

АНГЛИЙСКИЙ ЯЗЫК

Методическая разработка по аудиторному чтению
для студентов-бакалавров гуманитарного факультета
специальности «Культурология»

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Рецензент

А. В. Волкотрубова – канд. пед. наук,
доц. кафедры иностранных языков КРСУ

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Составители:

Л. М. Лукина, Е. В. Докучаева, Э. Д. Акматова

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А 64 АНГЛИЙСКИЙ ЯЗЫК: методическая разработка по аудиторному чтению для студентов-бакалавров гуманитарного факультета специальности «Культурология» / сост.: Л. М. Лукина, Е. В. Докучаева, Э. Д. Акматова. Бишкек: КРСУ, 2015. 37 с.

Методическая разработка предназначена для студентов-бакалавров 1–2 курсов, обучающихся на гуманитарном факультете по специальности «Культурология». Основная цель пособия – формирование и совершенствование навыков чтения текстов по специальности, умение вести беседу, дискуссию и полемику.

Состоит из 9 тематических разделов, последовательность которых определяется нарастающими языковыми трудностями. Каждый из разделов включает в себя тексты для чтения, лексический минимум, упражнения, направленные на понимание содержания текстов, развитие навыков чтения и говорения.

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UNIT 1. CULTURE

VOCABULARY

<p>custom <i>n</i> – обычай, обыкновение, привычка ~ ary <i>a</i> – обычный, обыкновенный, привычный belief <i>n</i> – вера, мнение a true belief – правдивый set <i>n</i> – подбор, круг лиц; направление, течение share <i>n</i> – доля, часть, участие; <i>v</i> – участвовать, делить feature <i>n</i> – черта, лицо, вид, изображать, представлять features – особенности society <i>n</i> – общество, собрание, товарищество term <i>n</i> – термин, выражение, срок, семестр refer <i>v</i> – ссылаться, относиться, обращаться, намекать, представлять; -ence <i>n</i> – ссылка, намек, сведения, справки distinguish <i>v</i> – различать, отличать, распознавать</p>	<p>false <i>a</i> – ложный, неверный, неправильный attitude <i>v</i> – отражать, относиться create <i>v</i> – творить, создавать, производить assume <i>v</i> – предполагать, принимать, присваивать accomplish <i>v</i> – совершать, исполнять ~ ment <i>n</i> – исполнение, талант, познание construction <i>n</i> – толкование, конструкция, строение, смысл stock <i>n</i> – запас, происхождение; <i>v</i> снабжать definition <i>n</i> – определение particular <i>n</i> – особенность guide <i>v</i> – проводить ugly – уродливо shape <i>v</i> – придавать форму inseparable <i>adj</i> – неотделимый tangible <i>adj</i> – осязаемый fancy <i>v</i> – фантазировать</p>
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Read and translate the text:

What is culture, and what role does it play in society and in the lives of its members?

Culture includes all the learned customs, beliefs, values, knowledge, and symbols that are communicated constantly among a set of people who share a common way of life. This definition suggests several important fea-

tures of culture. First, culture is learned; people are not born with culture as they are born with green eyes or blond hair. Second, culture is learned through communications with others. Third, culture is the totality of learned elements that are shared by members of a society; for sociologists, the term culture does not refer to the expression of any particular belief or value (like fine art or, alternatively, graffiti art) but to the sum total of learned elements.

The relationship between culture and behaviour has two sides. On one hand, culture provides traditions and rules that guide how we think, feel, and behave, and how we evaluate the thoughts, feelings, and behaviours, of others. That is, culture defines preferred or expected behaviour and attitudes: it distinguishes right from wrong, true from false, beautiful from ugly. In this sense culture is outside us and constrains or shapes our thoughts and actions. On the other hand, culture is something that people use, develop, and occasionally change. Culture does not simply dictate behaviour; we work with our cultural beliefs and values as we try to make sense of the world and as we work with others to get things accomplished. Thus culture is constantly being created and recreated, but those creations are also shaped or influenced by the history or tradition of cultural elements in a particular society.

Sociologists make the distinction between material and nonmaterial culture. Material culture refers to the physical objects produced by members of a society, such as a painting hanging in a museum. Nonmaterial culture refers to abstract ideas, values, and social organizations that do not assume a physical form, such as the aesthetic norms used to decide the beauty of a painting. Knowledge of modern science is part of nonmaterial culture; TV sets and video games (and other forms of technology) are part of material culture, even though the construction of these physical objects depends upon a stock of scientific knowledge.

Sociologists also make an analytic distinction between culture and society, although in the real world the two are inseparable. In this context, culture refers to tangible or abstract things created by a given group of people, to which they have attached shared meanings. Thus culture would include both the physical Mercedes-Benz 300SL and the idea that such a car signifies wealth and high social standing. By contrast, society refers to the network of social relationships among those who share a culture. Culture is used to give meaning to social interactions as well as to fancy cars, but culture is also the result of social interaction.

1. Answer the questions:

1. What does culture include?
2. Are people born with culture?
3. Is culture the result of social interaction?

4. What distinction do sociologists make between culture and society?
5. What part of culture are forms of technology?

6. What does nonmaterial culture include?

7. Is culture constantly being created and recreated?

8. What part of culture is knowledge?

9. What does the culture refer to?

10. Why does material culture include forms of technology?

2. Give Russian equivalents to the following word combinations:

1. culture –
2. material culture –
3. nonmaterial culture –
4. in this sense –
5. make a distinction –
6. by contrast –
7. social interaction –
8. aesthetic norms –
9. depend upon a stock –
10. to make sense of the world –
11. to refer to the expression –
12. to get things accomplished –
13. to refer to tangible things –

3. Give English equivalents.

1. Взаимоотношения между культурой и поведением людей.
2. Материальная и духовная культура.
3. Отличать правду от лжи, правильное от неправильного, прекрасное от безобразного.
4. Делать аналитическое различие.
5. Результат социальных взаимодействий.
6. Общий путь жизни.
7. Познавать через общение.
8. Оценивать мысли.
9. Осмыслить мир.
10. Различать.
11. Отдельное общество.

4. Give the words close to the meaning.

1. definition –
2. feature –
3. particularly –
4. occasionally –
5. complete –
6. knowledge –
7. to mean –
8. fantasy –
9. decide –
10. modern –
11. refer –
12. false –
13. belief –
14. society –
15. custom –
16. share –
17. provide –

5. Give antonyms of the words:

1. unbelief –
2. regular –
3. to ruin –
4. unfinished –
5. accomplish –
6. wealth –
7. creation –
8. distinction –
9. occasionally –
10. to be born –

UNIT 2. ELEMENTS OF CULTURE

VOCABULARY

value <i>n</i> – ценность, цена, стоимость	designate <i>v</i> – определять, обозначать
~ less – ничего не стоящий	consider <i>v</i> – считать, полагать, рассматривать, обсуждать, обдумывать
spit <i>n</i> – вид, пособие	essential <i>a</i> – существенный, важный
inconsistent <i>a</i> – несовместимый	survival <i>n</i> – пережиток
contradictory <i>a</i> – противоречивый	deny <i>v</i> – отрицать
commitment <i>n</i> – передача, обязательство	violation <i>n</i> – нарушение
explicit <i>a</i> – ясный, недвусмысленный	outrage <i>n</i> – грубое нарушение
implicit <i>a</i> – безоговорочный, подразумеваемый	punishment <i>n</i> – наказание
assumption <i>n</i> – предположение, присвоение	enforcement <i>n</i> – принуждение
injunction(s) <i>n</i> – приказ, постановление	mores <i>n</i> – нравы

Read and translate the text:

What are the elements of culture?

The elements of culture include values, norms, symbols, language, and knowledge. Sociologists make the distinction between values and norms. Both values and norms express preferred or expected behaviour and attitudes, but values are very general ideas about what is good, right, or acceptable, while norms are more specific and typically refer to behaviour and attitudes in a particular setting. For example, patriotism – respect for and pride in one's country – is a value. A set of norms translates the value of patriotism into

more specific rules that determine how one should think and act at a particular time and place. One norm that expresses the general value of patriotism is that one should not spit upon the country's flag.

Values sometimes lead to inconsistent or contradictory norms: for example, soldiers in Vietnam and antiwar protesters both thought that they were being patriotic. Values change over time, and they are not necessarily shared by all members of a society. Moreover, dominant values within a society may be inconsistent with each other. The strong American commitment to values of free competition often collides with equally strong commitments to values of social justice. Such contradictions often lead to conflict and change.

Norms, then, are specific guidelines for action that specify how people should behave in particular situations. These guidelines may be either explicit (as in a "no parking" sign) or implicit (as in our automatic assumption that one should lock car doors when parking in public). Norms vary from society to society, and from group to group within any particular society. Norms are situational: their injunctions hold for a designated time and place.

Norms come in several forms. Folkways are taken-for-granted, common-sense rules that people typically follow without even thinking about them. On American college campuses these days, for example, it is commonplace to lock your bicycle when you leave it parked in public. Mores are norms that are related to values which people consider essential to their survival. It is considered wrong for parents to deny food to their hungry children; violation is likely to be met with outrage and punishment. Laws are a special kind of norm that have been formalized or institutionalized: the rule has been written up in a code of laws, and police and courts have formally been assigned the tasks of enforcement and punishment. Laws are rules that are enacted by a political body and are enforced by the power of the state.

1. Answer the following questions:

1. What do the elements of culture include?
2. Why do sociologists make the distinction between values and norms?
3. What do the specific rules determine?
4. What do values lead to?
5. Are values shared by all members of a society?
6. Why do contradictions often lead to conflict and change?
7. Why do the people need the norm of behavior?
8. How do the norms vary? And how do the norms come?
9. Why are the norms situational?
10. What are folk-ways taken for?

2. Give the synonyms of the words:

1. value –
2. distinction –
3. attitude –
4. stiff –
5. in consistent –
6. commitment –

7. particular –
8. explicit –
9. implicit –
10. assumption –
11. injunction –
12. designate –
13. consider –
14. essence –
15. survival –
16. violation –
17. punishment –
18. enforcement –
19. enact

3. Translate the word combinations into Russian.

1. to express expected behavior and attitudes –
2. a particular setting –
3. social justice –
4. to consider essential to one's survival –
5. to meet with outrage and punishment –
6. tasks of enforcement and punishment –
7. to enact the laws by a political body –
8. to enforce the laws by the power of the state –

4. Give the definition between values and norms.

5. Compare folkways, mores and laws.

UNIT 3. SYMBOLS, LANGUAGE, AND KNOWLEDGE

VOCABULARY

- | | |
|--|--|
| essential <i>a</i> – существенный, неотъемлемый, <i>n</i> – сущность, основа | image <i>n</i> – образ, изображение, отражение, точное подобие; <i>v</i> – изображать, отображать |
| communicate <i>v</i> – передавать, сообщать | ~ry – образность речи |
| ~tion <i>n</i> – связь, сообщение | arch <i>n</i> – свод, дуга, арка; <i>v</i> – изгибаться |
| ~tive <i>a</i> – общительный | outlet <i>n</i> – выход, выпускное отверстие |
| record <i>n</i> – запись, документ, протокол, репутация; <i>v</i> – увековечить, записывать, регистрировать | invade <i>n</i> – отдушина; <i>v</i> – вторгаться, наводнять |
| succeed <i>v</i> – наследовать, следовать, преуспевать, достигать цели | precise <i>a</i> – точный, определенный, аккуратный |
| gesture <i>n</i> – жест | expression <i>n</i> – выражение, выразительность |
| | particular <i>a</i> – особенный, особый, частный, отдельный |

- shape** *n* – форма, очертания, положение, состояние; *v* – образовывать, принимать вид
- arbitrary** *a* – произвольный
- convey** *v* – перевозить, передавать, сообщать, выражать, передавать
- inseparable** *a* – неразлучный, неделимый, нераздельный
- strung** (string) *v* – натягивать, напрягать, ряд факторов, признаков

Read and translate the text:

Why are symbols, language, and knowledge essential features of human societies?

Symbols, language, and knowledge are three other elements of culture. Each is essential to human societies because they allow us to create meaning and abstract ideas, to communicate them to other, and to record them for succeeding generations. Symbols are objects, gestures, sounds, or images that represent something other than themselves. The "golden arches" above a fast-food outlet are not there merely to provide light or ornamentation. The golden arches are the corporate symbol of McDonald's. In a society not yet invaded by McDonald's, a pair of golden arches might not have any symbolic meaning.

Symbols can be either multivocal or univocal. Multivocal symbols carry a large number of meanings. The American flag, for example, is open to various interpretations; does it represent the land of the free or the home of the brave? Univocal symbols allow for the precise expression of a particular meaning. Legal documents are typically written in a language that reduces interpretative freedom: parties to a labor contract, for example, must know exactly what is expected of them. Symbols are assigned arbitrarily in the sense that the physical symbol does not necessarily resemble in any way the meaning conveyed. The McDonalds Corporation has neither the shape nor the color of golden arches; yet in the minds of almost all Americans the two are inseparable. Also, the meaning of a symbol can change over time, and people can disagree on how a certain symbol is to be interpreted.

Language is a system of verbal and (sometimes) written symbols with rules about how those symbols can be strung together to convey complex meanings. Language permits the creation, communication, and preservation

of abstract cultural ideas. The structural view of language emphasizes the rules of grammar and syntax that dictate how we are to talk or write if we are to be understood by other. The action-oriented view of language emphasizes how talk and writing are actually accomplished in social contexts. Sociologists have found that speech patterns vary depending on the social circumstances: people often use certain words and expressions when they talk to children, but use different language when talking to adults. Language important for the collective process of defining the situation: linguistic or verbal clues allow people to share with other the meaning of a situation. Social markers are behavior patterns (often in the form of talk) that give clues to the meaning of a social situation.

For sociologists, knowledge may be defined as the body of facts that people accumulate over time. Some knowledge is simply procedural, such as knowing how to ride a bike; other knowledge consists of information about people, places, and events. Bell describes ours as the "information society" because of the rapid accumulation of new knowledge and the fundamental importance of the growth of knowledge for economic, political, and social life.

1. Answer the following questions:

1. What are essential features of human societies?
2. What are language, symbols and knowledge essential to human societies?
3. What is the corporate symbol of McDonald's?
4. What can the symbols be?
5. What can you say about multivocal symbols?
6. What do you know about univocal symbols?
7. Can the meaning of the change over time?
8. What is the language?
9. What does language permit?
10. What are the meanings of the rules of grammar and syntax?
11. What do the sociologists tell about speech patterns?
12. What kind of words do people use when they talk to children?
13. What is language important for?
14. What do social makers give to the meaning of a social situation?

2. Give Russian equivalents to the following English word combinations:

1. essential features –
2. human society –
3. elements of culture –
4. to allow to create, communicate and record –
5. abstract ideas –
6. succeeding generations –
7. to invade by smth –
8. symbolic meaning –

9. to carry a large number of meaning –

10. various interpretations –
11. precise expression –
12. particular meaning –
13. to reduce interpretative –
14. certain symbol –
15. necessary resemble –
16. system of verbal symbols –
17. to convey complex meanings –
18. the structural view –
19. social circumstances –
20. certain words –

3. Give the synonyms to the word:

1. essential –
2. allow –
3. communication –
4. record –
5. succeed –
6. image –
7. arch –
8. outlet –
9. precise –
10. particular –
11. shake –
12. convey –
13. inseparable –
14. emphasize –
15. accomplish –
16. pattern –
17. vary –
18. circumstance –
19. rapid –

4. Supply the words of the same roots.

1. symbol –
2. element –
3. culture –
4. human –
5. idea –
6. create –
7. communicate –
8. precise –
9. shape –
10. convey –
11. object –
12. accomplish –
13. circumstances –
14. important –
15. accumulate –
16. express –
17. situation –
18. mean –
19. inform –
20. rapid –
21. political –
22. economic –

5. Finish the sentences choosing the right answer.

1. Symbols, language and knowledge ...
 - a) don't play any role in our life;
 - b) are elements of culture.

21. to define the situation

1. символ, знак –
2. передавать, сообщать –
3. многоголосый –
4. количество значений –
5. особое значение –
6. именно так –
7. определенный символ –
8. перевозить, переправить –
9. позволять –
10. создание, творение –
11. сохранение –

UNIT 4. DOMINANT CULTURES, SUBCULTURES AND COUNTERCULTURES

VOCABULARY

2. Symbols represent...
 - a) something other than themselves;
 - b) some abstract ideas.
 3. Multivocal symbols ...
 - a) represent one meaning;
 - b) carry a large number of meanings.
 4. Univocal symbols allow ...
 - a) for the precise expression of a particular meaning;
 - b) for the precise expression of different meanings.
 5. The meaning of a symbol...
 - a) can't change over time;
 - b) can change over time.
 6. Language is a systems of...
 - a) verbal and written symbol;
 - b) knowledge.
 7. Language permits ...
 - a) the creation, communication of abstract cultural ideas;
 - b) to carry a large number of meaning.
 8. The rules of grammar and syntax ...
 - a) don't play any role/dictate how we are to talk or to write if we are to be understood by others;
 9. People use ... when they talk to children.
 - a) certain words and expressions;
 - b) different words and expressions.
 10. Language is important for the ...
 - a) collective process of defining the situation;
 - b) sociologists.
 11. Knowledge is the body of...
 - a) facts that people accumulate over time;
 - b) different meanings.
 12. Knowledge consists of...
 - a) number of different meanings;
 - b) information about people, places and events.
- 7. Discuss how symbols are used in social life.**
- 8. Discuss the varieties of knowledge and their role in social life.**

elements <i>n</i> – pl. основы (знания); элемент; elemental <i>a</i> – стихийный, основной	elements <i>n</i> – pl. основы (знания); элемент; elemental <i>a</i> – стихийный, основной
~ argy <i>a</i> – элементарный, первоначальный	~ argy <i>a</i> – элементарный, первоначальный
extent <i>n</i> – степень; to a great – в значительной степени; to what ~? – насколько? до какой степени?	extent <i>n</i> – степень; to a great – в значительной степени; to what ~? – насколько? до какой степени?
interrelate <i>n</i> – взаимосвязь, отношение, соотношение	interrelate <i>n</i> – взаимосвязь, отношение, соотношение
interdependence <i>n</i> – взаимозависимость	interdependence <i>n</i> – взаимозависимость
belief <i>n</i> – вера, верование, убеждение, мнение	belief <i>n</i> – вера, верование, убеждение, мнение
value <i>n</i> – ценность, значение; <i>v</i> – ценить	value <i>n</i> – ценность, значение; <i>v</i> – ценить
evidence <i>n</i> – очевидность, доказательство; evident <i>a</i> – очевидный, ясный	evidence <i>n</i> – очевидность, доказательство; evident <i>a</i> – очевидный, ясный
realm <i>n</i> – королевство, область, сфера	realm <i>n</i> – королевство, область, сфера
revise <i>v</i> – исправлять,	revise <i>v</i> – исправлять,
~ ion <i>n</i> – пересмотр, ревизия	~ ion <i>n</i> – пересмотр, ревизия
outlook <i>n</i> – вид, перспектива, точка зрения	outlook <i>n</i> – вид, перспектива, точка зрения
impose <i>v</i> – навязывать (решение и т. п.)	impose <i>v</i> – навязывать (решение и т. п.)
~ oneself up on smb. – навязывать к-либо, обманывать, облагать (налогом)	~ oneself up on smb. – навязывать к-либо, обманывать, облагать (налогом)
include <i>v</i> – включать, заключать	include <i>v</i> – включать, заключать
-sion <i>n</i> – включение	-sion <i>n</i> – включение
~ sive <i>a</i> – заключающий в себе, содержащий, включающий	~ sive <i>a</i> – заключающий в себе, содержащий, включающий
attitude <i>n</i> – отношение, позиция, ~ mind – склад ума	attitude <i>n</i> – отношение, позиция, ~ mind – склад ума
belong(to) <i>v</i> – принадлежать, относиться к ...	belong(to) <i>v</i> – принадлежать, относиться к ...
heritage <i>n</i> – наследство, наследие	heritage <i>n</i> – наследство, наследие
adopt <i>v</i> – принимать, усваивать, заимствовать	adopt <i>v</i> – принимать, усваивать, заимствовать
-ion <i>n</i> – усвоение, принятие, заимствование	-ion <i>n</i> – усвоение, принятие, заимствование
broad <i>v</i> – расширять; ~ ly – широко, открыто,	broad <i>v</i> – расширять; ~ ly – широко, открыто,
~ ly-speaking – вообще говоря	~ ly-speaking – вообще говоря
available <i>a</i> – годный, действительный, достижимый	available <i>a</i> – годный, действительный, достижимый
share <i>v</i> – делиться, владеть совместно, иметь долю, участвовать	share <i>v</i> – делиться, владеть совместно, иметь долю, участвовать
powerful <i>a</i> – сильный, мощный, могущественный	powerful <i>a</i> – сильный, мощный, могущественный
distinctive <i>a</i> – отличительный, характерный, особый	distinctive <i>a</i> – отличительный, характерный, особый
inner <i>adj</i> – внутренний	inner <i>adj</i> – внутренний
behavior <i>n</i> – поведение, манеры	behavior <i>n</i> – поведение, манеры
assume <i>v</i> – брать на себя ответственность, присваивать привилегии, предполагать	assume <i>v</i> – брать на себя ответственность, присваивать привилегии, предполагать
responsibility <i>n</i> – ответственность, обязанность;	responsibility <i>n</i> – ответственность, обязанность;
on one's own – на страх и риск	on one's own – на страх и риск
feature <i>n</i> – особенность, статья; <i>v</i> – быть характерной чертой, изображать	feature <i>n</i> – особенность, статья; <i>v</i> – быть характерной чертой, изображать
sustain <i>v</i> – поддерживать, выдерживать (поражение)	sustain <i>v</i> – поддерживать, выдерживать (поражение)

concept *n* – понятие, общее представление
refer *v* – отсылать, направлять, согласиться на ч.-л., передавать на рассмотрение
gradual *adj* – постепенно, малопомалу

intermarry *v* – вступать в брак, породниться
closeness *n* – близость
tie *n* – связь

Read and translate the text:

What are the relationship among dominant cultures, subcultures and countercultures?

The elements of culture described above are woven together, to some extent, into a complex whole. Cultural integration is the degree to which the parts of a culture form a consistent and interrelated pattern. Cultures can be more or less integrated, but in all cases there is at least some interdependence among the set of beliefs, values, and technological artifacts.

This interdependence is evident in situations where changes in one realm of culture force changes in other realms. For example, the introduction of television into virtually every American home has substantially revised the relationship between "public" and "private" spheres of social life.

The dominant culture consists of those values, beliefs, traditions, and outlooks which certain groups impose on other members of society. American society includes a number of groups whose lifestyles and attitudes make them different from the "mainstream" dominant culture. If members of such groups identify themselves in their distinctive norms and values, sociologists say that they belong to a Subculture. Subcultures form around common ethnic or religious heritages, occupational traditions, or socio-economic status.

Sociologists disagree about the relationship between the dominant culture and subcultures. Those who adopt a functional perspective see the dominant culture as necessary for uniting people by means of a broadly shared set of understandings. If a dominant culture were not available, the various subcultures that make up a pluralistic society could disintegrate into cultural fragments with little common understanding or few shared values.

Those who adopt a power orientation see the dominant culture as a means by which powerful groups impose their beliefs and values on subordinate groups. According to this view, one should find tension and conflict between the dominant culture and its subcultural variations. A counterculture is a group whose distinctive norms, values, and beliefs clash with or are opposed to the dominant culture. During the late 1960s, hippies and flower chil-

dren formed a counterculture by rejecting the dominant American values of competitiveness and materialistic success.

One rapidly growing ethnic subculture in the United States is made up of Hispanic-Americans, whose distinctive value system includes a strong emphasis on a person's inner worth and on the closeness of family and one-to-one friendship ties. These values lead to behavior patterns that differ from those in the dominant Anglo-American society. For example, elderly members of Hispanic-American families are rarely placed in nursing homes. Old people enjoy a special status in this culture, and the extended family is expected to assume responsibility for care of the elderly.

Subcultures interact with the dominant culture in ways that change both. Anglo-American society has been influenced by the popularity of Hispanic features, such as Mexican food and Caribbean salsa music, but traditional Hispanic culture has changed even more because of its migration to the United States. Hispanic children now must grow up in a society that speaks a different language and subscribes to different values; individualism and competitiveness often make it difficult to sustain strong ties among members of the extended family. In one sense, the Hispanic subculture is atypical: unlike many other ethnic groups entering American society, Hispanic-Americans have not merged readily into the dominant culture.

The concept of assimilation refers to the process by which members of a subculture come to accept the cultural patterns of the larger society. Assimilation is a gradual process. First, members of the subculture learn and adopt enough of the dominant culture, such as the dominant language, to get along effectively in the society, without necessarily relinquishing their self-identification as a part of a distinct ethnic group. This is cultural assimilation. Second, members of the subculture may start to interact regularly with those who are not part of the subculture, as by joining certain clubs or organizations of the dominant culture. This is structural assimilation. Finally, members of the subculture may intermarry with those from outside, a process of marital assimilation. Subcultures experience assimilation to varying degrees: black in America are much less assimilated than are white ethnics from northern European heritages.

1. Answer the following questions:

1. What is the cultural integration?
2. What is there among the set of beliefs, values and technological artefacts?
3. What does the dominant culture consist of?
4. What does American society include?
5. What is Sociologists view about dominant culture and subcultures?
6. How did hippies and flower children form a counterculture?

- Who is made up rapidly growing ethnic subculture of? What does their value system include?
- What are the differences between Hispanic Americans and Anglo-Americans in behavior patterns?
- Why has traditional Hispanic culture changed more than Anglo-American culture?
- Why is Hispanic subculture atypical?
- What is cultural assimilation?
- Is assimilation a gradual process?
- What kind of assimilation includes intermarrying?
- Who is much less assimilated in the USA and why?

2. Explain the meanings of the following terms:

- Assimilation –
- Cultural integration –
- Subculture –
- Dominant culture –
- Cultural relativism –
- Cultural assimilation
- Counterculture –

3. Give Russian equivalents to the following English word combinations:

- complex whole –
- consistent and interrelated pattern –
- force changes –
- religious heritage –
- occupational traditions –
- shared set –
- common understanding –
- beliefs clash –
- shared values –
- at least –

4. Give English equivalents to the following word combinations:

- система ценностей –
- нормы поведения –
- быстро растущий –
- внутренний мир –
- дружеские связи –
- поддерживать связь –
- в смысле –
- самоопределение –
- постепенный процесс –
- strong emphasis –

5. Translate the following expressions paying attention to the prepositions:

- получить, составлять что-либо –
- отличаться от чего-либо –
- размещаться в чем-либо –
- взаимодействовать с кем-либо –
- быть под влиянием –
- мигрировать куда-либо –
- вести куда-либо –
- быть ответственным за что-либо –
- проявлять заботу о ком-то –
- отсылать к кому-либо –

6. Explain: distinguish among dominant culture, subculture and countercultures.

7. Describe distinctive features of the Hispanic subculture.

8. Discuss the dynamics of subcultural change.

9. Define the three stages of subcultural assimilation.

UNIT 5. VALUES AND NORMS OF ANOTHER CULTURE

VOCABULARY

vary <i>v</i> – изменяться	consider <i>v</i> – рассматривать, считаться
acceptable <i>a</i> – приемлемый	source <i>n</i> – источник
obscene <i>a</i> – непристойный	within – внутри
respond <i>v</i> – относиться, откликаться	judgment <i>n</i> – мнение, суждение
ethnocentric <i>a</i> – этноцентрический	overall <i>a</i> – общий, полный
evaluate <i>v</i> – оценивать	unlike <i>a</i> – непохожий
affected <i>a</i> – неискренний	encourage <i>v</i> – одобрять, поддерживать
artificial <i>a</i> – искусственный	response <i>n</i> – реакция, отклик
attitude <i>n</i> – отношение, позиция	tolerance <i>n</i> – терпимость
condemn <i>v</i> – осуждать	

Read and translate the text:

How are the values and norms of another culture to be evaluated?

Cultural ideas vary widely from society to society. For example, in Europe today it is customary and acceptable for adults to greet each other in public with a kiss on the cheek. In traditional Japanese society, however, kissing an adult in public is thought to be obscene and unacceptable.

How might an American college student respond to these different norms about kissing in public? The ethnocentric response is to see one's own culture as superior to others and to evaluate negatively any cultural ideas that are different from one's own.

If the American college student were to adopt an ethnocentric position, he or she would say that the European practice of greeting other adults publicly with a kiss is affected or artificial behavior. Likewise, the traditional Japanese attitude toward kissing would be condemned as prudish. The cultural standards of the college student's society would be used to measure the acceptability of norms or values of other societies; to the extent that there are differences, the culture of one's home society would be considered better or preferable. Ethnocentrism is a source of unity within groups but a source of friction or conflict between groups with different cultures.

The cultural relativist position requires one to suspend judgment about the cultural ideas of other societies. Any element of culture is relative to a particular time, place, and set of circumstances. In this case, the American college student would try to understand the European and the traditional Japanese norms about kissing in terms of the overall culture and social structure of these two societies. For example, the apparent prudishness of the Japanese might seem perfectly reasonable and might be consistent with a broader set of rules that define sex roles in that society. Unlike ethnocentrism, the position of cultural relativism encourages mutual understanding and tolerance between groups.

1. Answer the questions:

1. How do cultural ideas vary?
2. How do adults greet each other in public in Europe and in Japanese society?
3. What would an American student say if he or she were to adopt an ethnocentric position?
4. What is ethnocentrism?
5. How might an American college student respond to European and Japanese norms about kissing in public?

6. Would the cultural standards of the college student's society be used to measure the acceptability of norms or values of other societies?

7. Is ethnocentrism a source of unity or a source of friction?

8. What does the cultural relativist position require?

9. What do the elements of culture depend on?

10. What would the American college student try to understand?

11. What set of rules does sex roles define in Japanese society?

2. Supply the words of the same root.

1. acceptable – 14. prefer –
2. greet – 15. friction –
3. ethnocentric – 16. require –
4. prudish – 17. particular –
5. relative – 18. circumstance –
6. widely – 19. tradition –
7. public – 20. structure –
8. respond – 21. perfectly –
9. different – 22. reasonable –
10. evaluate – 23. consistent –
11. practice – 24. define –
12. measure – 25. tolerance –
13. consider

3. Replace the Russian words and phrases by suitable English equivalents.

1. Cultural ideas (широко изменяются) from society to society.
2. In traditional Japanese society kissing an adult in public (считается неприемлемым и непристойным).
3. He or she would say that the European practice of greeting other adults publicly with a kiss is (неискренним, притворным поведением).
4. Likewise, the traditional Japanese attitude towards kissing would (признана как жеманность).
5. The cultural standards of the college student's society would be used to (установить приемлемость норм и ценностей) of other societies; to the extent that there are differences, the culture of one's home society would (считаться лучше или предпочтительней).
6. The cultural relativist position (требует отвергнуть мнение) about the cultural ideas of other societies.
7. Any element of culture (рассматривается относительно особенностей времени, места и установленных обстоятельств).

8. (В этом случае), the American college student would try to understand the European and the traditional Japanese norms about kissing (в условиях общих культурных и социальных структур этих двух обществ).
9. For example, (кажущееся жеманство) of the Japanese might seem (совершенно приемлемым) and might be (совместимым с установленными правилами) that define sex roles in that society.
10. Unlike ethnocentrism, (позиция культурной относительности поддерживает взаимопонимание и терпимость) between groups.

4. Find in the text the English substitutes for:

1. позиция культурной относительности
2. отвергать мнение
3. рассматривать относительно особенностей времени, места и обстоятельств
4. очевидное жеманство
5. установить нормы и ценности
6. этноцентрическая реакция
7. традиционное отношение
8. широко изменяться
9. привычное и обычное приветствие взрослых
10. относиться к различным нормам
11. считать лучше и предпочтительней
12. относительность одобряет взаимопонимание и терпимость

5. Fill in the blanks with prepositions.

1. Cultural ideas vary widely ... society ... society.
2. ... Europe today it is customary and acceptable ... adults to greet each other ... public ... a kiss ... the cheek.
3. The cultural standards ... the college student's society would be used to measure the acceptability ... norms or values... other societies.
4. An American college student respond ... these different norms ... kissing ...public.
5. Ethnocentrism is a source ... unity within groups but a source ... friction or conflict... groups ... different cultures.
6. The cultural relativist position requires one to suspend judgement ... the cultural ideal... other societies.
7. Any elements ... culture is relative ... a particular time, place and set... circumstances.
8. ... this case, the American college student would try to, understand the European and the traditional Japanese norms ... kissing ... terms ... the overall culture and social structure ... these two societies.

9. ... example, the apparent prudishness ... the Japanese might seem perfectly reasonable and might be consistent ... a broader set ... rules that define sex roles ... that society.

6. Give the definition of the word "ethnocentrism".

7. Describe the distinguish between ethnocentrism and cultural relativism.

UNIT 6. SOCIOBIOLOGY

VOCABULARY

shape <i>n</i> – форма, очертание, вид, положение	shape <i>v</i> – совершать, доводить до конца
suggest <i>v</i> – предлагать, внушать, наводить на мысль, намекать, совет	due <i>n</i> – вознаграждение
adapt <i>v</i> – приспособлять	extinguish <i>v</i> – уничтожать, гасить
environment <i>n</i> – окружение, окружающая среда	generation <i>n</i> – поколение, род
primarily adv – первично, изначально	pace <i>n</i> – быстрота
trait <i>n</i> – штрих, характерная черта	precise <i>a</i> – аккуратный, точный
contend <i>v</i> – бороться, соперничать, оспаривать	prevent <i>v</i> – отвергать, предупреждать
transmit <i>v</i> – передавать	prohibit <i>v</i> – запрещать, препятствовать
offspring <i>n</i> – потомок, отпрыск	undergo <i>v</i> – испытывать, переживать
evidence <i>n</i> – основание, доказательство	close <i>a</i> – зд. кровный (родственный)
pattern <i>n</i> – образец, модель	behavior <i>n</i> – поведение
consider <i>v</i> – считать, полагать, рассматривать	undesirable <i>a</i> – нежелательный

Read and translate the text:

How do biological characteristics shape the evolution of culture?

Sociobiology is a theoretical perspective which suggests that social groups adapt to their environments primarily by the evolution of genetically

determined traits. Sociobiologists contend that much of our social behavior is controlled by our genes and is transmitted biologically from parent to offspring. As evidence, they point to the existence of cultural universals: those behavior patterns and institutions found in all known cultures. In nearly every human society, for example, it is considered wrong for parents to have sexual intercourse with their children. The universality of incest taboos, say the sociobiologists, is due to the fact that humans who possess a gene that prevents incestuous behavior (by making them see close relatives as sexually undesirable) are better able to adapt to the environment than are humans who do not possess this gene. Research has shown that the offspring of incestuous relations are more likely to be deformed and thus are less likely to be able to reproduce another generation. Eventually, humans without this gene die out; all remaining societies have norms prohibiting incest as part of their culture.

The sociobiological perspective has undergone various criticisms. Some critics point out that sociobiologists have not yet been able to identify a specific gene that determines some specific pattern of behavior. Other critics suggest that the rapid pace of change in human societies could not possibly have been achieved through biological mechanisms, which ordinarily are slow.

Also, the fact that particular social responses can be learned or extinguished within one generation suggests that biology alone cannot determine human culture. Most critics of sociobiology agree that genes do not determine human behavior in any precise way, and that historical change is due more to the evolution of culture than to the evolution of biological traits.

1. Answer the following questions:

1. What is the sociobiology?
2. What does the perspective suggest?
3. How is our social behavior controlled?
4. What do you know about genes?
5. What do you think about incestuous children?
6. Are there many various criticisms in the sociological perspective?
7. Why do humans die out?
8. What is considered to be wrong for parents to have sexual intercourse with their children?
9. Do genes determine human behavior in any precise way?
10. What do the sociobiologists say about the universality of incest taboos?
11. What has research shown?
12. What do all remaining societies have?

2. Give the Russian equivalents to the following English word combinations:

1. biological characteristics –
2. behavior patterns –
3. incestuous behavior –
4. to due out –
5. to determine human behavior –
6. evolution of biological –
7. theoretical perspective –
8. from parent to offspring –
9. biological mechanism –
10. social responses –
11. controlled by our genes –
12. sociobiological perspective –
13. various criticism –

3. Translate the following word combinations:

1. социальные группы приспособляются к окружающей среде –
2. социологи оспаривают –
3. социальное поведение контролируется нашими генами –
4. передаваться биологически от предка к потомку –
5. в доказательство –
6. подвергаться критике –
7. нормы поведения –
8. быстрый темп изменения человеческого общества –
9. достигать через биологический механизм –
10. социальные отклики –
11. определить человеческую культуру –
12. эволюция характерных биологических черт –

4. Finish the sentences choosing the right answer according to the text.

1. Sociobiology is a ...
 - a) theoretical perspective;
 - b) science.
2. Theoretical perspective suggests that...
 - a) social groups do not adapt to their environments primarily by the evolution of determined traits;
 - b) social groups adapt to their environments primarily by the evolution of genetically determined traits.
3. Our social behavior is controlled
 - a) by our genes;
 - b) by environment.

4. Behavior patterns and institutions ...
 - a) found in all known cultures;
 - b) found only in Russian culture.
 5. Research has shown that the offspring of incestuous relations are ...
 - a) more likely to be deformed;
 - b) less likely to be deformed.
 6. Humans without gene ...
 - a) will die out;
 - b) will live.
 7. All societies have norms prohibiting incest as ...
 - a) part of their culture;
 - b) part of the science.
 8. The sociobiological perspective has ...
 - a) various criticism;
 - b) special pattern of behavior.
 9. Other critics suggest that...
 - a) the slow pace of change in human societies could not possibly have been achieved through biological mechanisms;
 - b) the rapid pace of change in human societies could possibly have been achieved through biological mechanisms.
 10. Most critics agree that...
 - a) genes determine human behavior;
 - b) genes don't determine human behavior.
- 5. Fill in the blanks with prepositions.**
1. Social groups adapt ... their environments primarily ... the evolution ... genetically determined traits.
 2. Sociobiologists contend that much ... our social behavior is controlled ... our genes and is transmitted biologically ... parent... offspring.
 3. They point ... the existence ... cultural universals those behavior patterns and institutions found ... all known cultures.
 4. ... nearly every human society ... example, it is considered wrong ... parents to have sexual intercourse ... their children.
 5. Humans ... this gene die ... ; all remaining societies have norms prohibiting incest as part... their culture.
 6. Some critics point... that sociobiologists have not yet been able to identify a specific gene that determines some specific pattern ... behavior.
 7. Other critics suggest that the rapid pace ... change ... human societies could not possibly have been achieved ... biological mechanisms.
 8. Most critics ... sociobiology agree that genes do not determine human behavior ... any precise way and that historical change is due more ... the evolution ... culture than ... the evolution ... biological traits.

6. Ask questions to the following statements:

1. Sociobiologists contend that much of our social behavior is controlled by our genes and is transmitted biologically from parent to offspring.
2. The sociobiological perspective has undergone various criticisms.
3. Some critics point out that sociobiologists have not yet been able to identify a specific gene that determines some specific pattern of behavior.
4. Other critics suggest that the rapid pace of change in human societies could not possibly have been achieved through biological mechanisms, which ordinarily are slow.
5. Most critics of sociobiology agree that genes do not determine human behavior and that historical change is due more to the evolution of culture than to the evolution of biological traits.

7. Describe how the existence of cultural universals supports the sociobiological perspective.

UNIT 7. AMERICAN INDIVIDUALISM

VOCABULARY

value <i>n</i> – ценность, стоимость, значение; <i>v</i> – ценить, оценивать	expand <i>v</i> – расширять, распускать, расширяться, распускаться
complex <i>a</i> – сложный, составной	dominion <i>n</i> – владение, имение, dominate <i>v</i> – обладать
encourage <i>v</i> – ободрять, поощрять, поддерживать	reduce <i>v</i> – уменьшать, сокращать
reliance <i>n</i> – доверие, надежда, опора	eliminate <i>v</i> – уничтожать, ликвидировать
responsibility <i>n</i> – ответственность	external <i>a</i> – наружный, внешний
choice <i>n</i> – выбор, альтернатива	constrain <i>n</i> – заключение, принуждение, давление
measure <i>n</i> – мера, измерять, измерение	obligation <i>n</i> – обязательство, обязанность
success <i>n</i> – успех	assess <i>v</i> – расценивать
term <i>n</i> – срок, семестр, термин, выражение	increase <i>v</i> – увеличивать, усиливать, возрастание
accomplishment <i>n</i> – завершение, выполнение, достижение, образование, знание	growth <i>n</i> – рост, увеличение
effort <i>n</i> – усилие, напряжение	scale <i>n</i> – масштаб, размер
	huge <i>a</i> – огромный
	contemporary <i>a</i> – современный

seek *v* – искать, разыскивать
goal *n* – цель, гол
densely *adv* – густо, плотно, туло
emphasis *n* – большая выразительность
coast *n* – стоимость, цена, издержки
argue *v* – доказывать, спорить
community *n* – общность
lead *v* – вести, руководить, побуждать

lonely *a* – одинокий, уединенный
aid *n* – помогать
calculation *n* – вычисление
benefit *n* – польза
liability *n* – помеха
accelerate *v* – ускорять
opportunity *n* – удобный случай, возможность

Read and translate the text:

What are the benefits and liabilities of the emphasis on individualism in American culture?

American culture places a strong value on individualism, a complex of values that encourage self-reliance, self-responsibility, self-interest, and the freedom of individual choice. Most Americans measure the success of their lives in terms of individual accomplishments. Much of the history of this country reflects Americans' efforts to expand domains of individual choice and to reduce or eliminate external constraints on those choices. Religious commitments, job satisfaction, and family obligations are assessed increasingly by calculations of self-interest: "What's in it for me?" It is no paradox that this emphasis on individualism has accelerated along with the growth of large-scale social organization (think of the huge size of modern corporations, of the federal bureaucracy, or of contemporary cities). Individuals act as individuals within these large-scale social units and seek their personal goals within the constraints and opportunities afforded by huge corporations or densely populated cities.

This cultural emphasis on individualism has its costs. A number of sociologists argue that our individualistic culture does not allow for the development of community and dependence, two basic human needs. People as individuals often find themselves leading lives of lonely isolation, with no one else to turn to for aid and comfort.

1. Read the text and answer the questions:

1. What does American culture place a strong value on?
2. What is American culture?

3. In what terms do Americans measure the success of their lives?
4. What does American history reflect?
5. By what are religious commitments, job satisfactions and family obligations assessed?
6. What has the emphasis on individualism accelerated along with?
7. What do individuals seek their personal goals within?
8. What doesn't individualistic culture allow?
9. What do a number of sociologists argue about?
10. Do people as individuals turn to for aid comfort?

2. Give Russian equivalents to the following English word combinations:

1. complex of values –
2. freedom of individual choice –
3. success of their lives –
4. external constraints –
5. social organisation –
6. large scale social units –
7. personal goals –
8. huge corporations –
9. densely populated cities –
10. individualistic culture –
11. religious commitments –
12. family obligations –
13. contemporary cities –
14. personal goals –

3. Give English equivalents to the following Russian word combinations:

1. самоуверенность –
2. личный интерес –
3. индивидуальный выбор –
4. свобода индивидуального выбора –
5. крупномасштабные общественные союзы –
6. густонаселенные города –
7. жизнь в одиночестве и изоляции –
8. оказывать кому-либо помощь –
9. религиозные обязательства –
10. основные потребности –

4. Fill in the blanks with prepositions.

1. American culture places a strong value ... individualism.
2. Most Americans measure the success ... their lives ... terms ... individual accomplishments.

3. Much ... the history ... this country reflects Americans efforts to expand dominants ... individual choice.
4. This emphasis ... individualism has acceleratedthe growth ... large-scale social organisation.
5. Individualistic culture does not allow ... the development... community and dependence.
6. People as individuals often find themselves leading lives ... lonely isolation... no one else to turn aid and comfort.
5. Give the definition of the word "individualism".
6. Describe American individualism.
7. Explain why an emphasis on individualism is not incompatible with the growth of large-scale social organizations.
8. Discuss the liabilities associated with a strong cultural emphasis of individualism.

UNIT 8. NEW CULTURAL ELEMENTS

VOCABULARY

- | | |
|---|--|
| <p>suggest <i>v</i> – предлагать, намекать, наводить на мысль</p> <p>facilitate <i>v</i> – облегчать, содействовать</p> <p>constrained <i>a</i> – вынужденный, натянутый (о манерах)</p> <p>capability <i>n</i> – способность</p> <p>masterpiece <i>n</i> – шедевр</p> <p>merit <i>n</i> – достоинство, заслуга</p> <p>value <i>n</i> – ценность, стоимость, значение, величина</p> <p>prevent <i>v</i> – предотвращать, мешать, препятствовать</p> <p>nurture <i>n</i> – воспитание, воспитывать</p> <p>gradually <i>adv</i> – постепенно</p> <p>subsequent <i>a</i> – последующий</p> <p>invent <i>v</i> – изобретать, выдумывать</p> | <p>rejection <i>n</i> – отклонение, отказ</p> <p>sight <i>n</i> – точка зрения, вид, зрелище, достопримечательность</p> <p>depart <i>v</i> – уходить, уезжать, отправляться, отклоняться, отступать</p> <p>exaggerate <i>v</i> – преувеличивать</p> <p>audiences <i>n</i> – аудитория, слушатели, публика, аудитория</p> <p>accept <i>v</i> – принимать, допускать</p> <p>appreciate <i>v</i> – ценить</p> <p>shape <i>v</i> – образовывать, принимать</p> <p>retard <i>v</i> – замедлять, задерживать</p> <p>scorn <i>v</i> – презирать, насмехаться</p> <p>gatekeeper <i>n</i> – привратник</p> |
|---|--|

Read and translate the text:

How do new cultural patterns become part of social life?

The production of culture perspective suggests that the elements of culture are not born all at once; rather, new patterns of ideas and beliefs take hold gradually as old ones gradually disappear. These changes in cultural elements are shaped by social structures in which new ideas and beliefs are created and nurtured. Cultural innovators – those who try to introduce new ideas or beliefs into a society-are embedded in social context that either facilitate or retard the creation and the subsequent adoption of their innovations.

Several social conditions have been identified as important in shaping the production of culture. First, cultural innovation is constrained by technological capabilities: Picasso could not have become famous for his paintings had paintbrushes not yet been invented. Second, the widespread adoption of a cultural innovation may be constrained by the inability of other members of society to appreciate or use the new ideas or beliefs. In the world of art, many works that are recognized later as masterpieces are scorned at their debut because audiences do not have the aesthetic sensibilities to appreciate their merits. Third, existing conventions and traditions can prevent the adoption of cultural innovations: new ideas that depart radically from existing beliefs or values will generally find less acceptance than new ideas that are more consistent with accepted or traditional cultural patterns. Fourth, cultural innovations can live or die at the hands of cultural gatekeepers, the people who regulate the flow of new cultural elements into society. Editors at publishing houses serve as cultural gatekeepers when they decide which manuscripts will be published and which will not. Finally, public taste is important for the acceptance or rejection of new elements of culture, though the importance of "consumer demand" is often exaggerated. Cultural gatekeepers can manipulate taste by flooding society with certain cultural products while keeping others out of sight.

1. Answer the questions:

1. What are clangs in cultural elements shaped by?
2. How do new elements in culture appear in our life?
3. Are social conditions important in shaping the production of culture?
4. What is cultural innovation constrained by?
5. What can prevent the adoption of cultural innovations?
6. Do the audiences have the aesthetic sensibilities to appreciate merits of new ideas?
7. Who are cultural gatekeepers? Who can manipulate taste by flooding society?

8. What has Picasso become famous for?
9. Are all new ideas accepted by society?

10. Is public taste important for the acceptance of new elements?

11. What does consumer "demand" mean?

12. What does cultural innovation mean?

13. Why are some new ideas not accepted by society?

14. What way can cultural innovations come in our life?

15. How many social conditions have been identified as important in shaping the production of culture?

2. Give Russian equivalents to the following English word combinations:

1. consumer demand –
2. cultural gatekeepers –
3. to depart radically –
4. to be constrained by technological capabilities –
5. patterns of ideas and beliefs –
6. cultural elements –
7. to manipulate taste of society –
8. to born at once –
9. existing conventions –
10. aesthetic sensibility –

3. Give English equivalents to the following Russian word combinations:

1. принятие нововведений в культуре –
2. становиться известным – редактор издательства –
3. выступать в качестве –
4. знакомить общество с новыми идеями –
5. напечатать рукопись –
6. регулировать поток новых элементов культуры –
7. согласоваться с кем-либо –
8. оценивать достоинства –
9. создавать и развивать новые идеи –

4. Give the synonyms to the following words:

- | | |
|--------------|-----------------|
| to reject – | to manipulate – |
| audience – | element – |
| to nurture – | to depart – |
| merit – | flood – |
| subsequent – | sarability – |
| to embed – | to facilitate – |
| to exist – | to prevent – |

5. Fill in the missing prepositions or adverbs.

1. Cultural innovators are constrained ... technological capabilities.
2. The widespread adoption ... a cultural innovation may be constrained ... the inability ... other members ... society.
3. Cultural innovations can live or die ... the hands ... cultural gatekeepers.
4. The people regulate the flow ... new cultural elements ... society.
5. Public taste is important... the acceptance ... new elements ... culture.
6. Cultural gatekeepers can manipulate taste ... flooding society ... certain cultural products while keeping others ... sight.
7. Elements ... culture are not born ... once.
8. New ideas depart.....existing values.

6. Supply the words of the same root.

- | | |
|--------------|--------------|
| accept – | exaggerate – |
| innovate – | facilitate – |
| paint – | important – |
| culture – | suggest – |
| appreciate – | keep – |

7. Discuss the assumption behind the production of culture perspective?

8. Call social conditions constraining cultural innovations.

9. Describe the role of public taste in the production and acceptance of culture.

UNIT 9. NEW ELECTRONIC MEDIA FOR COMMUNICATION

VOCABULARY

- | | |
|---|--|
| profound <i>a</i> – глубокий | aware <i>a</i> – осведомленный, знающий |
| to appreciate <i>v</i> – осознать, оценивать | to alter <i>v</i> – изменять, преодолеть |
| invention <i>n</i> – изобретение, внедрение | broadcast <i>n</i> – радиовещание |
| motion picture <i>n</i> – кино, фильм | tune <i>v</i> – настраивать |
| prior <i>a</i> – первоначальный | impact <i>v</i> – воздействовать; |
| media <i>n</i> – средства | <i>n</i> – влияние, толчок |
| to accelerate <i>v</i> – увеличивать, повышать, ускорять | to shape <i>v</i> – оформлять, создавать, придавать форму |
| | select <i>v</i> – отбирать, подбирать |

dominance *n* – господство
to blur *v* – делать неясным, за-
туманивать
to handle *v* – трактовать, пре-
подносить
instantaneously *adv* – мгновенно,
моментально

bizarre *a* – странный, причуд-
ливый
to reinforce *v* – усиливать
mislead *v* – вводить в заблужде-
ние

Read and translate the text:

How have the modern electronic media changed the content and communication of culture?

It is difficult to understand the profound changes in American culture without appreciating the role played by electronic inventions that enable people to collect, process, and exchange information: radio, the telephone, the tape recorder, television, the motion picture, the computer, and the VCR. The development of these technologies depended, of course, on the prior invention of language itself, and built on earlier advances in communication such as writing and printing.

The telephone and the computer, as well as modern electronic media such as radio and television, have greatly accelerated the speed with which information can spread to large numbers of people located far apart. These media have made people more aware of their world-wide mutuality and interdependence. Also, radio and television especially have altered our definitions of public and private spheres of life. Formerly private subjects are now made public in broadcasts to millions, while individuals tune out into the isolated privacy of their Walkman radios.

The impact of television on cultural change has been perhaps the most profound. Both the content and the form of a message are shaped by the medium of communication (for example, television).

1. Answer the questions:

1. What does the development of technologies depend on?
2. Why can the information spread to large numbers of people located far apart?
3. What has altered our definitions of public and private spheres of life?
4. Why has the impact of television on cultural change been the most profound?
5. What kind of material must be selected for broadcast on the nightly news?
6. Why do the TV news stories last only 45 seconds?

7. What are the effects of the growing dominance of television in communicating information?

8. What are important public issues or personal tragedies handled by TV in?

9. What new social situations has television created?

10. What does the presentation of racial or ethnic groups lead to?

2. Give English equivalents:

1. глубокие изменения
2. осознавать, оценивать роль
3. изобретения в области электроники
4. первоначальное внедрение кино
5. первоначальные достижения
6. электронные средства
7. повышать скорость
8. общественные и частные сферы жизни
9. влияние телевидения

3. Give Russian equivalents to the following word combinations:

1. to make sb more aware –
2. the content and the form of a message –
3. to shape by the medium of communication –
4. to blur the distinction –
5. soap opera –
6. bizarre behavior –
7. incomplete portrayal –
8. interaction and indirect communication –
9. public issues –
10. to watch instantaneously –

4. Replace the Russian words and phrases by suitable English equivalents.

1. It is difficult to understand (глубокие изменения) in American culture without (осознавая роль) played by electronic inventions.
2. The development of these technologies depended on (первоначальное внедрение) in communication such as writing and printing. The telephone and the computer as well as modem (электронные средства) have greatly large numbers of people located far apart.
3. Radio and television especially have altered our definitions of (общественные и частные сферы жизни).
5. (Влияние телевидения) on cultural change has been perhaps the most (глубоко, существенно).
6. What are the effects (все возрастающей роли телевидения) in communicating information?

7. (Важные общественные информации) or personal tragedies are often handled by TV in the manner of soap operas.
8. People realize that when the camera point at them (за их поведением наблюдают) instantaneously by millions.
9. We need only recall (эксцентричное поведение) displayed by fans at sporting events when the TV cameras are turned to their direction.
10. The presentation of racial or ethnic groups is often idealized leading (к заблуждению или неполному изображению) of their lives.

5. Fill in the missing prepositions or adverbs.

1. It is difficult to understand the profound changes ... American culture ... appreciating the role played ... electronic inventions
- The development ... these technologies depended, of course ... the prior invention ... language itself and built ... earlier advances
2. ... communication such as writing and printing.
3. Formerly private subjects are now made public ... broadcasts ... millions ... individuals tune the isolated privacy ... their Walkman radio.
4. The impact ... television ... cultural change has been perhaps the most profound.
5. Both the content and the form ... a message are shaped ... the medium ... communication.
6. What are the effects ... the growing dominance ... television ... communicating information?
7. Important public issues or personal tragedies are often handled ... TV ... the manner... soap operas.
8. Others suggest that TV has blurred the distinction ... face ... face interaction and indirect communication ... a distance.
9. We need only recall the bizarre behavior displayed ... fans ... sporting events when the TV cameras are turned ... their direction
10. The presentation ... racial or ethnic groups is often idealized, leading ... misleading or incomplete portrayal... their lives.

6. Discuss the consequences of new electronic media for communication.

7. Evaluate the claim that television has changed how we view the world as well as the content of those views.

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