, it does not take the. *E.g.* Most children like cartoons.
- with the words morning, afternoon, evening and night. *E.g.* We eat dinner in the evening. *But:* at night, at noon, at midnight, by day/night, at 4 o’clock, etc.
- with historical periods/events, *E.g.* the Middle Ages, the Crimean War (*but:* World War II)
- with the words only, last, first (used as adjectives) *E.g.* He was the first person to arrive.

Square), bridges (Tower Bridge, *but:* the Bridge of Sighs, the Humber Bridge), parks (Hyde Park), railway stations (Victoria Station), mountains (Ben Nevis), individual islands (Tahiti), lakes (Lake Geneva), continents (Asia)

- with possessive adjectives or the possessive case *E.g.* That is my car.
- with two-word names when the first is the name of a person or place *E.g.* Kennedy Airport, Windsor Castle *but:* the White House (because ‘White’ is not the name of a person or place)
- with names of pubs, restaurants, shops, banks and hotels named after the people who started them and end in –s or –’s (Lloyds Bank, Harrods, Dave’s Pub *but:* the Red Lion (because ‘Red’ is not the name of a person or place))
- with the words bed, church, college, court, hospital, prison, school, university when we refer to the purpose for which they exist. *E.g.* Sarah went to university. (She is a student.) *But:* Her father went to the school to see her teacher yesterday.
- with the word work (= place of work). *E.g.* He is at work.
- with the words home, Father/Mother when we talk about our own home/parents. *E.g.* Father is at home.
- With by + means of transport: by car/bus, etc. *E.g.* She travelled by train. *But:* She left on the 8 o’clock train this morning.
- with the names of illnesses. *E.g.* He’s got malaria. *But:* flu/the flu, measles/the measles, mumps/the mumps

**Notes:**

- We use the with words beach, station, cinema, theatre, coast, country(side), ground, jungle, seaside, weather, world, shop, library, city, sea (*But:* to be at sea = to be sailing), *etc.* *E.g.* Let’s go to the beach. We spent the weekend in the country.

- We usually don't use the with the word television. *E.g.* I like watching television in the evening. *But:* Turn on the television. (the television set)
- The is optional with seasons. *E.g.* My favourite season is (the) spring.
- We use the + adjective to refer to a group of people usually with adjectives: poor, rich, sick, injured, elderly, unemployed, homeless, disabled, young, old, dead, blind, deaf, mentally ill. *E.g.* The young are usually impatient.

(Grammarway 4. Virginia Evans, Jenny Dooley – Express Publishing, 2008)

**A) Fill in the gaps with one of the words from the list adding the where necessary. Use each word twice.**

**prison                      school                      bed                      sea                      hospital**

1. The minute we reached the beach, the children ran into \_\_\_\_\_.
2. My brother is in the navy. He is at \_\_\_\_\_ for months sometimes.
3. I usually go to \_\_\_\_\_ about 11 pm to get a good night's sleep.
4. The cat is sleeping on \_\_\_\_\_.
5. The Prime Minister visited \_\_\_\_\_ yesterday and talked to the prisoners.
6. The man who robbed the bank is in \_\_\_\_\_ now.
7. The ambulance took the injured people to \_\_\_\_\_.
8. I must go to \_\_\_\_\_ to visit my aunt. She's had an operation.
9. We saw the children in their classrooms as we walked past \_\_\_\_\_.
10. I want to go to university when I leave \_\_\_\_\_.

**B) Underline the correct alternative.**

1. Catherine loves *cats* / *the cats*.
2. Look at *cats* / *the cats*.
3. I don't like *coffee* / *the coffee* but I like *tea* / *the tea*.
4. You cut *cake* / *the cake* and I'll pour *coffee* / *the coffee*.
5. *Life* / *The life* will be different in the future.
6. *Life* / *The life* of a mayfly is extremely short.
7. I enjoy *swimming* / *the swimming* in the sea.
8. *Children* / *The children* usually like playing games.
9. *Children* / *The children* have gone to the park.
10. *All people* / *the people* in this room are my relatives.
11. *All people* / *the people* should have freedom of speech.
12. *Villages* / *The villages* in this part of the country are very beautiful
13. *Breakfast* / *The breakfast* is the most important meal of day / the day.
14. Paul was *only* / *the only person* who remembered me.
15. In *Stone Age* / *the Stone Age*, people lived in caves.
16. I would like to travel to *Spain* / *the Spain*.
17. We travelled to London by *train* / *the train*.
18. He is learning to play *flute* / *the flute*.

**C) Fill in *the* where necessary.**

1. Shall we have \_\_\_\_ lunch at \_\_\_\_ home or go to \_\_\_\_ Royal Oak?
2. \_\_\_\_ Prince Philip visited \_\_\_\_ Royal Albert Hall yesterday.
3. \_\_\_\_ Peter's Bar is situated in \_\_\_\_ Terminal 1 at \_\_\_\_ Heathrow Airport.



4. \_\_\_\_ Browns were \_\_\_\_ first to leave \_\_\_\_ party at \_\_\_\_ midnight.
5. We landed at \_\_\_\_ Charles de Gaulle airport in \_\_\_\_ Paris and were met by \_\_\_\_ ambassador in person.
6. Tim's gone to \_\_\_\_ hospital to pick up \_\_\_\_ results of \_\_\_\_ tests \_\_\_\_ Mum had \_\_\_\_ last week.
7. \_\_\_\_ most world maps are out of date now, due to \_\_\_\_ political events which have taken place recently.
8. \_\_\_\_ Chicago Bulls, from \_\_\_\_ USA are one of \_\_\_\_ best-known basketball teams.
9. When \_\_\_\_ Berlin Wall was pulled down it was \_\_\_\_ great moment in \_\_\_\_ history.
10. Lots of people go for \_\_\_\_ exotic holidays in Asia, but you must take care not to catch \_\_\_\_ malaria.
11. We decided to go to \_\_\_\_ island of Sicily last summer and we've decided to go to an island again this year; either to \_\_\_\_ Rhodes or \_\_\_\_ Canaries.
12. In \_\_\_\_ Jerusalem we visited \_\_\_\_ Dome of the Rock and \_\_\_\_ Church of the Holy Sepulchre and saw the site of \_\_\_\_ Solomon's Temple.
13. Lots of people are without jobs in \_\_\_\_ city, so \_\_\_\_ government has decided to give \_\_\_\_ unemployed special benefits.
14. Tarzan, \_\_\_\_ Lord of \_\_\_\_ Jungle, had a friend called \_\_\_\_ Cheetah.
15. Many people go climbing in \_\_\_\_ mountains like \_\_\_\_ Alps or \_\_\_\_ Himalayas.
16. \_\_\_\_ English spend their holiday in hot countries because they enjoy going to \_\_\_\_ beach.
17. \_\_\_\_ royal yacht sailed across \_\_\_\_ Indian Ocean.
18. You'll find my house if you walk along \_\_\_\_ Green Street and turn right into \_\_\_\_ High Street.
19. Many of \_\_\_\_ England's young men died in \_\_\_\_ First World War.
20. \_\_\_\_ Vatican City is one of \_\_\_\_ most beautiful places in \_\_\_\_ Rome.
21. \_\_\_\_ people from \_\_\_\_ Brazil dance \_\_\_\_ samba really well.
22. We went to \_\_\_\_ pub rather than \_\_\_\_ cinema because \_\_\_\_ Father wanted to.

### Thinking about the topic

**9. A) Group work.** *What do you think about the following issues? Discuss in small groups:*

1. What is the main idea of second-wave feminism?
2. What is the difference between the first and second waves of feminism?
3. Was second-wave feminism intersectional?
4. Why is feminism still important?

**B) Study the key dates in context with feminism and intersectionality.**

### KEY DATES

**1979** The Combahee River Collective, a black feminist lesbian organization in the US, claims it is essential to consider the conjunction of 'interlocking oppressions.'



**1980s** US economist Heidi Hartmann says that in the ‘unhappy marriage’ of Marxist feminism, Marxism (the husband) dominates feminism (the wife), because class trumps gender.

**1989** US law Professor Kimberlé Crenshaw uses ‘intersectionality’ to describe patterns of racism and sexism.

**2002** German sociologist Helma Lutz claims at least 14 ‘lines of difference’ are used in power relations, including age, gender, skin color, and class.

*C) Pair work Ask and answer questions about the key dates and events in context with race and ethnicity.*

**Now read the text**

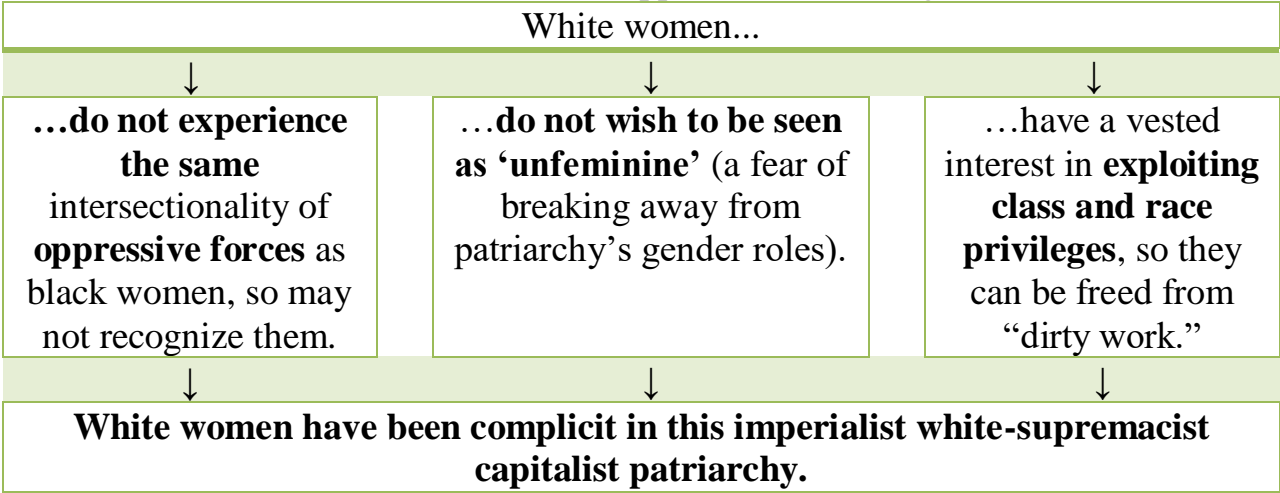
**WHITE WOMEN HAVE BEEN COMPLICIT IN IMPERIALIST WHITE-SUPREMACIST CAPITALIST PATRIARCHY**

The ‘second-wave’ feminists of the 1960s to 1980s presented a far more formidable and thoroughgoing challenge to male domination than earlier feminists. Their broadening agenda included issues such as legal inequalities, sexuality, rape, the family, and the workplace.



**Second-wave feminism** of the 1960s to 1980s, with its emphasis on ‘sisterhood,’ is criticized by hooks as opportunistic and as representing the interests of middle-class white women.

But the US feminist bell hooks criticized the feminism of the 1980s in particular as representing the view of privileged white women. In *Feminist Theory: From Margin to Center*, published in 1984, she claimed that an emphasis on women as the ‘sisterhood’ masked what she saw as the ‘opportunism of bourgeois white women.’

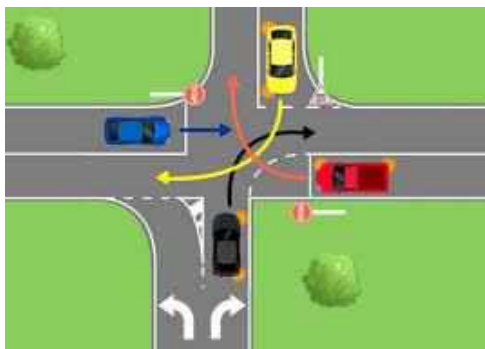


hooks says that the situation is more complicated than the secondwave feminists recognized. Worse still, these women helped maintain an intersecting network of oppressive forces that impacted the lives of working-class women of color: white women have been complicit in perpetuating white patriarchal domination.

In 1989, US lawyer Kimberlé Crenshaw described the crisscrossing forces of oppression as ‘intersectionality.’ She likened this to a place where traffic flows in four directions. Discrimination, like traffic, may flow in one direction or another. If an accident happens at an intersection, it could have been caused by cars traveling from any number of directions – sometimes from all directions. If a black woman is harmed because she is ‘at the intersection,’ this may have been caused by sex or race discrimination, or both.

As a lawyer, Crenshaw found that black women in the workplace were discriminated against on both counts – being black and female – but fell through a legal loophole. They were the last to be hired and the first to be laid off, but their employers denied this had anything to do with discrimination. When a case went to court, the judge ruled that they could not have been laid off because they were women, as other women still worked in the firm.

**Intersections** are hotspots for motor collisions. Lawyer Kimberlé Crenshaw uses traffic as an analogy to show how discrimination can have multiple causes that are hard to determine



Neither could the reason have been their color, as black men still worked there. The law could only deal with one or other form of oppression, not the two together.

### **Hierarchy systems**

bell hooks was to take the idea of intersectionality still further. In *The Will to Change* (2004), she says: ‘I often use the phrase ‘imperialist white-supremacist capitalist patriarchy’ to describe the interlocking political systems that are the foundation of our nation’s politics.’ The phrase is used to describe a set of systems that combine to situate people within the power hierarchies of society.

White supremacy is the assumed superiority of lighterskinned or ‘white’ races over others. While hooks acknowledges that ‘those who allow [racial] prejudice to lead them to hostile acts are in the minority no matter the class standing of the neighborhood,’ racial prejudice is still apparent in beliefs that a person is lazy, stupid, or more violent, for instance, because of their racial background. This form of stereotyping means that an Indian doctor or Hispanic teacher might be viewed as less competent than white Europeans.

Capitalism refers to the economic system that is characterized by private or corporate ownership of firms and goods, together with control over the prices, goods, and the labor force. It has an inherent hierarchy: those who own the means of production and control the labor force are privileged over the workers. hooks agrees with the US writer and prominent activist Carmen Vázquez, who she quotes as saying that the ‘American capitalist obsession for individualism’ means that ‘anything goes so long as it gets you what you

want.’ Capitalism values money more than people, so the wealthy are seen as more important than the poor.

The attitudes encased in white supremacy and capitalism continue to cause problems, according to hooks. Imperialism and colonialism also remain relevant because, historically, non-white peoples and their countries’ resources have been plundered and exploited by white supremacist capitalists in their pursuit of wealth.

### **The rules of patriarchy**

hooks defines patriarchy as ‘a political-social system that insists that males are inherently dominating, superior to everything... and endowed with the right to dominate and rule over the weak and to maintain that dominance through various forms of psychological terrorism and violence.’ She says that of all the interlocking political systems we encounter, this is the one we learn the most about while growing up. In *The Will to Change*, hooks explains how she and her brother were schooled in the meaning of ‘patriarchy.’

“Only privileged women had the luxury to imagine working outside the home would provide them with an income... to be economically self-sufficient.”

**bell hooks**

At church they were told God was a man and had created man to rule the world and everything in it. Women were created to obey and serve men. Men must be strong, provide for their family, strategize, and lead – they could also expect to be served. These are the patriarchal gender roles that are apparent in every institution of a community, from families, schools, and sports arenas to courtrooms.

If challenged, these ideas may be reinforced through violence; but sometimes the cold stares or mockery of a group of peers is enough to pull someone back into behavior more appropriate to their gender role. A crying boy or an angry girl may quickly become aware of having transgressed the gender roles that have been defined for them.

One of the most insidious things about patriarchy, hooks says, is that it is not spoken about, and we cannot dismantle a system as long as we are in ‘collective denial about its impact on our lives.’ Men rarely even know what the word ‘patriarchy’ means – they don’t use the term in everyday life, despite rigidly enforcing its rules while also suffering from them. Boys submit to the rule of the father just as girls do, and neither talk about what is happening to them.

### **The aim of feminism**

This interlocking system, hooks says, means there is no sense in making ‘equality between the sexes’ the goal of feminism. Since men are not equals among themselves in white supremacist, capitalist, patriarchal class structure, ‘which men do women want to be equal to?’ She notes that women in lowerclass and poor groups, particularly black women, would not define women’s liberation as equality with men, because men in their groups are also exploited and oppressed – they too may lack social, political, and economic power. While these women are aware that patriarchy gives those men privileges, they tend to see exaggerated expressions of

male chauvinism in their own group as stemming from a sense of powerlessness compared to other male groups.

“Feminism is a movement to end sexism, sexist exploitation, and oppression.”

**bell hooks**

The continuing effect of imperialist, white-supremacist, capitalist patriarchy is a complex ‘intersectionality’ that must be examined in its totality of effect on women, if feminists are to improve the lives of all women. hooks claims that black women have been suspicious of the feminist movement since its inception. They realized that if its stated aim was equality with men, it could easily become a movement that would mostly improve the social standing of middle- and upper-class women. Privileged white women, hooks argues, have not been anxious to call attention to race and class privilege because they benefit from these; they could ‘count on there being a lower class of exploited, subordinated women to do the dirty work they were refusing to do.’

### **Privilege and politics**

Women with multiple social privileges (such as being white, heterosexual, and wealthy), may see a situation as demonstrating just one form of oppression, rather than the intersectionality of many different types of oppression. This may be due in part to ignorance, hooks suggests – in the town in which she grew up, black people frequently traveled to the white district to work, but white people did not visit her neighborhood. They had no knowledge or experience of that world at all.

In addition, according to hooks, some women tend to shun identification with any political movement, especially one that is considered radical; or they do not wish to be associated with a ‘women’s rights’ movement of any form. This fear of being seen to join a movement that challenges male rights and behaviors has been inculcated into them from an early age through the influence of patriarchy, whose rules they continue to abide by and enforce.

Once we see that it is the system of patriarchy, and not men, that is the problem, we can then begin to find an answer, suggests hooks. She says that feminists must call attention to the diversity of women’s social and political reality, and recognize that race and class oppression are also feminist issues. The feminist movement will then not solely benefit any specific group of women or privilege women over men. The real solution lies, hooks maintains, in changing the philosophical structures that underlie oppression. For this reason, feminism is a political movement, not a ‘romantic notion of personal freedom.’

## bell hooks



US social activist and scholar Gloria Jean Watkins took the name of her maternal greatgrandmother, Bell Hooks, as a pen name to honor her and to gain strength from her ability to ‘talk back.’ She uses lowercase letters to signal to the reader to focus on her ideas, rather than herself.

Born in 1952 in rural Kentucky, her father was a janitor and her mother was a parent to their seven children. She went to a racially segregated school, but then attended an integrated high school, where she became acutely aware of differences in race and class. In 1973 hooks gained a degree in English from Stanford University, then took an MA and a PhD before becoming a professor of ethnic studies at the University of Southern California. Since writing her first book at the age of 19, she has published more than 30 books on different topics.

### Key works

**1981** *Ain’t I a Woman?*

**1984** *Feminist Theory: From Margin to Center*

**2000** *Feminism is for Everybody*

(Megan Todd. *The Sociology Book: Big Ideas Simply Explained (DK Big Ideas)*: Tomley Sarah, Hobbs Mitchell, Todd Megan, Weeks Marcus, DK)

## AFTER YOU READ

### COMPREHENSION EXERCISES

10. Choose the best option to complete statements about the text or answer the question.

1. Feminists of the 1960s-1980s posed a much more \_\_\_\_ challenge to male dominance than previous feminists.

a. intense and superficial

c. serious and thorough

b. shallow and thoughtless

d. extreme but unwise

2. bell hooks criticized 1980s feminism, particularly as representing the perspective of privileged white women in *Feminist Theory*: \_\_\_\_.

a. *The Will to Change*

c. *Feminism is for Everybody*

b. *From Margin to the Center*

d. *Ain’t I a Woman?*

3. White women were complicit in the perpetuation of white patriarchal \_\_\_\_.

a. supremacy

c. leadership

b. supreme power

d. absolute rule

4. \_\_\_\_, like traffic, can flow in one direction or another.

a. Separation

c. Distinction

b. Differentiation

d. Discrimination

5. \_\_\_\_ is the study of overlapping or intersecting social identities and related systems of oppression, domination, or discrimination.

a. Intersection

c. Feminist Theory

b. Intersectionality

d. Oppressions



6. hooks writes that those who allow prejudice to lead them to hostile acts are in the \_\_\_\_ no matter the class standing of the neighborhood.
- a.* inferiority

*b.* superiority

*c.* minority

*d.* majority

11. Match the key terms with their definitions.

1. intersectionality –	<i>a.</i> the quality or state of being able to provide everything you need, especially food, without the help of other people or countries
2. vested interest –	<i>b.</i> the elements needed to produce goods and services: land, labour, and capital
3. means of production –	<i>c.</i> the network of connections between social categories such as race, class and gender, especially when this may result in additional disadvantage or discrimination
4. self-sufficiency –	<i>d.</i> the science or business of, or ideas about, or affairs concerning, government
5. transgression –	<i>e.</i> a personal stake or involvement in an undertaking or state of affairs, especially one with an expectation of financial gain.
6. male chauvinism –	<i>f.</i> the state of being sexually or romantically attracted to men if you are a woman, and women if you are a man
7. social standing –	<i>g.</i> the act of violating norms, laws, budgets, <i>etc.</i> is from a common societal point of view, including psychology, traditionally esteemed as an unwanted, destructive act of behavior
8. politics –	<i>h.</i> the belief held by some men that men are more important, more intelligent or better than women
9. heterosexuality –	<i>i.</i> an assumed name used by a writer instead of their real name
10. pen name –	<i>j.</i> one’s position within a social hierarchy, one’s value relative to society ( <i>synonym of social status</i> )

12. **Synonyms:** Find the words in the text that have a similar meaning and write them on the lines below.

1. thorough .....
2. plan .....
3. stress .....
4. criss-crossing .....
5. to employ .....
6. to fire.....

**Hierarchy systems**

1. obvious.....
2. to locate.....
3. false.....
4. to admit .....

- 5. to deny .....
- 6. to permit .....
- 7. status .....
- 8. natural .....
- 9. Latino .....
- 10. to rob .....

**The rules of patriarchy**

- 1. in spite of .....
- 2. to gift .....
- 3. to come across .....
- 4. to educate .....
- 5. to abide by .....
- 6. gaze .....
- 7. ridicule .....
- 8. to violate .....
- 9. to destroy.....
- 10. to conform.....

**The aim of feminism**

- 1. emancipation .....
- 2. to overstate .....
- 3. to research .....
- 4. uneasy .....

**Privilege and politics**

- 1. numerous .....
- 2. repeatedly .....
- 3. to fix.....
- 4. only .....

**bell hooks**

- 1. pseudonym .....
- 2. caretaker .....

*13. Antonyms: Find the words in the text that have an opposite meaning and write them on the lines below.*

- 1. justice.....
- 2. to dismiss .....
- 3. to employ .....

**Hierarchy systems**

- 1. real.....
- 2. inferiority .....
- 3 to prohibit.....
- 4. vague.....
- 5. imposed.....
- 6. collectivism.....
- 7. poor .....



### **The rules of patriarchy**

1. to disobey .....
2. acknowledgment.....

### **The aim of feminism**

1. collected .....
2. independent .....

### **Privilege and politics**

1. single .....
2. rarely .....

## **SPEAKING**

### **13. A. Pair Work. Answers the questions in pairs**

1. Why have white women been complicit in this imperialist white-supremacist capitalist patriarchy?
2. What did the ‘second-wave’ feminists of the 1960s to 1980s present?
3. What issues did their broadening agenda include?
4. Why did bell hooks criticize the feminism of the 1980s?
5. What did bell hooks see as the ‘opportunism of bourgeois white women’?
6. Why is the situation more complicated than the second-wave feminists recognized according to bell hooks?
7. What term did Kimberlé Crenshaw coin the criss-crossing forces of oppression? Why?
8. What happens to a black woman if she is ‘at the intersection’?
9. In what way were black women in the workplace discriminated against? Why?
10. What happened when a case went to court? Why did the judge rule so?

### **Hierarchy systems**

1. How did bell hooks develop the idea of intersectionality? What does that phrase describe?
2. What is white supremacy? What does bell hooks acknowledge? What does it mean?
3. What does capitalism refer to? What does it mean?
4. What does the term ‘American capitalist obsession for individualism’ mean?
5. Why do imperialism and colonialism remain relevant?

### **The rules of patriarchy**

1. How does bell hooks define patriarchy?
2. What do we learn the most about while growing up from hooks’ point of view? What is her example?
3. What were they told at church? What do these ideas mean?
4. How may these ideas be reinforced?
5. What is one of the most insidious things about patriarchy?
6. Do men consciously enforce the rules of patriarchy?

### **The aim of feminism**

1. Is there any sense in making 'equality between the sexes' the goal of feminism?
  2. Why wouldn't black women define women's liberation as equality with men?
  3. How do these women tend to see patriarchy?
  4. What is a complex 'intersectionality'? In what case must it be examined in its totality of effect on women?
  5. Why have black women been suspicious of the feminist movement since its inception?
- Why haven't white women been anxious to call attention to race and class privilege?

### Privilege and politics

1. How may women with multiple social privileges see a situation? Why?
2. What do some women tend to do, according to hooks?
3. What fear has been inculcated into them from an early age through the influence of patriarchy?
4. What must feminists call attention to?
5. Where does the real solution lie, in her opinion?

*B. Now look back at the text and check your answers.*

**14. A) Group Work.** *On the basis of the information found in the texts, prepare your presentations about **White women have been complicit in this imperialist, white-supremacist capitalist patriarchy**. Every member of each group should participate in presenting the material. So, decide who will speak on what aspect in advance.*

*B) Discuss these questions with your partners.*

1. What is intersectionality from your point of view?
2. Which is an example of intersectionality?

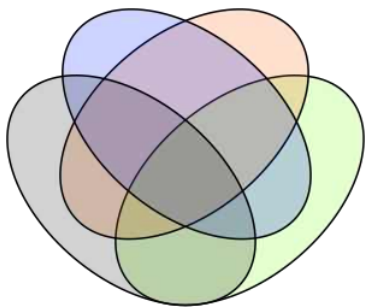
### PREPARING FOR THE EXAM

**15.** *For questions 1 – 15, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).*

**Intersectionality** is a (0) **sociological** analytical framework for understanding how groups' and individuals' social and political identities result (2) \_\_\_\_\_ unique combinations (3) \_\_\_\_\_ discrimination and privilege. (4) \_\_\_\_\_ of these factors include gender, caste, sex, race, ethnicity, class, sexuality, religion, disability, height, age, weight and physical (5) \_\_\_\_\_. (6) \_\_\_\_\_ intersecting and overlapping social identities may (7) \_\_\_\_\_ both empowering (8) \_\_\_\_\_ oppressing. (9) \_\_\_\_\_, little good-quality quantitative research (10) \_\_\_\_\_ been done

(11) \_\_\_\_\_ support or undermine the practical uses of intersectionality.

Intersectionality broadens the scope of the first and second waves of feminism, (12) \_\_\_\_\_ largely focused on the experiences of women (13) \_\_\_\_\_ were white, middle-class and cisgender, to include the different experiences of women of color, poor women, immigrant women, and (14) \_\_\_\_\_ groups.



Intersectional feminism aims to separate itself from white feminism (15) \_\_\_\_\_ acknowledging women's differing experiences and identities.

(<https://en.wikipedia.org/wiki/Intersectionality>)

16. Put each of the following words or phrases in its correct place in the text.

- |                         |                        |                 |
|-------------------------|------------------------|-----------------|
| A. social exclusion     | E. outside             | I. breaks rules |
| B. prevail over         | F. deviants            | J. crime        |
| C. societies themselves | G. moral narratives    | K. constitute   |
| D. attributes (v.)      | H. moral transgression | L. key role     |

Norms and laws (1) \_\_\_\_\_ the ethical contours of our societies, yet deviance from norms is as old as (2) \_\_\_\_\_. Transgression – a concept defined as conduct that (3) \_\_\_\_\_, exceeds boundaries or social limits, or even breaks the law – is situated at the limits of acceptable behavior. At various moments in history (4) \_\_\_\_\_ has been deemed as criminal and/or pathological and as such transgressors were harshly punished, either via the legal route or via (5) \_\_\_\_\_. Transgression is central in processes such as labelling, stigmatization, and criminalization and historically it has played a (6) \_\_\_\_\_ in consolidating and enforcing norms. In all types of societies, some groups are systematically situated (7) \_\_\_\_\_ the normative order, for instance, minority groups have played this role in modernity. 'Good' and 'bad', 'moral' and 'immoral', 'normal' and 'abnormal', 'conformity' and 'subversion' are binaries produced through this process, which (8) \_\_\_\_\_ the desirable characteristics to the dominant group and the undesirable to those who are perceived as (9) \_\_\_\_\_ across different historical and social contexts.

In search of these answers, the meaning of collective transgressive acts are explored: from abiding to local codes of honor which (10) \_\_\_\_\_ the formal law, to strategies of survival, to resistance to marginalization, to performances of masculinity and femininity, and to the counter-narratives invented by those who 'deviate', transgression constitutes a field which cannot simply be addressed by the idea of (11) '\_\_\_\_\_' and associated discussions about 'prevention'. Adopting a sociological perspective which gives emphasis on the social construction of meanings, we should comprehend transgressive acts by taking into account both the dominant (12) \_\_\_\_\_ about transgression, as well as the ways these are resisted, appropriated or re-interpreted by the deviant subjects.

(<https://www.globalcitizen.org/en/content/what-is-intersectionality-explained>)

17. Read the text and decide which word **A**, **B**, **C** or **D** best fits each space.

Originally (0) **B** by American lawyer, scholar, and activist Kimberlé Crenshaw, the term has its (1) \_\_\_\_\_ in activism and the concept of 'interlocking' systems of oppression was commonly (2) \_\_\_\_\_ by the Combahee River Collective, a Black lesbian social justice collective formed in Boston in 1974.

Drawing on these unique struggles and experiences, Crenshaw (3) \_\_\_\_\_ defined the term in the context of anti-discrimination laws, which she felt (4) \_\_\_\_\_ addressed the experiences of Black women who faced discrimination and (5) \_\_\_\_\_ in a variety of contexts. At the time, she argued, existing laws only accounted (6) \_\_\_\_\_ gender and race, not the ways that the experiences of Black women are (7) \_\_\_\_\_ by sexism and

racism. Instead, Crenshaw said, oppression should not (8) \_\_\_\_\_ separately but rather (9) \_\_\_\_\_ interdependent, and ‘intersectionality’ was born as the idea that individuals experience oppression (10) \_\_\_\_\_ based on where they stand across social markers.

(11) \_\_\_\_\_ visualize what that (12) \_\_\_\_\_, Crenshaw offers the illustration of (13) \_\_\_\_\_ roads: ‘Racism road crosses with the streets of colonialism and patriarchy, and ‘crashes’ occur (14) \_\_\_\_\_ the intersections,’ she wrote. ‘Where the roads intersect, (15) \_\_\_\_\_ is a double, triple, multiple, and many-layered blanket of oppression.’

(<https://www.globalcitizen.org/en/content/what-is-intersectionality-explained>)

0.	A. coin	B. coined	C. being coined	D. coining
1.	A. causes	B. seeds	C. basis	D. roots
2.	A. referenced	B. refereed	C. spoken	D. brought
3.	A. farthest	B. farther	C. further	D. far
4.	A. sufficient	B. sufficiently	C. insufficiently	D. insufficient
5.	A. inclusion	B. exclusion	C. exception	D. admission
6.	A. for	B. on	C. with	D. to
7.	A. decreased	B. lessened	C. moderated	D. compounded
8.	A. analyzing	B. are analyzed	C. be analyzed	D. analyzed
9.	A. as	B. like	C. such	D. such as
10.	A. different	B. differently	C. indifferently	D. indifferent
11.	A. Help	B. Helping	C. To help	D. To be helped
12.	A. entail	B. entails	C. entailing	D. entailed
13.	A. intersecting	B. intersected	C. intersects	D. intersect
14.	A. with	B. in	C. from	D. at
15.	A. this	B. here	C. there	D. it

18. For questions 1 – 15, read the text below and look carefully at each line. Some of the lines are correct and some have a word which should not be there. If a line is correct, put a tick (V) in the answer boxes provided.

0	Take the pay gap as an example. In the US, women earn 83 cents for	V
00	on every dollar a man earns. However, this number quickly changes	on
1	when you factor in additional identities, with the Black women	
2	earning a mere of 64 cents for every dollar a white man earns. If we	
3	were to consider this solely as a gender issue, we wouldn’t have be	
4	addressing how race magnifies this disparity. Similarly, if we were to	
5	understand a pay gaps only through the lens of race, we would miss	
6	how gender is affects Black women’s oppression.	
7	This is why intersectionality is such a useful framework – it has	
8	highlights how discrimination and exclusion are not simple and can’t	
9	to be solved by focusing on a single issue. Instead, it can help us	
10	understand how the experience of poverty is being gendered and	
11	racialized and how does it differs within different social contexts.	
12	This approach is crucial in the understanding the inequalities different	
13	from groups face – and by extension, how to overcome them by	

- 14

considering the complexity of the identities over and patterns of
- 15

oppression that individuals are face within a given society.
- (<https://www.globalcitizen.org/en/content/what-is-intersectionality-explained>)

HOME ASSIGNMENT

19. Fill in the correct article.

- A) \_\_\_\_ football team who have won \_\_\_\_ World Cup \_\_\_\_ most times is \_\_\_\_ Brazil. They have won \_\_\_\_ competitions four times. \_\_\_\_ team also hold \_\_\_\_ record for \_\_\_\_ greatest number of \_\_\_\_ goals scored overall and have played in every one of \_\_\_\_ tournament’s finals.
- B) \_\_\_\_ tallest man in \_\_\_\_ world was born in \_\_\_\_ USA in 1918. His name was \_\_\_\_ Robert Wadlow and \_\_\_\_ last time he was measured, in 1940, he had reached a height of 2.72 m. His hands were 32.4 cm from \_\_\_\_ wrist to tip of \_\_\_\_ middle finger.
- C) \_\_\_\_ David was waiting at \_\_\_\_ King’s Cross Station. He was about to travel to \_\_\_\_ Newcastle by \_\_\_\_ train for \_\_\_\_ job interview. However, \_\_\_\_ train was late and he had been standing on \_\_\_\_ platform for over \_\_\_\_ hour.
- D) I take \_\_\_\_ bus to \_\_\_\_ school every day I leave \_\_\_\_ house at eight o’clock in \_\_\_\_ morning. It is \_\_\_\_ five-minute walk from my house to \_\_\_\_ bus-stop. \_\_\_\_ journey to school takes about \_\_\_\_ quarter of \_\_\_\_ hour.
- E) The King is going to visit \_\_\_\_ Bridgeford next week to open \_\_\_\_ new hospital which has been built in \_\_\_\_ town. It will be \_\_\_\_ exciting event which all \_\_\_\_ local people will attend.
- F) \_\_\_\_ Stuart has got \_\_\_\_ cold, so he has to stay in \_\_\_\_ bed. His mother has made him \_\_\_\_ bowl of soup and he has got \_\_\_\_ box of tissues on his \_\_\_\_ bedside table. He will probably spend most of \_\_\_\_ day sleeping.

20. Find the word which should not be in the sentence.

1.	Very few people can speak the Chinese.	<i>the</i>
2.	Vera is not used to a cold weather.	
3.	Mark is very good at the painting landscapes.	
4.	What shall we have for a dinner tonight?	
5.	He likes all the kinds of modern music.	
6.	The tennis is one of the oldest sports,	
7.	They travelled to Nice by a car.	
8.	The nanny took a great care of the child that had been placed in her charge.	
9.	The most people are concerned about global warming and its effects.	
10.	What’s on a TV tonight?	
11.	He has a serious accident so he’s been in the hospital for two months.	
12.	He gave me a valuable advice on how to invest my money.	
13.	The Christmas is a time to be merry.	
14.	It gives me a great pleasure to welcome you to our hotel.	
15.	Our daughter was nervous on her fist day at the school.	
16.	We’ve got a plenty of time to spare before the show begins.	

17.	The Sir Lawrence Olivier was born in Britain in 1907.	
18.	We decided to meet at the Victoria Station.	
19.	I ran into an old friend on my way to the work this morning.	
20.	Bats come out at the nights.	

21. Complete the sentences using the words in bold. Use two to five words.

1. I had difficulty in completing the course.

**complete** I found \_\_\_\_\_ the course.

2. I wish I had stayed at home instead of going to Ann's.

**rather** I'd \_\_\_\_\_ than gone to Ann's.

3. Doctors say smoking damages people's health.

**said** Smoking \_\_\_\_\_ people's health.

4. I'm sorry I missed your party.

**wish** I wish \_\_\_\_\_ your party.

5. They couldn't go on holiday because their car had broken down.

**prevented** They \_\_\_\_\_ on holiday because their car had broken down.

6. Have you decided about taking the job?

**mind** Have you \_\_\_\_\_ taking the job?

7. Weight is measured on scales.

**used** Scales \_\_\_\_\_ weight.

8. 'I didn't steal Mark's wallet,' Ted said.

**stolen** Ted \_\_\_\_\_ Mark's wallet.

9. My aunt made me my wedding dress.

**had** I \_\_\_\_\_ by my aunt.

10. Liza types quicker than Ann.

**type** Ann \_\_\_\_\_ as Liza.

22. Grammar revision. Choose the correct answer.

1. Every time I travel some of my luggage ... damaged.

a) get                      b) got                      c) gets                      d) has got

2. There was hardly ... juice left.

a) every                      b) no                      c) some                      d) any

3. The incidence of street crime ... by five percent in the last two months.

a) has risen                      b) has been rising                      c) had risen                      d) rises

4. At the time of the trial last summer Hinckley ... in prison for eight months.

a) has been                      b) was                      c) is                      d) had been

5. You speak very good Chinese. – It's not surprising. I ... in Beijing 8 years next month.

a) will live                      b) live                      c) will have been living                      d) will be living

6. Unless we .... the bill, the phone will be cut off.

a) don't pay                      b) pay                      c) will pay                      d) won't pay

7. We'd better hurry. The game ... in five minutes.

a) is starting                      b) has started                      c) starts                      d) started

8. She ..... the piano since she was ten.

- a) has played                      b) has been                      c) was playing                      d) had been playing

9. I took the bus to work because my car ... at the moment.

- a) was being serviced                      b) is being serviced                      c) is serviced                      d) was serviced

10. The house ... by the time you come back.

- a) had been painted                      b) will be painted                      c) will have painted                      d) will have been painted

11. I don't like ... at.

- a) laugh                      b) laughing                      c) was laughed                      d) being laughed

12. I've already ... you a hundred times that you are too late.

- a) said                      b) told                      c) talked                      d) spoken

13. Laura asked if anybody ... a missing person to the police yet.

- a) has reported                      b) reported                      c) had reported                      d) was reported

14. He said that if I ... Liz, she would help me.

- a) asked                      b) would asked                      c) will ask                      d) ask

15. She ... have gone on holiday. She doesn't answer my calls.

- a) can                      b) ought                      c) may                      d) need

16. I can't come to the cinema tonight. I ... work.

- a) could                      b) needn't                      c) might                      d) have to

17. ... we have lunch in the garden today?

- a) Will                      b) Shall                      c) Would                      d) Mustn't

18. He admitted ... in court.

- a) lie                      b) to lying                      c) to lie                      d) have lied

19. I'd rather ... to university than get a job.

- a) go                      b) to go                      c) having gone                      d) going

20. I suggest ... the cinema to find out what time the film starts.

- a) to call                      b) having called                      c) calling                      d) will call

21. He seems ... hard on a solution to the problem. Don't interrupt him.

- a) to work                      b) to have been working                      c) to have worked                      d) to be working

22. You'd better clean this mess, ... you?

- a) wouldn't                      b) hadn't                      c) will                      d) did

23. Mary talks as if she ... everything.

- a) knew                      b) had known                      c) know                      d) would know

24. I'd rather you ... it a secret. Why did you tell him?

- a) keep                      b) kept                      c) to keep                      d) had kept

25. If I were you, I ... professional advice.

- a) would seek                      b) will seek                      c) can seek                      d) sought

26. I wish I ... with my best friend yesterday.

- a) wouldn't argue                      b) didn't argue                      c) haven't argued                      d) hadn't argued

27. My mother used ... me to study sociology.

- a) to encourage                      b) to have                      c) to be                      d) encouraging



- encouraged                      encouraged
28. If I hadn't been upset, I ... something.  
 a) would say                      b) had said                      c) said                      d) would have said
29. Martin will be able to drive to work provided he ... a car  
 a) will buy                      b) buys                      c) bought                      d) would buy
30. The police surrounded the bank to prevent the robbers ... escaping.  
 a) of                      b) to                      c) from                      d) with

## WRITING

23. Write a summary of the article *White women have been complicit in this imperialist, white-supremacist capitalist patriarchy*.

24. Write your opinions on questions 1-5. Use 25-30 words.

1. Who is bell hooks and why is she important? \_\_\_\_\_
2. Why did bell hooks use lowercase letters in her name? \_\_\_\_\_
3. What is intersectionality in feminism? \_\_\_\_\_
4. What is social standing in sociology? \_\_\_\_\_

## EXAMINATION TRAINING TESTS

### EXAMINATION TRAINING TEST 1

#### Task 1

*For questions 1-15, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).*

*Write your answers in CAPITAL LETTERS on the answer sheet.*

**Example: (0) PRESENT**

The media (0) present a distorted version of cultural life in our country. According (1) \_\_\_ media portrayals:

White males make (2) \_\_\_ two-thirds of the population. The women are less (3) \_\_\_ number, perhaps because fewer (4) \_\_\_ 10% live beyond 35. Those (5) \_\_\_ do, like their younger and (6) \_\_\_ counterparts, are nearly (7) \_\_\_ white and heterosexual. (8) \_\_\_ addition to being young, the majority of women are beautiful, very thin, passive, and primarily concerned (9) \_\_\_ relationships and getting rings out of collars and commodes. There are (10) \_\_\_ few bad, bitchy women, and they are not so pretty, not so subordinate, and not so caring (11) \_\_\_ the good women. Most (12) \_\_\_ the bad ones work outside of the home, which is probably (13) \_\_\_ they are hardened and undesirable. The (14) \_\_\_ powerful, ambitious men occupy themselves with important business deals, exciting adventures, and rescuing dependent females, (15) \_\_\_ they often then assault sexually.

#### Task 2. Write your opinions on questions 16-19.

(16) Do you think that the United States has become an oligarchy? Why or why not? \_\_\_\_\_

\_\_\_\_\_ (25-30 words)

(17) How do you think Ukraine's economy will change after the war? \_\_\_\_\_

\_\_\_\_\_ (25-30 words)

(18) How have technological advances changed Sociology from your point of view? \_\_\_\_\_

\_\_\_\_\_ (25-30 words)

(19) What topics might Ukrainian sociologist explore nowadays? \_\_\_\_\_

\_\_\_\_\_ (25-30 words)

#### Task 3

*For questions 20-25, complete the second sentence so that it has a similar meaning to the first sentence. Use the word given and other words to complete the sentence. Do not change the word order. You must use between two and five words. There is an example at the beginning.*

*Write only the missing words in CAPITAL LETTERS on the answer sheet.*

**Example:**

(0) Social media have changed how people interact with each other.

**AFFECTED**

Social media have **AFFECTED THE WAY** people interact with each other.

(20) Durkheim reserved the term ‘social facts’ for these phenomena.

**that**

It \_\_\_\_\_ Durkheim reserved the term ‘social facts’.

(21) Charismatic leaders perhaps hold power for short durations.

**likely**

Charismatic leaders \_\_\_\_\_ power for short durations.

(22) Traditional authority legitimacy exists because it has been accepted for a long time.

**if**

Traditional authority legitimacy wouldn’t exist \_\_\_\_\_ accepted for a long time.

(23) Throughout history, and in societies across the world, leaders have used religious narratives, symbols, and traditions in an attempt to give more meaning to life and understand the universe.

**by**

Throughout history, and in societies across the world, religious narratives, symbols, and traditions \_\_\_\_\_ in an attempt to give more meaning to life and understand the universe.

(24) Comte suggested naming the scientific study of social patterns positivism.

**that**

Comte suggested \_\_\_\_\_ the scientific study of social patterns positivism.

(25) Marx predicted, ‘Capitalism inequalities will lead to the collapse of capitalism.’

**that**

Marx predicted \_\_\_\_\_ to the collapse of capitalism.

**Task 4**

*For questions 26-40 read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).*

**Example: (0) B**

Flash (0) **B** are examples of collective behavior, noninstitutionalized activity in which several or many people voluntarily (26) \_\_\_\_\_. Other examples are a group of (27) \_\_\_\_\_ traveling home from work and a population of (28) \_\_\_\_\_ adopting a favorite singer’s hairstyle. In short, collective behavior is any group behavior that is not mandated or regulated by a(n) (29) \_\_\_\_\_. There are three primary forms of collective behavior: the crowd, the (30) \_\_\_\_\_, and the public.

It takes a fairly large (31) \_\_\_\_\_ of people in close (32) \_\_\_\_\_ to form a crowd. Examples include a group of people (33) \_\_\_\_\_ an Ani DiFranco concert, tailgating at a Patriots game, or attending a worship (34) \_\_\_\_\_. Turner and Killian identified four types of crowds. Casual crowds (35) \_\_\_\_\_ of people who are in the same place at the same time but who aren’t really (36) \_\_\_\_\_, such as people standing in line at the post

office. Conventional crowds are those who come together for a scheduled (37) \_\_ that occurs regularly, (38) \_\_ a religious service. Expressive crowds are people who join together to (39) \_\_ emotion, often at funerals, weddings, or the like. The final type, acting crowds, focuses on a specific (40) \_\_ or action, such as a protest movement or riot.

0.	A. crowds	B. mobs	C. behaviours	D. games
26.	A. busy	B. occupied	C. engage	D. vacant
27.	A. commuters	B. travellers	C. goer	D. walker
28.	A. ager	B. teens	C. teenage	D. teen
29.	A. college	B. school	C. university	D. institution
30.	A. mass	B. accumulation	C. aggregation	D. pile
31.	A. mark	B. figure	C. digit	D. number
32.	A. near	B. proximity	C. presence	D. close
33.	A. neglecting	B. listening	C. attending	D. going
34.	A. service	B. help	C. facility	D. aid
35.	A. contain	B. include	C. incorporate	D. consist
36.	A. connecting	B. interacting	C. interfering	D. intervening
37.	A. accident	B. incident	C. event	D. case
38.	A. like	B. as	C. as if	D. such
39.	A. menace	B. emphasize	C. imply	D. express
40.	A. finish	B. goal	C. destination	D. score

Task 5

For questions 41-50, read the text below and decide which lines of the text contain unnecessary words. Write the unnecessary word in the box. Indicate the correct lines with a tick (✓). There is an example at the beginning (0/00).

0	Contagion theory is a theory of collective behavior which	✓
00	explains that the crowd can cause for a hypnotic impact	for
41	on the individuals. The theory was first developed by	
42	Gustave Le Bon in his book was called ‘the crowd:	
43	a study of popular mind in France’ in 1885. Contagion is	
44	a very old term which has refers to anything that spreads	
45	from person to person like a disease such as the chicken	
46	pox or flu. The theory is adapted this idea in a sociological	
47	basis and stated as to the transmission of ideas or even	
48	irrational behavior collectively displayed by an individual	
49	when engaged in a group. It is stated that a large number of	
50	people are being influenced by the contagious behavior of the group and avoid their individual responsibility.	

EXAMINATION TRAINING TEST 2

Task 1

For questions 1-15, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Write your answers in CAPITAL LETTERS on the answer sheet.

Example: (0) DISTRIBUTION

Occupational segregation is the (0) **distribution** of workers across and within occupations, (1) \_\_\_\_ upon demographic characteristics, most often (2) \_\_\_\_\_. Occupational segregation levels differ (3) \_\_\_\_ a basis of perfect segregation and integration. Perfect segregation (4) \_\_\_\_ where any given occupation employs only (5) \_\_\_\_ group. Perfect integration, on the (6) \_\_\_\_ hand, occurs where each group holds (7) \_\_\_\_ same proportion of positions in an occupation (8) \_\_\_\_ it holds in the labour force.

Many scholars, (9) \_\_\_\_ as Biblarz et al., argue that occupational segregation is most (10) \_\_\_\_ caused by gender-based (11) \_\_\_\_ that often occurs (12) \_\_\_\_ patterns, either horizontally (across occupations) (13) \_\_\_\_ vertically (within the hierarchy of occupations). As a workplace phenomenon, it is linked (14) \_\_\_\_ the gender pay (15) \_\_\_\_ and reduced labour participation

Task 2. Write your opinions on questions 16-19.

(16) Was the former Soviet Union a representative democracy or a totalitarian state? Why?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (25-30 words)

(17) What is characteristic of the Information Age?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (25-30 words)

(18) What is the difference between state socialism with central planning and market socialism? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_ (25-30 words)

(19) What topics might Ukrainian sociologist explore nowadays? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (25-30 words)

### Task 3

*For questions 20-25, complete the second sentence so that it has a similar meaning to the first sentence. Use the word given and other words to complete the sentence. Do not change the word order. You must use between two and five words. There is an example at the beginning.*

*Write only the missing words in CAPITAL LETTERS on the answer sheet.*

**Example:**

(0) Social media have changed how people interact with each other.

**AFFECTED**

Social media have **AFFECTED THE WAY** people interact with each other.

(20) Since these facts consisted of actions, thoughts, and feelings, they could not be confused with biological phenomena; but they were not the province of psychology either.

**neither**

Since these facts consisted of actions, thoughts, and feelings, they could not be confused with biological phenomena; but \_\_\_\_\_ the province of psychology.

(21) Maybe charismatic leaders are tyrannical as they are heroic, according to Weber.

**likely**

Charismatic leaders \_\_\_\_\_ tyrannical as they are heroic, according to Weber.

(22) Different conflicts remained separate, so the system as a whole was not threatened.

**would**

If different conflicts hadn't remained separate, the system as a whole \_\_\_\_\_.

(23) Sociologists also study how conflict changes the parties involved.

**by**

Sociologists also study how the parties involved \_\_\_\_\_.

(24) People increasingly began to realize the plight of the homeless in the nation's urban centers.

**of**

People \_\_\_\_\_ the plight of the homeless in the nation's urban centers.

(25) The research conducted by Kenneth and Mamie Clark influenced the U.S. Supreme Court to overturn 21 state laws that allowed blacks and whites to be taught in separate school systems.

**made**

The research conducted by Kenneth and Mamie Clark \_\_\_\_\_ 21 state laws that allowed blacks and whites to be taught in separate school systems.

**Task 4**

*For questions 26-40 read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).*

*Write your answers in CAPITAL LETTERS on the answer sheet.*

**Example: (0) B**

Sociologists and other (0) B scientists generally attribute many of the behavioural (26) \_\_\_\_\_ between genders to socialization. Socialization is the process of (27) \_\_\_\_\_ norms, values, beliefs, and behaviours to group members. The most intense period of socialization is during (28) \_\_\_\_\_ when adults who are members of a particular cultural group (29) \_\_\_\_\_ young children on how to behave in order to comply (30) \_\_\_\_\_ social norms. Gender is included in this process; individuals are taught how to socially behave in (31) \_\_\_\_\_ with their assigned gender, which is assigned at birth based on their (32) \_\_\_\_\_ organs. Gender socialization is thus the process of educating and instructing children as (33) \_\_\_\_\_ the norms, behaviours, values, and beliefs of membership in their assigned group.

Preparations for gender socialization begin even before the birth of the child. One of the first questions people ask of (34) \_\_\_\_\_ parents is the sex of the child. This is the beginning of a social categorization process that continues (35) \_\_\_\_\_ life. Preparations for the birth often take the infant’s sex into (36) \_\_\_\_\_ (e.g., painting the room blue if the child is a boy, pink for a girl). Today it is largely believed that most differences in gender expression are attributed to differences in socialization, (37) \_\_\_\_\_ than genetic and biological factors.

Gender stereotypes can be a result of gender socialization. Girls and boys (38) \_\_\_\_\_ to act in certain ways, and these ways are socialized from birth by many parents and society. For example, girls are expected to be clean and quiet, while boys are messy and loud. As children get older, gender stereotypes become more (39) \_\_\_\_\_ in styles of dress and choice of leisure activities. Boys and girls who do not conform to gender stereotypes are usually (40) \_\_\_\_\_ by same-age peers for being different. This can lead to negative effects, such as lower self-esteem.

0.	A. civil	B. social	C. public	D. community
26.	A. sciences	B. approaches	C. economics	D. differences
27.	A. transferring	B. changing	C. removing	D. committing
28.	A. childhood	B. infancy	C. schooldays	D. youth
29.	A. discipline	B. notify	C. instruct	D. order
30.	A. to	B. from	C. with	D. in
31.	A. according	B. accordance	C. accord	D. accordingly
32.	A. reproduce	B. reproduction	C. reproduced	D. reproductive
33.	A. to	B. for	C. about	D. such
34.	A. eager	B. expectant	C. excited	D. hopeful
35.	A. through	B. everywhere	C. because of	D. throughout
36.	A. concern	B. thought	C. consideration	D. attention



37.	A. rather	B. other	C. another	D. sooner
38.	A. are being expected	B. are expecting	C. are expected	D. expect
39.	A. authentic	B. true	C. real	D. apparent
40.	A. accepted	B. ostracized	C. included	D. admitted

Task 5

For questions 41-50, read the text below and decide which lines of the text contain unnecessary words. Write the unnecessary word in the box. Indicate the correct lines with a tick (V). There is an example at the beginning (0/00).

0 Sleeping Beauty is a fairy-tale that illustrates both the changing  
00 biases of the writers, the perpetuation of the stereotypical gender  
41 roles and in the presence of underlying patriarchal ideals.  
42 Originally published in 1697 by the French Charles Perrault, it  
43 was more later picked up by the Grimm brothers. The Disney  
44 of version focuses on a slender, blonde heroine who woos her prince  
45 through her beautiful dancing abilities. However, the promise its  
46 of a curse by an evil fairy looms in the distance. This is evil female  
47 fairy has dark hair, is older, and though largely asexual, they  
48 contains hostility towards the most fair princess.  
49 The spindle that Jacob Grimm was described as an essential  
50 characteristic of a wise woman would bring about her downfall.

V
the

**EXAMINATION TRAINING TEST 3**

**Task 1**

*For questions 1-15, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).*

*Write your answers in CAPITAL LETTERS on the answer sheet.*

**Example: (0) HEROINE**

What are women’s roles in fairy-tales? If the (0) **heroine** is beautiful and good, then the evil character must exhibit the (1) \_\_\_\_ physical attributes and this largely holds true. The exception is the rare, beautiful girl (2) \_\_\_\_ is not humble or submissive and (3) \_\_\_\_ normally forced to learn these behaviours by the (4) \_\_\_\_ of the story in (5) \_\_\_\_ to reach the ultimate accumulation, marriage. These instances serve (6) \_\_\_\_ an example to the reader that if they prescribe (7) \_\_\_\_ the gender roles, they will (8) \_\_\_\_ rewarded. Lazy girls and older women are generally ugly, evil, and determined to take advantage (9) \_\_\_\_ the heroine. They also exhibit traits (10) \_\_\_\_ directly threaten the feminine ideal; they are strong, determined, and perhaps even greedy. Rather (11) \_\_\_\_ accepting their situation, they make plans to change it, occasionally without even the presence of a man. The only women that hold a certain degree of power (12) \_\_\_\_ good are the relatively asexual fairies. This forces (13) \_\_\_\_ the reader the concept that a correlation exists between empowered female sexuality and evil. All of these stereotypes set (14) \_\_\_\_ girls to be predisposed to believe in a correlation between a loveable face and a loveable character (*Lieberman, 1972*). If you are beautiful, you (15) \_\_\_\_ passively wait, regardless of the situation you are in, for your prince to come and rescue you.

**Task 2. Write your opinions on questions 16-19.**

- (16) In which form of government do the average citizens have the least political power? What options might they have for exerting political power under this type of regime? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (25-30 words)
- (17) What are the main features of the postindustrial societies? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (25-30 words)
- (18) What differs socialism from capitalism? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (25-30 words)
- (19) What topics might Ukrainian sociologists explore nowadays? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (25-30 words)

### Task 3

*For questions 20-25, complete the second sentence so that it has a similar meaning to the first sentence. Use the word given and other words to complete the sentence. Do not change the word order. You must use between two and six words. There is an example at the beginning.*

*Write only the missing words in CAPITAL LETTERS on the answer sheet.*

**Example:**

(0) Social media have changed how people interact with each other.  
**AFFECTED**

Social media have **AFFECTED THE WAY** people interact with each other.

(20) The researchers learned that the mass media presented the homeless primarily as mentally ill.

**it**

The researchers learned that \_\_\_\_\_ the mass media presented as mentally ill.

(21) When people began to speculate about the nature of human society, they started to draw their attention to the differences that can be easily observed between individuals and groups within any society.

**been**

Ever since people began to speculate about the nature of human society, their attention \_\_\_\_\_ the differences that can be easily observed between individuals and groups within any society.

(22) We weren't advised to give money to buy new clothing.

**advise**

They \_\_\_\_\_ money to buy new clothing.

(23) They need to consider the implications of stratification in ranking members of a society more carefully.

**considered**

The implications of stratification in ranking members of a society \_\_\_\_\_ more carefully.

(24) Some Americans belong to upper-class, so these people form intimate associations with one another in exclusive clubs and social circles.

**if**

\_\_\_\_\_ to upper-class, these people wouldn't form intimate associations with one another in exclusive clubs and social circles.

(25) They may participate in politics and exercise leadership roles in different associations.

**likely**

They \_\_\_\_\_ in politics and exercise leadership roles in different associations.

Task 4

For questions 26-40 read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Write your answers in CAPITAL LETTERS on the answer sheet.

Example: (0) B

The reader of *The* (0) **B** *of Labor in Society* would have (26) \_\_\_\_ that ‘sociology’ is a science which, (27) \_\_\_\_ biology, studies the (28) \_\_\_\_ of the natural world and psychology studies human (29) \_\_\_\_, thoughts, and feelings. What he might not have understood was that Durkheim (30) \_\_\_\_ of sociology as the scientific study of a reality *sui generis*, a clearly defined group of phenomena different from those studied by all other sciences, biology and psychology (31) \_\_\_\_\_. It was for these phenomena that Durkheim reserved the term *social facts*, (32) \_\_\_\_\_ ‘a category of facts which present very special characteristics: they consist of manners of acting, thinking, and feeling (33) \_\_\_\_\_ to the individual, which are invested with a coercive power by (34) \_\_\_\_\_ of which they exercise control (35) \_\_\_\_\_ him.’ Since these facts consisted of actions, thoughts, and feelings, they could not be confused with biological phenomena; but (36) \_\_\_\_\_ were they the province of psychology, for they existed outside the individual *conscience*. It was to define the proper method for their study that Durkheim wrote *The Rules of Sociological Method* (1895).

Durkheim was particularly (37) \_\_\_\_\_ distinguish social facts, which he sometimes described as ‘states of the collective mind,’ from the forms these states (38) \_\_\_\_\_ when manifested through private, individual minds. This distinction is most obvious in cases like those treated in *The Division of Labor* – e.g., customs, moral and legal rules, religious beliefs, etc. – which indeed appear to have an existence independent of the (39) \_\_\_\_\_ actions they determine. It is considerably less obvious, however, where the social fact in question is among those more elusive ‘currents of opinion’ reflected in lower or higher birth, migration, or suicide rates; and for the isolation of these from their individual manifestations, Durkheim recommended the use of (40) \_\_\_\_\_, which ‘cancel out’ the influence of individual conditions by subsuming all individual cases in the statistical aggregate.

0.	A. Sharing	B. Division	C. Union	D. Department
26.	A. understand	B. been understood	C. understanding	D. understood
27.	A. as	B. like	C. such	D. such as
28.	A. phenomena	B. phenomenon	C. phenomenons	D. phenomenal
29.	A. causes	B. operations	C. actions	D. manners
30.	A. accepted	B. caught	C. conceived	D. understood
31.	A. excluding	B. excluded	C. including	D. included
32.	A. e.g.	B. i.e.	C. et al.	D. c.v.
33.	A. external	B. exterior	C. independent	D. internal
34.	A. because	B. account	C. view	D. virtue
35.	A. under	B. in	C. over	D. of

36.	A. neither	B. either	C. both	D. or
37.	A. disturbed	B. worried	C. troubled	D. concerned
38.	A. pretended	B. assumed	C. presumed	D. supposed
39.	A. various	B. variable	C. varied	D. variant
40.	A. statistical	B. statistic	C. statistics	D. statistician

Task 5

For questions 41 – 50, read the text below and look carefully at each line. Some of the lines are correct and some have a word which should not be there. If a line is correct, put a tick (V) in the answer boxes provided.

0	<b>Drag queen</b> , a man who dresses in women’s clothes and <b>is</b>	<b>is</b>
00	performs before an audience. Drag shows (typically staged in	<b>V</b>
41	nightclubs and Gay Pride of festivals) are largely a subcultural	
42	phenomenon. Though drag has never been enjoyed mainstream	
43	appeal, drag queen is a common enough term in popular culture,	
44	partly because of the recording artist RuPaul, who hit the charts	
45	with her hit song ‘Supermodel (You Better Work)’ in the 1992.	
46	Such hit of films as <i>The Birdcage</i> (1996) and the popularity of	
47	movie-musicals such as <i>Rent</i> and <i>Hairspray</i> have had also made	
48	the image for of the drag queen a familiar cultural icon. By	
49	definition, a drag queen is distinct from a cross-dresser (sometimes	
50	called a transvestite) because the motivation of dragging is being	
	typically not sexual.	

**EXAMINATION TRAINING TEST 4**

**Task 1**

*For questions 1-15, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).*

*Write your answers in CAPITAL LETTERS on the answer sheet.*

**Example: (0) TENDENCY**

In his *Novum Organum* (1620), Francis Bacon discerned a general (0) **tendency** of the human mind (1) \_\_\_\_\_, together with the serious defects of the current learning, had (2) \_\_\_\_\_ be corrected if his plan for the advancement of scientific knowledge (3) \_\_\_\_\_ to succeed. This was the quite natural tendency to take our *ideas* of things (what Bacon called *notiones vulgares, praenotiones*, or ‘idols’) for the *things themselves*, and then to construct our ‘knowledge’ of the (4) \_\_\_\_\_ on the foundation of the largely undisciplined manipulation of the former; and it was to overcome such false notions, and thus to restore man’s lost mastery over the natural world, that Bacon (5) \_\_\_\_\_ planned (but never completed) the Great Instauration.

It was appropriate that Durkheim (6) \_\_\_\_\_ refer to Bacon’s work in the *Rules*, for he clearly conceived of his own project (7) \_\_\_\_\_ similar terms. Just as crudely formed concepts of natural phenomena necessarily precede scientific reflection (8) \_\_\_\_\_ them, and just as alchemy thus precedes chemistry and astrology precedes astronomy, (9) \_\_\_\_\_ men have not awaited the advent of social science (10) \_\_\_\_\_ framing ideas of law, morality, the family, the state, or society (11) \_\_\_\_\_. Indeed, the seductive character of our *praenotiones* of society is even greater (12) \_\_\_\_\_ were those of chemical or astronomical phenomena, (13) \_\_\_\_\_ the simple reason that society is the product of human activity, and thus appears to be the expression of and even equivalent (14) \_\_\_\_\_ the ideas we have of it. Comte’s *Cours de philosophie positive* (1830-1842), for (15) \_\_\_\_\_ focused on the *idea* of the progress of humanity, while Spencer’s *Principles of Sociology* (1876-1885) dismissed Comte’s idea only to install his own preconception of ‘cooperation.’

**Task 2. Write your opinions on questions 16-19.**

(16) Can you think of situations which sociologist might analyze, when they interview a representative sample of people and carry out studies? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_(25-30 words)

(17) How do you think Ukraine’s economy has changed after the beginning of the war? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ (25-30 words)  
(18) What impact can a rapidly growing economy have on families? \_\_\_\_\_

\_\_\_\_\_ (25-30 words)  
(19) What topics might Ukrainian sociologists explore nowadays? \_\_\_\_\_

\_\_\_\_\_ (25-30 words)

**Task 3**

*For questions 20-25, complete the second sentence so that it has a similar meaning to the first sentence. Use the word given and other words to complete the sentence. Do not change the word order. You must use between two and six words. There is an example at the beginning.*

*Write only the missing words in CAPITAL LETTERS on the answer sheet.*

**Example:**

(0) Social media have changed how people interact with each other.  
**AFFECTED**

Social media have **AFFECTED THE WAY** people interact with each other.

(20) There will be a change of the government and the state of the economy will improve.

**provided**

The state of the economy will improve \_\_\_\_\_ a change of the government.

(21) Certain members of the working class, such as electricians, must have higher incomes than people in the lower middle class.

**sure**

Certain members of the working class, such as electricians, \_\_\_\_\_ higher incomes than people in the lower middle class.

(22) Some societies have expected that women assume almost total responsibility for child care and household duties.

**to**

Women \_\_\_\_\_ almost total responsibility for child care and household duties.

(23) Women do inferior work and occupy inferior positions in the same work.

**either**

They \_\_\_\_\_ occupy inferior positions in the same work.

(24) Religious experience refers to the conviction or sensation that one is connected to ‘the divine.’



as

The conviction or sensation that one is connected to ‘the divine’ \_\_\_\_\_  
\_\_\_\_\_ religious experience.

(25) They wondered, ‘What does the work ethic concept mean today?’

what

They wondered \_\_\_\_\_ then.

Task 4

For questions 26-40 read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Write your answers in CAPITAL LETTERS on the answer sheet.

Example: (0) B

The (0) B characters of fairy-tale, perhaps because they were originally told by groups of (26) \_\_\_\_\_, are women. However, several different types of women exist and the reader is often able to deduce each character’s moral character based on their physical (27) \_\_\_\_\_. Attractiveness is the most important (28) \_\_\_\_\_ that a woman can possess, and is often an indicator of chances of future happiness. A study of the evolution of 168 tales that originated in 1857 found a strong (29) \_\_\_\_\_ between the number of times a book was reproduced and the number of times the appearance (*i.e.* beauty) of the female lead was stated. The good female is generally submissively accepting of her (30) \_\_\_\_\_ in life while waiting for the prince to appear and take control of her destiny. In many ways, some of the more popular stories can be interpreted as elaborate beauty (31) \_\_\_\_\_, (32) \_\_\_\_\_ the message that a woman’s youthful appearance, especially when paired with the appropriately meek demeanour, is her most important (33) \_\_\_\_\_. Conversely, women that are not beautiful are a (34) \_\_\_\_\_ of suspicion. The (35) \_\_\_\_\_ stepsisters in Cinderella are an example of how, at least in the author’s minds, unattractive women treat their attractive (36) \_\_\_\_\_. (37) \_\_\_\_\_ this respect, a characters beauty puts them in danger; their tempting physical form sets them up for (38) \_\_\_\_\_ form of victimization. Here again, one can assume that the authors have shifted the (39) \_\_\_\_\_ behaviour of men to the actions of other females. The mutilation of the stepsisters feet in Cinderella also presents the notion that women will go to great lengths in order to (40) \_\_\_\_\_ each other. This common theme sends a message to girls that they cannot trust one another, a message in approximately 17% of the tales.

0.	A. important	B. lead	C. principal	D. first
26.	A. feminists	B. males	C. men	D. females
27.	A. appearance	B. emergence	C. advent	D. presence
28.	A. emblem	B. product	C. attribute	D. property
29.	A. parallel	B. interaction	C. link	D. correlation
30.	A. lot	B. part	C. portion	D. fortune

31.	A. matches	B. contests	C. games	D. tournaments
32.	A. emphasis	B. emphases	C. emphasizing	D. emphasized
33.	A. asset	B. burden	C. handicap	D. drawback
34.	A. initiative	B. invention	C. spring	D. source
35.	A. evil	B. corrupt	C. odious	D. dirty
36.	A. duplicates	B. equals	C. counterparts	D. matches
37.	A. On	B. In	C. To	D. Within
38.	A. the other	B. others	C. other	D. another
39.	A. dangerous	B. treacherous	C. unsafe	D. punitive
40.	A. reinforce	B. sustain	C. undermine	D. promote

**Task 5**

*For questions 41 – 50, read the text below and look carefully at each line. Some of the lines are correct and some have a word which should not be there. If a line is correct, put a tick (V) in the answer boxes provided.*

0	Theories of social class were fully elaborated only in the 19th	V
00	century as the modern social sciences, especially <b>the</b> sociology,	<b>the</b>
41	developed. Political philosophers such as like Thomas Hobbes,	
42	John Locke, and Jean-Jacques Rousseau were discussed the issues	
43	of social inequality and stratification into, and French and English	
44	writers in the late 18th and early 19th centuries put forth the idea	
45	that the nonpolitical elements in society, such as the economic of	
46	system and the family, largely determined by a society's form of	
47	political life. This idea was being taken farther by the French social	
48	theorist Henri de Saint-Simon, who has argued that a state's form	
49	of government corresponded to the character of the underlying	
50	on system of economic production.	

EXAMINATION TRAINING TEST 5

Task 1

For questions 1-15, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Write your answers in CAPITAL LETTERS on the answer sheet.

Example: (0) BETWEEN

The relationship (0) **between** social structure and individual agency (1) \_\_\_\_\_ one of the central (2) \_\_\_\_\_ in social theory. Sometimes described otherwise, (3) \_\_\_\_\_ as the rivalry between accounts based on ‘situation’ or ‘disposition’, it pervades methodological discussion in organization studies and elsewhere. It has major implications for theoretical and empirical (4) \_\_\_\_\_. However, (5) \_\_\_\_\_ have been attempts (6) \_\_\_\_\_ post-modernists and post-structuralists to dismiss or transcend this issue. (7) \_\_\_\_\_ response, Nicos Mouzelis (1995) assessed attempts to dismiss the agency-structure distinction ... (8) \_\_\_\_\_ by conflating the two notions, or by ... deriving the one from the (9) \_\_\_\_\_ as leading (10) \_\_\_\_\_ a theoretical impasse. Notably, many (11) \_\_\_\_\_ these evasive attempts involve ‘the reintroduction of the distinction by the back door ... (12) \_\_\_\_\_ keeping the logic of the agent-structure dichotomy (13) \_\_\_\_\_ expressing it through a different terminology’. The solution to the agency-structure problem is not to walk away (14) \_\_\_\_\_ it, or to pretend it does not exist. Such strategies have notably ended (15) \_\_\_\_\_ with the readmission of the problem in another form.

Task 2. Write your opinions on questions 16-19.

- (16) Can you describe a situation in which a choice you made was influenced by societal pressures? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (25-30 words)
- (17) What does ‘democracy’ mean in a literal sense and in practice? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (25-30 words)
- (18) How is the war changing our society? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (25-30 words)
- (19) What topics might Ukrainian sociologists explore nowadays? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (25-30 words)

### Task 3

*For questions 20-25, complete the second sentence so that it has a similar meaning to the first sentence. Use the word given and other words to complete the sentence. Do not change the word order. You must use between two and five words. There is an example at the beginning.*

*Write only the missing words in CAPITAL LETTERS on the answer sheet.*

**Example:**

(0) Social media have changed how people interact with each other.

**AFFECTED**

Social media have **AFFECTED THE WAY** people interact with each other.

(20) In most societies, physical differences are more visible than ethnic differences.

**tend**

In most societies, physical differences \_\_\_\_\_ more visible than ethnic differences

(21) Émile Durkheim suggested analyzing religion in terms of its societal impact.

**that**

Émile Durkheim suggested \_\_\_\_\_ religion in terms of its societal impact.

(22) Tremendous cultural and social change has affected the work ethic in the information age.

**by**

The work ethic \_\_\_\_\_ tremendous cultural and social change in the information age.

(23) Governments play the fundamental role, they exert control over the people they govern.

**if**

\_\_\_\_\_ the fundamental role, they wouldn't exert control over the people they govern.

(24) Sociologists approach studying governmental power distinctively.

**have**

Sociologists \_\_\_\_\_ studying governmental power.

(25) Philosophers, politicians, and social scientists began to explore the nature of power centuries ago.

**for**

Philosophers, politicians, and social scientists \_\_\_\_\_ / the nature of power / \_\_\_\_\_ centuries.

Task 4

For questions 26-40 read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Write your answers in CAPITAL LETTERS on the answer sheet.

Example: (0) B

The coronavirus (0) **B** has highlighted and (26) \_\_\_\_ within society. Groups of women who are economically and socially (27) \_\_\_\_ and who have shouldered the impact of years of (28) \_\_\_\_ policies and welfare reform – black, Asian and minority ethnic, disabled, low-income women and single mothers – are, for instance, (29) \_\_\_\_ increasing vulnerabilities and hardships in this present context.

The COVID-19 crisis offers particular challenges for single mothers (90 per cent of single parents) and their children. With (30) \_\_\_\_ living costs due to children not (31) \_\_\_\_ school or nursery, having their maintenance payments reduced or withdrawn, and tending to work in more (32) \_\_\_\_, low-paid jobs which do not offer the option of (33) \_\_\_\_, these women are facing a so-called ‘triple penalty’. Since 47 per cent of single parents already live in poverty, reports have detailed the (34) \_\_\_\_ mothers have experienced with self-isolation and food poverty. Researchers have highlighted how the pandemic has placed additional pressures (35) \_\_\_\_ already tight budgets, meaning many have had to rely on emergency provision, (36) \_\_\_\_ foodbanks.

The importance of schemes and provisions to redress inequalities caused by the pandemic (37) \_\_\_\_ highlighted by various commentators. A high-profile public campaign drove the UK government to make a U-turn and commit to (38) \_\_\_\_ free school meals to eligible children in England during summer holidays. This was mainly in the form of weekly shopping vouchers. However, there (39) \_\_\_\_ the fact that 40% of adults with children did not receive a substitute (40) \_\_\_\_ free school meals and the ongoing issues of stigma and lack of choice offered by the vouchers.

0.	A. disease	B. pandemic	C. epidemic	D. illness
26.	A. excited	B. exasperated	C. exacerbated	D. irritated
27.	A. disadvantaged	B. advantaged	C. successful	D. handicapped
28.	A. strictness	B. simplicity	C. austerity	D. cruelty
29.	A. to experience	B. experienced	C. experience	D. experiencing
30.	A. to increase	B. increased	C. increase	D. increasing
31.	A. attending	B. attend	C. attended	D. to attend
32.	A. dangerous	B. safe	C. precarious	D. reliable
33.	A. unlikely	B. alien	C. far	D. remote
34.	A. difficulty	B. difficulties	C. difficult	D. difficultly

35.	A. with	B. for	C. to	D. on
36.	A. as	B. such as	C. such	D. likely
37.	A. has been	B. have been	C. had been	D. have
38.	A. provided	B. to provide	C. providing	D. provide
39.	A. remain	B. remained	C. remaining	D. remains
40.	A. for	B. to	C. on	D. over

Task 5

For questions 41 – 50, read the text below and look carefully at each line. Some of the lines are correct and some have a word which should not be there. If a line is correct, put a tick (V) in the answer boxes provided.

0	W. E. B. Du Bois	who	uses the concepts of ‘the veil’ and	who
00	‘double-consciousness’ to explain the peculiar conditions	V		
41	within which African Americans find out themselves in the United			
42	States and the specific tools at their disposal to understand			
43	(and hopefully to dismantle) those conditions. The existence			
44	of African Americans ‘behind under the veil’ of segregation			
45	is hidden from the view of the most white folk, but those who			
46	live behind of it also move in the ‘white’ world. As such, they			
47	have a knowledge about their own lives, about the functioning			
48	of the veil, and about the activities of those who live on			
49	the other side of the veil as well as. The double-consciousness			
50	that ensues from being both an African-American and an			
	American provides the basis for more deeper insights into the			
	social realm.			

**EXAMINATION TRAINING TEST 6**

**Task 1**

*For questions 1-15, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).*

*Write your answers in CAPITAL LETTERS on the answer sheet.*

**Example: (0) THERE**

(0) **There** have been many trends in sociology in recent decades. These have varied (1) \_\_\_\_ country (2) \_\_\_\_ country. One was a concern (3) \_\_\_\_ class and social mobility from the 1950s onwards, in part evident in debates between Marxists and Weberians. In the ‘60s and ‘70s feminists argued that such debates (4) \_\_\_\_ marginalised (5) \_\_\_\_ form of social division, gender inequalities. Feminism grew in influence, itself (6) \_\_\_\_ criticised for failing to appreciate other divisions, (7) \_\_\_\_ instance ethnic inequalities identified by those with postcolonial perspectives. In the 1980s this concern with differences was highlighted in postmodern ideas, and the power of knowledge (8) \_\_\_\_ analysed by theorists like Michel Foucault. In the 1980s and ‘90s a more homogenising idea came to the fore, globalization. This also then went (9) \_\_\_\_ to stress local difference and plurality. The themes of globalization were not new, (10) \_\_\_\_ the word and the popularity of the idea really came to the fore in the 1980s (an early mention is in Modelski 1972). Why did globalization become a popular idea? One reason (11) \_\_\_\_ the rise of global communications, especially the internet, which made people feel that connections across the world were flowing (12) \_\_\_\_ strongly, speedily and becoming more democratic. With the end of the cold war (13) \_\_\_\_ seemed that the bipolar world had become more unified, whether through cultural homogenisation or the spread of capitalism. People became more conscious of global problems, (14) \_\_\_\_ climate change. Economic interdependency and instability were more visible. Money flowed more freely and national economies went into recession together in the 1970s and again 30 years later .From the 1970s onwards one of the building blocks of the national era, the nation-state, seemed to (15) \_\_\_\_ under threat. Welfare states became cumbersome and expensive and economic liberals like Ronald Reagan and Margaret Thatcher led the world in rolling them back. The first half of this introduction will look at the sociology of globalization and themes of the book. The second half will discuss the concept of globalization.

**Task 2. Write your opinions on questions 16-19.**

(16) Do you think that the RF is an oligarchy? Why or why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ (25-30 words)



(17) Why are leaders as divergent as Hitler and Jesus Christ both categorized as charismatic authorities? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (25-30 words)

(18) How has the war changed our society? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (25-30 words)

(19) What topics are Ukrainian sociologists exploring now? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (25-30 words)

**Task 3**

*For questions 20-25, complete the second sentence so that it has a similar meaning to the first sentence. Use the word given and other words to complete the sentence. Do not change the word order. You must use between two and five words. There is an example at the beginning.  
Write only the missing words in CAPITAL LETTERS on the answer sheet.*

**Example:**

(0) Social media have changed how people interact with each other.  
**AFFECTED**

Social media have **AFFECTED THE WAY** people interact with each other.

(20) Working hard doesn't have any relationship with Catholic or Protestant religious beliefs anymore.  
**seem** Working hard \_\_\_\_\_ relationship with Catholic or Protestant religious beliefs anymore

(21) In most societies, for instance, men are more privileged than women.  
**likely** In most societies, for instance, men \_\_\_\_\_ privileged than women.

(22) Journalists have collectively labeled 'Arab Spring' the movements and protests organized to reform governments and install democratic ideals in northern African and the Middle East.  
**by** The movements and protests organized to reform governments and install democratic ideals in northern African and the Middle East \_\_\_\_\_ journalists.

(23) Discontents used the Internet to communicate, it provided them with an invaluable tool: anonymity.

**would** If discontents hadn't used the Internet to communicate, it \_\_\_\_\_  
\_\_\_\_\_ them with an invaluable tool: anonymity.

(24) Democratic ideals promote basic human rights for all citizens.

**it**  
\_\_\_\_\_ democratic ideals promote for all citizens.

(25) Winston Churchill once declared to the House of Commons, 'Indeed it has been said that democracy is the worst form of government except for all those other forms that have been tried from time to time'.

**to**  
Winston Churchill once declared to the House of Commons that democracy \_\_\_\_\_ the worst form of government except for all those other forms that had been tried from time to time.

**Task 4**

*For questions 26-40 read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).*

*Write your answers in CAPITAL LETTERS on the answer sheet.*

**Example: (0) B**

For Marx, (0) B distinguishes one type of society from (26) \_\_\_\_\_ is its mode of production, (27) \_\_\_\_\_, the nature of its technology and division of (28) \_\_\_\_\_, and each mode of production (29) \_\_\_\_\_ a distinctive class system in which one class (30) \_\_\_\_\_ and directs the process of production while another class is, or other classes are, the direct producers and providers of services to the (31) \_\_\_\_\_ class. The relations (32) \_\_\_\_\_ the classes are antagonistic because they are (33) \_\_\_\_\_ conflict over the appropriation of what (34) \_\_\_\_\_, and in certain periods, when the mode of production itself is changing as a (35) \_\_\_\_\_ of developments in technology and in the utilization of labour, (36) \_\_\_\_\_ conflicts become extreme and a new class challenges the dominance of the existing rulers of society. The dominant class, (37) \_\_\_\_\_ to Marx, controls not only material production but also the production of ideas; it thus (38) \_\_\_\_\_ a particular cultural style and a dominant political doctrine, and its control over society is consolidated in a particular type of political system. Rising classes that gain strength and influence as a result of changes in the mode of production generate political doctrines and movements in opposition (39) \_\_\_\_\_ the ruling class.

The theory of class is at the centre of Marx's social theory, for it is the social classes formed within a particular mode of production that tend to establish a particular form of state, animate political conflicts, and (40) \_\_\_\_\_ major changes in the structure of society.

0.	A. that	B. what	C. which	D. that
26.	A. other	B. the other	C. another	D. others
27.	A. e.g.	B. i.e.	C. et al.	D. c.v.

28.	A. sweat	B. effort	C. toil	D. labour
29.	A. engenders	B. engender	C. engendered	D. engendering
30.	A. rules	B. controls	C. manages	D. conducts
31.	A. inferior	B. subsidiary	C. subordinate	D. dominant
32.	A. between	B. among	C. amongst	D. across
33.	A. with	B. for	C. in	D. on
34.	A. is produced	B. produced	C. produces	D. is producing
35.	A. cause	B. outcome	C. effect	D. result
36.	A. like	B. so	C. such	D. such as
37.	A. according	B. accordance	C. in accordance	D. accordingly
38.	A. appoints	B. establishes	C. affirms	D. proves
39.	A. from	B. of	C. for	D. to
40.	A. bring together	B. bring forward	C. bring about	D. bring down

Task 5.

For questions 25-40, read the text below and decide which lines of the text contain unnecessary words. Write the unnecessary word in the box. Indicate the correct lines with a tick (V). There are examples at the beginning (0) and (00).

Write your answers IN CAPITAL LETTERS on the answer sheet.

0	Our society has a set of ideas about how we expect men	V
00	and <u>which</u> women to dress, behave, and present themselves.	which
41	Gender roles in society is means how we're expected to act,	
42	speak, dress, and conduct ourselves are based upon our	
43	assigned sex. For the example, girls and women are generally	
44	expected to be dress in typically feminine ways and be polite,	
45	accommodating, and nurturing. Men are generally expected to	
46	be more strong, aggressive, and bold. Every society, ethnic	
47	group, and culture has a gender role expectations, but they can	
48	to be very different from group to group. They can also change	
49	in the same society over with time. For example, pink used to	
50	be considered a masculine color in the U.S. while the blue was	
51	considered feminine. A stereotype is a widely accepted to	
52	judgment or bias about a person or group – even though it's	
53	overly simplified and not always accurate. Stereotypes about	
54	gender can to cause unequal and unfair treatment because of a	
55	person's gender. This is called the sexism.	

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СОЦІАЛЬНА НЕРІВНІСТЬ  
Вичерпний посібник для студентів**

**(англійською мовою)**

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