READING AND COMPREHENSION

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UNIT ONE
SOCIAL STRATIFICATION

If we look at the structure of societies, it will be seen that they are divided into different levels, or strata. A society is stratified in the sense that different sections of the community are differentiated according to the amount of income or power they enjoy. People in the higher social levels have privileges which are denied to those in the lower strata. In Western societies, this stratification usually takes the form of differentiation according to social class. But this is not the only kind of social stratification. In some societies, for example, it takes the form of a caste system. One major difference between a caste system and a class system is that in the former an individual is assigned a permanent position in his society at birth and cannot move from one level in the system to another, whereas in the letter he can, at least in principle. If a person is born a member of one caste, he cannot become a member of another. In India, for example, a man who is born into the Kshatriya caste cannot move into a higher caste and become a Brahman. Nor into a lower caste and become a Vaishya. In a class system, on the other hand, there is a degree of social mobility. If a person is born into one class, he is not bound to remain in it but may, if he has the opportunity, move into another. Thus, someone who is born into a working-class family may in the course of his life become a member of the middle class.

Although the general notion of social class is an easy one to understand, however, it is not easy to define or apply. In Britain for example, a division is very often made between the working class and the middle class, but if we examine the criteria for making such a distinction, we will find that they are not always very satisfactory. At first sight, it might seem that income is the best indicator of social class. We might choose a certain figure as an annual income, for example £4000, and say that anyone who earns less than this is a member of the working class, whereas anyone earning more belongs to the middle class. However, income is, in fact, not a very reliable guide. In certain occupation which we would normally think of as middle class, earnings are less than £4000. On the other hand, there are occupations which are normally associated with the working class where people earn more than this sum. A curate and a schoolteacher, for example, who would generally be considered as members of the middle class, may earn less than this figure, and may coalminers and dockers, who would usually be regarded as belonging to the working class, may earn more.

It might seem, then, that occupation is more reliable than income as a criterion of social class, and indeed in a recent survey most of the people who were questioned defined class difference in terms of occupation. There was general agreement that unskilled manual workers, like laborers and street-sweepers, belong to the working class. It was also generally agreed that people in professional and managerial occupations, like lawyers and business executives, were members of the middle class. However, there was some difference of opinion about where the line between middle and working class occupations should be drawn. Certain groups of manual workers who were questioned during the survey considered themselves as belonging to the middle class. Others thought that they were members of the working class, but included clerical workers as members of this class as well. Whereas the majority of the clerical workers in the survey thought of themselves as middle class.

EXERCISE A

I. Complete the following statements by referring to the sentences of the passage.

    a. People at different …… (1) have different amounts of wealth or power. People at different social levels …... (2) according to the amount of wealth or power they have. Different …… (3) are differentiated according to the …… (4) they have.

    b. In a …… (1) system an individual cannot move from one level to another. There is …… (2) in a caste system.

    c. It might seem that income is the best …… (1) to social class. But income is, in fact, not a reliable …… (2)

    d. People in certain …… (1) which would normally be …… (2) with the middle class have a lower …… (3) than people in certain occupations which we normally …… (4) as a lower …… (5). We would normally …… (6) school teachers as members of …… (7)

II. Replace the expressions in the underlined words with the expression which make the meaning clear.

    1. But <u>this</u> is not the only kind of social stratification.

    2. In some societies, for example, <u>it</u> takes the form of a caste system.

    3. One major difference between a caste system and a class system is that in <u>the former</u> an individual cannot move from one level in the system to <u>another</u>, whereas in the <u>letter</u> he can.

    4. If a person in born into one class, he is not bound to remain in <u>it</u> but may move into <u>another.</u>

    5. In Britain, for example, a division is very often made between the working class and middle class, but if we examine the criteria for making <u>such a distinction</u>, we will find that <u>they</u> are not always very satisfactory.

    6. Although the notion of social class is an easy <u>one</u> to understand, however, <u>it</u> is not easy to define or apply.

    7. We might choose a certain figure as an annual income, for example £4000, and say that anyone who earns less than <u>this</u> is a member of the working class, whereas anyone earning more belongs to the middle class.

8. On the other hand, there are occupations which are normally associated with the working class where people earn less than this sum.

9. A curate and a schoolteacher may earn less than this figure.

10. Others thought that they were members of the working class, but included clerical workers as members of this class as well.

EXERCISE B

I. Synonyms   :   From the list, choose a synonym for the words in each sentence.

1. I prefer living in an urban area.

2. In many countries, the rural population is getting smaller.

3. How many people in the world are illiterate?

4. Mr. Lee's promotion was well deserved. He works very hard.

5. Try to maintain some money in your savings account.

6. It is normal to sleep 7 to 8 hours per night.

7. I built that bookcase using a pattern I found in a magazine.

8. The children usually share the housework.

9. Mrs. Ramos reduced her weight by 20 pounds in just three months.

10. There are several ways to solve the problem.

The list :	can't read or write	to keep	method
	a city	lowered	plan
	divide	merited	usual
	farm and small town		

II. Word Forms : Choose the correct form to fit into each sentence .

1. nation, national, nationally

   a. That product was …… advertised on TV.

   b. Do you know all of the worlds to the …… anthem?

   c. Which is the largest …… in the United Nation?

2. pollution, to pollute

   a. …… was a problem in the past as well as in the present.

   b. Please don't …… the water.

3. government, governor, to govern, government (governmental)

a. That is the new …… office building.

b. At the present, The Republicans control the ……

c. Has there ever been a women …… in Indonesia?

d. He tried to …… fairly and wisely.

4. death, to die, dying, dead, deathly, deadly

a. What happened? You are …… pale.

b. Keep children away from that poison. It is …… .

c. I was sorry to learn of your uncle's …… .

d. He had never seen a …… man before.

e. I want to do a lot of things before I …… .

f. …… people tell no secrets.

5. danger, to endanger, dangerous, dangerously

a. During the war, people were accustomed to …… .

b. They didn't choose to live ……, but sometimes they had to.

c. Try not to …… the lives of the children.

d. People usually behave calmly in …… situations, but later they feel nervous and upset.

6. importance, important, importantly

a. " Do you have appointment? " he asked me wait an air of great …… .

b. " No, but I have an …… message, " I replied.

c. " In that case, follow me, " he said as he walked …… through the large are way.

7. neighborhood, neighbor

a. And then she remembered that he used to be her …… when she lived on East 53rd Street.

b. He moved because he didn't like that …… .

8. relationship, relative, to be related

a. Your mother is my father's second cousin, so that means we are …… .

b. The …… is rather distant.

c. But, still, you are my ……

9. agreement, to agree, agreeable

a. He seemed to be an …… person.

b. We made an …… to meet every year on March 15th and drink champagne.

c. She didn't …… with everything he said, and she told me so.

10. care, to care, careful, careless, carefully, carelessly

   a. He dressed very …… before he went out to dinner.

   b. Be …… if you are walking alone at night.

   c. But did she really …… about him?

   d. This box is full of glass objects. Handle it with …… .

   e. He knew better, but he was tired, and he made a …… mistake.

   f. She dropped a lighted cigarette on the rug …… .

UNIT TWO
SOCIAL LEARNING

As a child grows up, he learns how to behave in ways which are appropriate to the society into which he is born. That is to say, he acquires the patterns of behavior which are accepted as normal in his society. This process of social learning in generally referred to as socialization. By socialization, then, we mean the process whereby individuals learn the rules, values, and practices of the society in which they live. Generally speaking, we can say that this is brought about in two ways: firstly, as a result of the child's upbringing, or the natural interaction with the members of his family and other people in his immediate social environment, and, secondly, as a result of formal education. In some societies we find a certain degree of formal instruction included as part of the upbringing of the child. This occurs, for example, when children are taught certain kinds of ritual behavior by members of their family or local community. In most societies, however, formal education is differentiated from upbringing and is conducted as a separate operation. Although this is an over-simplification, let us for the moment use the term 'primary socialization' to refer to social learning that take place as part of upbringing, as a consequence of the individual's participation in the life of his family and his immediate community. The social learning that result from formal education we will refer to as 'secondary socialization'.

It is possible to argue that the differentiation of the two kinds of socialization is to some extent explained by reference to the complex manpower requirements of the modern state. The social learning acquired through upbringing often needs to be extended because it does not provide for the national need in many countries for trained personnel like clerical workers, technician, civil servants and so on. In this respect secondary socialization can be regarded as complementary to primary socialization. The former, we might say, provides the individual with skills which allow him to take on specialist.

Employment and to have a role in a larger social environment, whereas the latter allow him to be integrated into the particular social group into which he is born. Thus we might argue that primary socialization defines the individual's role in a small social group and enables him to identify himself as a members of his family and his local community. Secondary socialization, on the other hand, provides for the individual's role in society as a whole and enables him to identify himself as a citizen of the state. In short, and to oversimplify, we might say that the first kind of socialization provides a sense of security and

social integration whereas the second provides opportunity and the possibility of social mobility.

However, although it can be argued that the two forms of socialization support each other, it is also true that in some respects they may be in conflict. The ways of thinking which are taught in formal education are often contrary to those learned in primary socialization. Indeed, it is often the very purpose of education to replace patterns of thought and behavior which have been acquired through primary socialization with others which are considered to be more rational or efficient. For example, there may be certain ritualistic or religious practices which are based on beliefs which are contrary to scientific fact. Again, certain social customs may be inconsistent with principles of efficiency in production and management. The way in which a language is used in formal education, and in some cases the actual language itself, may be very different from what the learners is accustomed to in the social environment of his home and local community. As he learns new ways of using language, the patterns of thinking acquired in primary socialization will tend to be changed.

EXERCISE A

I. Complete the following statements by referring to the sentences of the passage.

a. As a child grows up, he learns the …… (1) which are accepted as normal in his society. The child learns appropriate …… (2) behavior. The way …… (3) appropriate social behavior is referred to as …… (4)

b. We can use the term 'secondary socialization' to refer to …… (1) which takes place in …… (2). The term 'secondary socialization' refers here to social learning which …… (3) through formal education.

c. …… (1) does not usually provides for the …… (2) needs of a modern state. The modern state has …… (3) for specialist …… (4) …… (5) can provide for the specialist manpower needs of the modern state.

d. Primary socialization enables the …… (1) to become a member of his …… (2) community. Primary socialization allows the individual to have a sense of …… (3) with his local community. Primary socialization allows the individual to be an integrated …… (4) of his …… (5) community.

II. Replace the expressions printed in the underlined words with the expression which make the meaning clear.

1. Generally speaking, we can say that <u>this</u> is brought about in two ways.
2. <u>This</u> occurs when children are taught certain kinds of ritual behavior.
3. <u>This</u> is an oversimplification.
4. <u>It</u> does not provide for the national need in many countries for trained personnel.
5. The <u>former</u> provides the individual with skills which allow him to take up specialist employment whereas <u>the latter</u> allows him to be integrated into the particular social group into which he is born.
6. <u>The first kind of socialization</u> provides a sense of security whereas <u>the second</u> provides opportunity.
7. The ways of thinking which are taught in formal education are often contrary to <u>those</u> learned in primary socialization.
8. It is often the very purpose of education to replace patterns of thought and behavior which have been acquired through primary socialization with <u>others</u> which are considered to be more rational or efficient.

EXERCISE B

I. <u>Synonym</u> : From this list, choose a synonym for the words in each sentence.

were probably not	leftover parts	did not exist
also	extremely dirty	especially
hurt	contagious	disturbed
says		

1. Dr. Adrian <u>states</u> that cities were worse in the past.
2. One of the problem was that slaughters were very careless in getting rid of the <u>remains</u> of animals.
3. Sewer systems <u>were nonexistent</u>.
4. In general, the cities were <u>filthy</u>.
5. As a result of the pollution, there were many <u>communicable</u> diseases.
6. There were other dangers <u>as well</u>.
7. Many people were seriously <u>injured</u> by runaway horses.
8. This problem was <u>particularly</u> serious then.
9. Many problems that <u>bothered</u> people then continue to exist today.
10. In general, the so - called good old days <u>may not have been so good</u>.

II. <u>Word Forms</u> : Choose the correct form to fit into each sentences.

1. favor, to favor, favorite, favorable, favorably
   a. Did you make a …… impression at the job interview?
   b. I think they reacted …… to me.
   c. Could you do me a ……? Please read my composition.
   d. Mr. Aziz always …… blue suits.
2. combination, to combine, combined
   a. My husband and I have a …… income of £15000.
   b. Do you like the …… of rice and beans?
   c. We …… our money in one bank account.
3. activity, to activate, active, actively
   a. When you push that button, you will …… the motor.
   b. My favorite …… is sleeping.
   c. John leads an …… life. He is always busy.
   d. He works …… all day.

4. responsibility, responsible, responsibly

    a. How much …… does your job have?

    b. Mrs.Chang is …… for making decisions in the Purchasing Department.

    c. If you don't drive …… they will take away your license.

5. frequence, frequent, frequently

    a. What is the …… of flights from New York to Los Angles?

    b. I receive …… letters from my sister.

    c. I …… stay out until 2 am on Friday night.

6. center, to centralize, central, centrally

    a. What is the …… idea in his speech?

    b. The doctor's office is in the …… of town.

    c. It's easy to get because it is …… located.

    d. Last year, that company …… all of its records into one location.

7. support, supporter, to support, supporting

    a. The chairman received the …… of most of the committee members.

    b. The …… evidence proves that cigarettes are harmful.

    c. Mr. Peterson .... his family by working in a bank.

    d. The …… of the baseball team cheered loudly during the game.

8. simplicity, to simplify, simple, simply

    a. Please write the instructions in …… language.

    b. Say it …… so everyone will understand you.

    c. His instructions were too difficult to understand, so he had to …… them.

    d. George was able to describe his brilliant ideas with great …… .

9. life, to life, alive, living, lively

    a. All …… things need food.

    b. Is that spider ...... or dead?

    c. The television news will have a …… report of the important meeting in Paris.

    d. Ms. White is very …… .

    e. That family …… in a small house.

    f. It is interesting to read about the …… of a great person.

10. help, helper, to help, helpful, helpless, helpfully, helplessly

    a. Can you …… me carry this chair?

    b. I need a …… to carry it.

c. You have been very …… . Thank you.

d. The child felt …… when he got loss.

e. The old women needed …… to cross the busy street.

f. The two boys acted …… by stopping the cars for the woman.

g. The family looked on …… as their house burned down.

III. Sentence Sramble : Make a sentence out of each group of words.

1. own – crime – its – has – cycles
2. December – you – to – likely – in – robbed – most – on – are
3. May – most – the – mont – is – of – all – uncriminal
4. Are – completely- cycles – our – from – criminal tendencies – intelectual – different – our
5. peak – June – month – for – is – the – marriages.

UNIT THREE
URBANIZATION

It is generally agreed that the first true cities appeared about 5000 years ago in the food – producing communities of the Middle East. The cities of Sumeria, Egypt and the Indus Valley possessed a number of characteristics which distinguished them as truly urban. The cities were very much larger and more densely populated than any previous settlement, and their function was clearly differentiated from that of surrounding villages. In the cities the old patterns of kinship relations were replaced by a complex hierarchy of social classes based on the specialization of labor. The cities acquired the basic for an effective capital by collecting the surplus of the primary producers in the villages. Moreover, the need to keep records led to the development of writing and arithmetic, and the increased sophistication of urban society gave a new impetus to artistic expression of every kind.

When the basis of city life was established in Europe the urban tradition was drawn from the ancient cities of the Middle East, via the civilizations of Greece and Rome. We can trace three main phases in the growth of the West European city. The first of these is the medieval phase which extends from the beginning of the eleventh century A.D to about 1500. The second is Renaissance and Baroque phase which can be traced from about 1500 to the beginning of the nineteenth century. The third is the modern phase, extending from the early nineteenth century to the present day.

Every medieval city began as small settlement which grew up round a geographical or cultural focal point. This would often be a permanent structure such as a stronghold, a cathedral or a large church. In districts where travel and trade were well established, it might be a market, a river crossing, or a place where two or more trade routes converged. In studies of urban geography the oldest part of a town is referred to as the nuclear settlement. There are many towns in Europe where it is still possible to trace the outline of the original nuclear settlement. It is, of course, much more difficult to do this in the case of a large modern city which has grown to many times its original size.

From the point of view of the urban geographer, a city is essentially a group of dwellings arranged in such a way that the inhabitants can share in a variety of co – operative enterprises. All urban settlements must meet a number of basic requirements. They must be reasonably compact in form, so that all parts of the town are easily accessible. There must be adequate space between the building for pedestrian or vehicular traffic, and special areas or buildings must be set aside for public functions. Perhaps most important of all, the citizens

must have security to enable them to carry on their affairs. For this reason the earliest settlements were often attached to an existing castle. At a later stage, when urban settlements were larger and more prosperous, the citizens usually surrounded the town with walls of their own. Towns founded in the later Middle Ages were almost invariably surrounded by a strong wall. Each town had become, in effect, a fortress in itself.

The decision to establish a settlement in a particular place depended basically on two factors, politico – cultural and economic. The builders of a fortress or important church were motivated primarily by politico – cultural considerations. These builders sought a prominent hill site or a promontory surrounded on three sides by sea, river or marsh. Such a site dominated the surrounding countryside and had the benefit of natural de-fences. On the other hand, an economic community required, about all, easy access, room to expand, and contact with the main trade routes. For this reason, a particularly favored urban site was on fairly flat land by a navigable waterway. The two primary functions, politico – cultural and economic, were often combined in a single settlement which included both hilltop and low lying ground. Thus, in the old Greek cities the Acropolis lay on the hilltop and the town on the lower slopes. In France and Belgium we find the same combination o f the Haute – Ville and the Basic – Ville, which in Germany are called the Oberstadt and the Unter – stadt. In each case the cathedral or secular stronghold, or both is situated on a hill, and the main part of the urban community is in the valley below.

There was a tendency in the Middle Ages for the same ideas to be repeated again in the establishment of different towns. As a result we can distinguish not only certain recurring system of urban planning, but also families of towns which have the same basic features of design.

EXERCISE A

I. Complete the following statements by referring to the sentences of the passage.

a. Although the …… (1) in Europe is based partly on the …… (2) of Greece and Rome, the first …… (3) appeared early in Sumeria, Egypt and the Indus valley.

b. The Renaissance and Baroque period represents the …… (1) in the growth of the West European city. This phase continued from …… (2) to the beginning of the …… (3) or about the year 1800.

c. All medieval cities grew up round a geographic or cultural …… (1). This might be, for example, ... (2) or ……. (3).

d. The first settlements were often attached to …… (1). When cities became larger and more prosperous, they were usually surrounded by …… (2) the …… (3) could not have carried on their affairs without a reasonable measure of …… (4).

e. The two primary functions of a medieval town were …… (1) where …… (2) factors were the main consideration, the town tended to be built on a hill or an easily …… (3) promontory. An …… (4) community, on the other hand, was more likely to be …… (5) on flat land by a navigable waterway.

f. 'Families' of towns which have the same basic …… (1). In many French, Belgian, and German towns the …… (2) is on a hill and the …… (3) lies in the valley below. The same …… (4) can be found in the old Greek cities.

II. Replace the expressions in the underlined words with the expression which make the meaning clear.

1. The first <u>of these</u> is the medieval phase, which extend from the beginning of the eleventh century A.D to about 1500.

2. In districts where travel and trade were well established, <u>it</u> might be a market, a river crossing or a place where two or more trade routes converged.

3. It is much more difficult <u>to do this</u> in the case of a large modern city which has grown to many time its original size.

4. <u>Such a site</u> dominated the surrounding countryside and had the benefit of natural defences.

5. <u>For this reason</u>, a particularly favored urban site was on fairly flat land by a navigable waterway.

6. <u>As a result</u>, we can distinguished not only certain recurring system of urban planning, but also families of towns which have the same basic features of design.

EXERCISE B

I. <u>Synonym</u> : From the list, choose a synonym for the words in each sentence.

a lot of	flew high	showed
changes	frightening	trend
connection	high point	
files	patterns	

1. The crime <u>cycles</u> change in each month.
2. The department store keeps <u>records</u> of all its customers.
3. Is there a <u>link</u> between hot weather and murder?
4. The weather <u>varies</u> from month to month.
5. There is a <u>tendency</u> these days for people to go to college.
6. Mr. Smith has <u>extensive</u> experience in repairing cars.
7. Mr. Albert reached the <u>peak</u> of his career when he became president of the company.
8. The report <u>indicated</u> that more robberies occur in the winter.
9. The bird <u>soared</u> up in the sky.
10. The monster movie was <u>terrifying</u>.

II. <u>Word Forms</u> : Choose the correct form to fit into sentences.

1. politeness, polite, politely
   a. Begin your conversation with a …… remark.
   b. Be sure to speak ....
   c. The …… of her greeting made everyone feel relaxed and welcome.
2. interruption, to interrupt
   a. It's impolite …… someone when he is speaking.
   b. There was an …… of service when the buses broke down.
3. announcer, announcement, to announce
   a. This …… says that school will be closed tomorrow.
   b. The …… read the news in a loud voice.
   c. …… your reason for coming as soon as your arrive.
4. person, personality, to personalize, personal, personalized, personally
   a. There is …… information in this letter. Please don't show it to anyone.

b. ……, I disagree with you.

c. I like to use …… stationery with my initials on it.

d. Mr. Park has a very cheerful ……

e. Who was that …… you ate lunch with?

f. You can …… a business letter by adding a handwritten note at a bottom.

5. decision, to decide, decisive, decisively

a. I can't ...... what to wear to the party.

b. Ella likes to act …….

c. Some people find it difficult to make a …….

d. The judge gave a ……. answer, and the case was closed.

6. importance, important, importantly

a. Most ……. you should study hard.

b. Do you realize the …… of that decision?

c. Miss Santos has three …… appointments tomorrow.

7. appointment, to appoint, appointed

a. The club ……. a new secretary next week.

b. Be sure to come at the …… time.

c. Arrive on time when you have an …….

8. meaning, to mean, meaningful, meaningfully

a. I don't understand the …… of that word.

b. The professor spoke …… about current world problems.

c. Do you ……. "yes" or "no".

d. Mr. Tanake gave a ……. explanation of some Japanese customs.

9. direction, director, to direct, direct, directly

a. In which ……. is the art museum?

b. Mr. George is the …… of the school.

c. The policemen …… traffic during the rush hour every night.

d. He looked at me …… while he was talking.

e. Please give me a …… answer. Don't be vague.

10. disagreement, to disagree, disagreeable, disagreeably

a. A store clerk should never speak …… to a customer.

b. What is that …… smell in the refrigerator?

c. Mr. and Mrs. Laurent always …… about politics.

d. The children had a …… over who could play with the ball.

III. <u>Sentence Scramble</u> : Make a sentence out of each group of words.

1. official – the – to – busiest – be – even – takes – time – polite

2. you – your – will – business – have – in – the – to – stranger – of – discuss – presence

3. custom – not – making – decisions – is – an – Arab – quickly

4. product – to – your – discuss – of – prepared – be – details

5. guest – impolite – with – is – a – to – it – considered – disagree

UNIT FOUR

POPULATION

In 1974 the population of the world increased by the staggering total of 74 million people. Those 74 million had the distinction of arriving in the year when the world's enormously expanded, and still rapidly increasing, population was officially declared to be a problem by the United Nation. The proclamation of World Population Year in 1974 was welcome evidence that more and more governments are prepare to admit that some form of family planning is now a universal need.

We know that the world's population has been increasing steadily ever since the beginning of historical records. In recent years, however, this increase has been particularly large. In many countries at the present time population exploitations are being experienced such as have never been known an all history. The population of the world is estimated to have been 5 million in 8000 B.C. From archeological evidence and some surviving census figures we are able to estimate the world's population at between 200 and 300 million at the beginning of the first century A.D. More definite figures become possible with the accumulation of historical material on a large scale. By A.D. 1650 the population was 1000 million. It had doubled again by 1930 to 2000 million, and it had doubled yet again by 1975 to 4000 million.

Demographer, or population statisticians, are alarmed less by the absolute rise in world population numbers than by the increase in the rate of growth. This can be demonstrated by considering how long it takes the population of the world to double. A man living in 1650 could expect it to take 200 years to double the population of the world. Starting from 1850 it took 80 years and from 2930 only 45 years. Starting from 1975 we can expect the population of the world to double in about 35 years.

It is not easy to find solution to problems caused by population growth of this magnitude. In part, effective action is lacking because of our inability to decide exactly where the problem lie. For example, many millions of people do not have enough to eat, but at the same time one could argue that the world is not over – populated with respect to its food supply at the present time. The total cultivable land is more than 15,000 million, this means there are between 3,4 and 4 acres per person. Using modern agricultural methods, we can produce food for one person on 1-3 acres.

It appears, then, that the world's population could be almost three times as large before there was a serious shortage of food. But it is unlikely that all the arable land would be

no land left to meet's increasing demand for houses, factories, airports, roads, and recreation facilities.

It is widely believed that the world's population has exploded because infant mortality has been reduced and the average length of life extended on a dramatic scale. Yet three – quarters of the world's people remain convinced that they must have many children in order that a few may survive. The result has been a fast – expanding population in most parts of the world, with an unusually large proportion of young people. For example, more than half the people of India today are under 18. This means that if, by a miracle, the birthrate in India could be limited to what is termed replacement level, i.e. an average of just over two children to each couple, the population would continue to grow for at least another generation. If it were possible to cut the birthrate below the replacement level this would produce a maladjusted age distribution, with far more old people than young and the new situation might bring on more calamities of its own.

The best hope, then, seems to be a stable world population maintained at the level it will have reached sometime in the twenty-first century, which would certainly be at level twice as high as it was in 1975. Pessimists, on the other hand, expect an accelerating upward trend until the limits of food, space and natural resources impose their own crude answers.

EXERCISE A

I. Complete the following statements by referring to the sentences of the passage.

    a. The ……. (1) was an official admission on the part of …… (2) that rapid …… (3) growth constitute a serious …… (4). It showed that many …… (5) all over the world are prepared to think about the need for …… (6)

    b. Population statisticians can …… (1) the increase in …… (2) by considering how long it takes for …… (3) starting from ...... (4) it took 200 years to …… (5) starting from …… (6) it took 80 years, and from 1930 …… (6)

    c. As a result of rapid population growth, more than …… (1) are under 18. Even if the …… (2) could be …… (3) level, the population would continue to grow far at least …… (4)

    d. Some experts hope that during the twenty-first century a …… (1) will be achieved at a level …… (2) as it was in 1975. In 1975 the world population was about …… (3)

II. Replace the expressions in the underlined words with the expression which make the meaning clear.

1. <u>It</u> had doubled again by 1930 to 2000 million.
2. <u>This</u> can be demonstrated by considering how long it takes the population of the world to double.
3. Starting from 1850 <u>it</u> took 80 years and from 1930 only 45 years.
4. <u>The total cultivable land</u> is more than 15,000 million acres.
5. With the present population of about 4000 million, <u>this</u> means there are between 3-5 and 4 acres per person.
6. If <u>this were the case</u> there would be no land left to meet man's increasing demand for houses, factories, airports, roads, and recreation facilities.

EXERCISE B

I. <u>Synonyms</u> : From the list, choose a synonym for the words in each sentence.

concentrate	not ready	short
decide	reason	specific information
group	ruin	thoughtful
not interesting		

1. Jack's speech was <u>boring</u>.

2. Before you make a speech, <u>plan</u> what you will say.

3. Your speech will be poor if you are <u>unprepared</u>.

4. Ask yourself the <u>purpose</u> for your speech.

5. Into which <u>category</u> do you fit?

6. Don't <u>spoil</u> your speech by talking too long.

7. <u>A brief</u> speech is better than a long one.

8. Try to <u>focus</u> on the interests of the audience.

9. Be c<u>onsiderate</u> of the opinions of the other panelists.

10. Make sure you know all the <u>facts</u>.

II. Word Forms : Choose the correct form to fit into each sentences.

1. speaker, speech, to speak, speechless

   a. Yesterday I …… to 20 people on the phone.

   b. Carlos is such a good …… that everyone likes to hear him talk.

   c. He always gives an excellent …….

   d. I was no surprised that I couldn't say a word; I was …….

2. preparation, to prepare, preparatory, prepared

   a. Do you prefer to buy fresh or …… foods?

   b. I took some ...... courses in English before entering college.

   c. The …… for the party took a lot of work.

   d. Did you …… enough food for twelve people?

3. occasion, occasional, occasionally

   a. I …… like to drink wine with dinner.

   b. I like to drink an …… glass of wine.

   c. Do you ever have an …… when you like to drink wine?

4. to convince, convincing, convincingly

   a. She …… me to study harder, and I improved.

   b. She has a very …… voice. People believe her.

   c. She speaks very …….

5. smoothness, to smooth, smooth, smoothly

   a. Everything ran …… during the whole conference.

   b. I like the …… texture of silk.

   c. Silk is known for its …….

d. You can …… the rough edges with a file.

6. use, to use, useful, useless, usefully

   a. This old brush is still ……. Don't throw it away.

   b. I plan ...... my new car tomorrow.

   c. Could you explain the …… of that machine to me?

   d. Don't tell me …… information. I don't need it.

   e. He worked …… throughout his life.

7. appreciation, to appreciate, appreciative, appreciatively

   a. Mrs. Adams thanked her friend …… for her help.

   b. I am very …… of your help.

   c. I …… your help very much.

   d. She accepted the honor with …….

8. improvement, to improve

   a. If you study hard, you will …….

   b. I noticed the …… in my speech after I practiced.

9. expression, to express, expressive, expressively

   a. Ivan has a very …… face.

   b. Usually his …… is happy.

   c. He spoke so …… that everyone started crying.

   d. I would like to …… my appreciation for your help.

10. volunteer, to volunteer, voluntary, voluntarily

    a. Did you ...... to help at the church picnic?

    b. They will need many ……

    c. He came ……. No one asked him.

    d. His …… actions were appreciated.

11. refreshment, to refresh, refresher, refreshing, refreshed, refreshingly

    a. After you exercise, you should feel …….

    b. Swimming is a …… exercise.

    c. This lemonade is …… cool.

    d. I plan to take a …… course in typing to improve my skills.

    e. What kinds of …… will you serve at your party?

    f. Please …… my memory. I forgot some of the information.

III. <u>Sentence Scramble</u> : Make a sentence out of each group of words.

1. no – speaking – just – good – I'm – at – public
2. out – your – find – everything – subject – can – about – you
3. yourself – ask – of – speech – purpose – the – your
4. a – remarks – summarize – information – few – in – this
5. and – possible – vocabulary – simple – whenever – expression – use

UNIT FIVE
KINSHIP AND THE FAMILY

Most social anthropologists recognize the family as a basic social unit. In its most elementary form it may be defined as s group consisting of a man and woman and their children living together in one home. Such a domestic group is known as a nuclear family. It is usually established by means of a formal contract of a marriage, but a contract of this kind is not a necessary condition for a nuclear family to exist. It can also be said to exist when a couple and their offspring share a common residence, whether the couple is married or not. that is to say, a family may exist even when the relationship between the man and the woman is one of concubinage rather than one of marriage.

Although we can, in general, define the nuclear family as a couple and their children living within the same residential boundary, we must recognize that such a definition is in fact a generalization which may not hold true in particular instances. Sometimes a nuclear family is incomplete in that one spouse is absent from the household. When a family is incomplete it is usually the man rather than woman who is away from home. Such a situation may be the result of social convention. For example, among the Ashanti, a tribe living in Ghana, spouses continue to reside with their own kin after marriage and do not live together as husband and wife. On the other hand, a nuclear family may be incomplete by reason of economic necessity. Sometimes, for example, a man has to leave his family to work in another part of the country or in a different country altogether. This is the case with many workers in South Africa and with foreign workers in France and Germany.

The nuclear family may be extended by the addition of other people living within the same residential boundary. So far we have been assuming that the family is always based on monogamous marriage; that is to say, that it has only one man and one woman living together as husband and wife. But monogamy is only one from marriage. In societies where polygamy is practiced the family will, of course, include more than two spouses. In the case of polygyny, it will include one husband and more than one wife, and in the case of polyandry it will include one wife and more than one husband. In polygynous society, therefore, the nuclear family will be extended by the addition of one or more husbands.

In both monogamous and polygamous societies, families may also be extended by the addition of related or no-related people. In some, for example, people like servants and workmen live with the family as members of the household. Again, one often finds that families are extended by the addition of consanguinity relatives, or kin, of one or more of the marriage partners, like brothers, sisters, fathers, grandfathers, and so on. Affinity relatives like brothers-in-law and so on may also become members of the family and share a common residence with the brother or sister of their spouses.

EXERCISE A

I. Complete the following statements by referring to the sentence of the passage.

a. People who live together in one home are people who …... (1) A man and a woman and their children sharing a common residence is a …… (2) which is known as a nuclear family. A …… (3) and their …… (4) sharing a common residence are known as a nuclear family.

b. A nuclear family is …… (1) established by marriage. A family may exist even when …… (2) is not married.

c. In a nuclear family which is …… (1), either the man or the woman is away from home. The spouse who is absent from the household is …... (2) the man.

d. The man is …… (1) away because of …… (2) The man is …… (3) absent because of …… (4)

e. In a …… (1) marriage there are two people living together as husband and wife but not all marriage are …… (2)

f. In a society where polygyny is practiced the nuclear family includes more than one …… (1)

II. Replace the expressions in the underlined words with the expression which make the meaning clear.

1. In its most elementary form it may be defined as a group consisting of a man and woman and their children living together in one home.

2. Such a domestic group is known as a nuclear family.

3. A contract of this kind is not a necessary condition for a nuclear family to exist.

4. Such a definition is a generalization which may not always hold true in particular instances.

5. Such a situation may be the result of social convention.

6. In the case of polygyny, it will include one husband and more than one wife and in the case of polyandry it will include one wife and more than one husband.

7. In polyandrous societies, it will be extended by the addition of one or more husbands

8. In some, people like servants live with the family as members of the household.

EXERCISE B

I. <u>Synonyms</u> : From the list, choose a synonym for the words in each sentence.

anger	one essential point	specific information
behave	prepared	think about
confuse	specialized	very
correct		

1. <u>Consider</u> all the possibilities before you make a decision.
2. It gets <u>extremely</u> hot in the Middle East in the summer.
3. Do your children always <u>act</u> politely or are they sometimes naughty?
4. Her eyes filled with <u>displeasure</u> when she heard that she could not have the money.
5. All the different customs in the United States <u>puzzle</u> me.
6. The <u>key</u> to learning English is to practice as much as possible.
7. Can you tell me the <u>details</u> of this machine works?
8. Mr. Abraham's job in the computer company requires <u>technical</u> knowledge.
9. Mrs. Wong showed me the <u>proper</u> way to hold chopsticks.
10. Call me when you are <u>ready</u> to go.

II. <u>Word Forms</u> : Choose the correct form to fit into each sentences.

1. friendship, friend, to be friend, friendly

   a. Clara is a …… person.

   b. The first day I started my new job, I didn't know anyone, and Clara immediately came over, introduced herself and …… me.

   c. We have been good …… for many years.

   d. I value our ……

2. purchase, to purchase, purchase (purchasing)

   a. The …… power of the dollar is less than it was ten years ago.

   b. I am not going to …… anything without thinking it over carefully because I did not get a salary increase this year.

   c. It was an expensive ……, but we had to have it.

3. selection, to select, selective, selectively

   a. The best department stores have a wide …… of merchandise.

   b. You can …… what you want quickly and easily.

c. The best shoppers are quite …… They examine the merchandise carefully before making a purchase.

d. Try to shop …….

4. separation, to separate, separate, separately

a. They got a …… last year.

b. They have lived …… since then, but I don't think they are divorced.

c. They have …… apartments.

d. It is not uncommon for married couples to …... in modern society.

5. experience, to experience, experienced

a. ……. is the best teacher, it is said.

b. I …… a feeling of sadness when I left home.

c. They are …… teacher.

6. student, study, to study, studious, studiously

a. If you want to pass Biology, you had better …….

b. I …… avoided taking that course because I thought I might fail it.

c. She is a …… person, and she usually does well in her courses.

d. I always wanted to have a …… where I could do my work.

e. She is a wonderful …….

7. complainer, complaint, to complain, complaining, complainingly

a. "I always have to wash the dishes. You never do", he said …….

b. If you have a ……, please let me know.

c. No matter what, he always …….

d. I felt like saying to him, "Don't be such a …… all the time."

e. The …… customer followed the salesman into the office of the general manager.

8. system, to systematize, systematic, systematically

a. The reason that she is such a good office manager is because she has a …… mind.

b. Before she came, we really had no …… Everything was in chaos.

c. When she took over the job, she …… our files and, for the first time, we were able to find things when we wanted them.

d. She does her job carefully and ……..

9. specification, to specify, specific, specifically

a. I don't remember the …… details now, but it was quite a scandal at the time.

b. He just said that there was some trouble, but he didn't …… what it was.

c. He said that he would speak more …... later when the others had left.

d. Are you sure this building is built according to ……?

10. arrival, to arrive, arrival

   a. Try to …… in time for dinner.

   b. Please check on the …… time of plane from Paris; I want to be at the airport when it comes in.

   c. I was not prepared for his sudden …….

III. <u>Sentence Scramble</u> : Make a sentence out of each group of words.

   1. complicated – Soviet Union – is – the – very – in – shopping

   2. reason – because – are – there – consumer – shortage – the – is

   3. year – married – have – they – about – been – a

   4. growing – love – wedding – their – day – their – been – has – since

   5. responsible – manner – one – handle – alcohol – a – in – should

UNIT SIX

THE NATION AND NATIONALISM

A nation is a group of people who feel a common identity, usually because they share various characteristics. National characteristics can be included a shared history, shared ways of living (culture), a shared language, and sometimes a common religion. People who are conscious of having some or all of these things in common form a national, or ethnic, group.

The idea of the nation is much newer than the idea of the state. In Europe, for hundreds of years, people thought that states were the property of their rulers. Most people lived under the control of their king, and they had very little feeling of the national identity. The year 1798, the beginning of the French Revolution, also marked a growth of nationalistic feeling in Europe. People began to think for the first time that the state belonged to them, not to their ruler. They recognized their similarities in history, culture, and language, and they became conscious of their national identity.

This group feeling is called nationalism; with it, people feel that they are similar to the others in the nation, and different from all outsiders. With the growth of nationalism came a growing demand for the practice of democracy; the people of each state wanted to choose their own form of government.

There are two types of nationalism in the world today. The first is state-nationalism. In this type, the government encourages people to identity with the existing state. Cultural education, or acculturation, begins when children are young, and continues into adulthood through the use of national symbols. In this way even different ethnic groups are joined together under the indentity of the state. This kind of nationalism strengthens the state. Ethno-nationalism is the second type of identification. In this type, people identify with a separate ethnic group inside the larger state. The main ethnic group is called the ethnic majority; smaller groups within the state are called ethnic minorities. Minority group sometimes feel that they are part of an ethnically defined nation, and may ask for greater independence within the state. They may even want to leave the mixed ethnic state to create a state of their own; such an action is called secession. People who support the idea of national self-determination say that every ethnic nation has the right to form a state of its own. This kind of nationalism can divide larger states.

EXERCISE A

I. READING QUESTIONS

1. What is a nation?
2. Which is newer, the idea of a state or the idea of a nation?
3. What is nationalism?
4. What are two types of nationalism?

II. Make the appropriate form for the sentences which follow.

Example : - (aggression) A state which acts against the borders of another is acting
<u>aggressively</u>
(adverb)

1. (culture) People who have a different way of life are <u>(adverb) </u>different from us.
2. (variety) Different ethnic groups may <u>(verb) </u>in their kind of language, religion, history, or culture.
3. (language) People in the same ethnic group are culturally and <u>(adverb) </u>related.
4. (similarity) Their religious ideas are also <u>(adjective) </u>to those of the other people in their group.
5. (identity) Governments have many national symbols so that people will <u>(verb) </u>with the state.
6. (defence) People with strong ethnic feelings try to <u>(verb) </u>their culture from assimilation into the majority culture.
7. (division) Ethno-nationalism can be <u>(adjective) </u>force inside a polyethnic state.
8. (secession) Ethnic groups may try to <u>(verb) </u>from the state if they do not feel that the state is legitimate.
9. (ethnicity) Many national movements want to form an <u>(adverb) </u>constituted state.
10. (violence) Political change can be <u>(adjective) </u>or nonviolent.
11. (force) A government with no internal recognition sometimes uses <u>(noun) </u>against its citizens.
12. (equality) In a federal system, ethnic groups are separate but <u>(adjective).</u>
13. (interpretation) One job of a government is to <u>(verb) </u>the laws to its citizens.

II. USING SUBORDINATE CONJUNCTION

Choose the conjunction which fits best into the meaning of each sentence.

after	before
although	if
as	so that
because	when

1. India is trying to control population growth _____ it can feed its people better.
2. _____ industry has grown in many countries, they have become stronger.
3. Many states have a weaker economic system than Japan's _____ they are larger.
4. It is a wise economic policy to sell finished products _____ they bring more many in world trade than primary product do.
5. A state is self-sufficient in food _____ it can feed its people completely with its own agricultural products.
6. People are more likely to support the government's policies _____ they feel they share in the state's wealth.
7. It became more difficult to evaluate military strength _____ the nuclear age arrived.
8. There were many ways to evaluate strength _____ the nuclear age arrived.

EXERCISE B

I. Interpretation of Words and Phrases : Circle the letter next to the best answer.

1. We are called upon to make a speech.
    a. afraid
    b. required
    c. asked
2. "They have a common interest". In this sentence, common means.
    a. simple
    b. similar
    c. easy
3. Put yourself in their shoes.
    a. Try to imagine how they think and feel
    b. Try on their shoes to see if they fit you
    c. Be sure to wear nice clothing when you give your speech

4. You may tell a joke if it is <u>in good taste</u>.

   a. short

   b. sweet tasting

   c. polite

5. A moderator should <u>keep the discussion running smoothly</u>.

   a. run around

   b. argue with everyone

   c. make the program work well

6. Use examples if they will help you <u>make your points</u>.

   a. point to pictures on the wall

   b. explain the important facts clearly and quickly

   c. add up a group of numbers

7. Don't <u>talk over their heads</u>.

   a. use words and ideas that are too difficult

   b. look at the ceiling

   c. speak too loudly

8. Don't <u>talk down to them</u>.

   a. speak too simply

   b. look at the floor

   c. speak in a quite voice

9. Pause for a few seconds <u>now and then</u>.

   a. right away

   b. occasionally

   c. when you are finished

10. Let your personality <u>come through</u>.

   a. show

   b. hide

   c. run away

II. <u>Sentence Scramble</u> : Make a sentence out of each group of words.

   1. true – false – on – following – the – quiz – test – yourself

   2. after – must – 48 to 72 hours – you – again – muscle – use – the

   3. sweating – only – body temperature – lowers – to – overheating – prevent

   4. you – you – walk – use – energy – of – the – amount – whether – or – jog – same

UNIT SEVEN

THE LANGUAGE OF DIPLOMACY

A recent foreign affairs publication contained an article about the language of diplomacy; in it, the author wanted to help his readers understand "code words" (Weintraub, 1973). Now, the dictionary defines a "code" as "a system of secret writing in which letters, figures, etc., are ….. given certain meaning." This raises a problem. If diplomacy is a peaceful practice of communication, why should diplomats cover the meaning of their words in secrecy?

But, says Weintraub, they do. Diplomats use words and phrases which can be interpreted only by another diplomat with much experience in the field. For the unexperienced public, he suggests a special dictionary with a translation of the diplomatic terms into plain English.

Below is a list of some code words with their interpretation. Most of them gives reasons why a state cannot meet another state's demands in negotiations. (All quotations which follow are from Weintraub).

Political will means that somebody else---some country or group of countries—is unwilling to do something you want him or them to do. A commonly used example is, "The United States lacks the political will to provide sufficient foreign aid "to developing countries to meet the one-percent goal. Another way to say this is that the U.S. does not want to give so much aid.

Political reality is a term used by a country to explain why it cannot do something that other states are trying to get it to do. The term is used by a state in defence of its own actions when other states say that it has no political will. The implication is that domestic needs or other, conflicting international demands prevent the implementation of very good goals. Using the example of the United States again, where popular opinion lately has turned against large foreign aid spending, "Political reality makes it impossible for us to commit ourselves to a precise date for meeting the one-percent" goal.

This is a job for technicians. This is a way to get someone else to make a decision. When the policy makers cannot agree, they can use this phrase to pass the problem on to the technicians.

This is a task for political leaders, not technicians. Of course, this has the opposite effect. When the technicians cannot come to a settlement, they may ask the politicians to step in.

<u>Discussion is a premature</u> means that nobody in the government, neither politicians or technician, wants to talk about the problem. The government does not enter into negotiations, hoping that events will change the situation and the problem will simply go away.

<u>Acceptance "in principle"</u> when world opinion is all in favor of a certain policy, but one state does not want to cooperate, it can accept the policy "in principle". This means the state will refuse the policy in practice, perhaps asking for more time to implement the policy. Again, "political reality" may make implementation impossible "in the near future".

<u>We have to explain this to our Congress</u>, or <u>we have to explain this to our public</u>. Depending on their type of governmental system, diplomats may choose one of these. The expression is actually a total refusal, but the diplomat wants to give the responsibility for the refusal to somebody else. It means, "I could never explain to the Congress (or to the public) why we agreed to your demand." It is a reminder that the diplomat himself has very limited power ad authority.

In view of all the uses of language above, we might redefine diplomacy in a new way. Diplomacy seems to be the ability to communicate a generally negative message in a fairly positive way.

The use of language in diplomacy is rather complicated, but it has developed out of the necessity to continue diplomatic relations under very hostile conditions. Diplomatic language is simply one of the traditions which diplomats need to help them function in a positive way through times of conflict.

EXERCISE A

I. Reading Questions

1. Give some advantages and some disadvantages of using code words in diplomacy.

2. Give an example of a situation in which a country's political will conflicts with political reality.

3. In negotiations, a state may agree, disagree, or take no action. Name some techniques which help a state take no action.

4. Which of these statements indicate a refusal to accept the other state's position?

    -- We accept your position in principle.

    -- Discussion is premature.

    -- We have to explain this to our Congress.

II. <u>Word Forms</u> : Write the appropriate form of the word in the sentence that follows it.

1. to marry: I have been _____ for 16 years.
2. to arrange: I've made an _____ to see the doctor tomorrow.
3. expectantly: What do you _____ to do on your vacation?
4. choose: It's your _____. You may have either one.
5. politician: He made a _____ speech.
6. comparable: He graduated from collage at a _____ young age.
7. profession: Sara Smith is a _____ ballet dancer.
8. believable: It is my _____ that things will be better next year.
9. to relax: What do you like to do for _____?
10. influential: I was greatly _____ by my parents.
11. to moderate: It is all right to drink _____.
12. accidental: There are lots of _____ on that street.
13. healthy: They say that milk is a _____ drink.
14. freedom: You may speak _____ with us.
15. winningly: Do you care whether you _____ or not?
16. capability: Miss Lia is a very _____ teacher.
17. elect: When do they hold an _____ in your country?
18. difference: Would you have acted _____ if you were making the decision?
19. prediction: The movie star gave very _____ answers to all the questions.
20. strength: I _____ disagree with you!

III. Matching :

   Give the meaning in group "A" by choosing the appropriate answer from group "B".

<u>GROUP A</u>

1. geography ....

2. climate ....

3. geopolitics...

4. natural resources...................................

5. self-sufficiency in food........................

6. distribute ....

7. export ....

8. import...

9. favorable balance of payment.........

10. unfavorable balance of payment....

11.first strike..

12. Deterrent..

13. material resources.............................

GROUP B

a.   weather.

b.   materials which are found naturally.

c.   the physical strengths of state, including its geography. Its natural resources, its ndustrial capacity,and its defence system.

d.   importing more than exporting;
losing money.

e.   exporting more than importing;
bringing money into the country.

f.   all the land and water formations inside a state's boundaries.

g.   the subject which describes the relationship of geography to politics.

h.   to sell products to other country.

i   .a state's ability to feed its people completely with its own agricultural products.

j.   first act of aggression.

k.   locate.

l.   to buy another country products.

m.   something which prevents the other side from using its weapon

EXERCISE B

I. Make the appropriate form for the sentence that follow.

1. (benefit) Economists disagree about the   (noun)   of multinational corporation in developing countries.

2. (colony) After the second world war, many former   (noun)   in the Third World won their independence.

3. (contribution) Cooperation among raw materials exporters is one factor which (verb) to the success of producers cartels.

4. (corporation) The   (adjective)   growth of most multinational businesses is greater than that of the most successful industrialized countries.

5. (diversity) A (adjective)   economy is more stable than one or two-product economy.

6. (finances) The   (adjective)   strategy of the multinational corporations includes the entire world.

7. (investment) Opponents of foreign (noun)   see such financial control as a new kind of colonialism.

8. (reflection) The North-South dialogue   (verb)   the two sides distinct points of view.

9. (substitute) There is no effective   (noun)   ton oil in the short term.

10. (suspicion) Hostile states often   (verb)   each other of illegal activities.

II. <u>Sentence Scramble</u> : Make a sentence out of each group of word.

1. best – life – your – are – these – the – of – years
2. are – experienced – wiser – and – more – you – age – with – increasing
3. many – creative – peak – the – in – fields – comes – early
4. exceptions – there – plan – to – are – many – the – general
5. are – of – sports – education – part – an – important

UNIT EIGHT
METROPOLIS

Although some cities grew greatly in size during the Renaissance period, the metropolitan city as we know it today has it roots in the industrial revolution. Up to that time the process of urbanization had effected only a small minority of the population. From the beginning of the nineteenth century, however, three major economic factors led to the growth of cities on an entirely new scale. Firstly, the invention of powerful new machines gave rise to factories of unprecedented size, which created an enormous demand for labor. Secondly, the large-scale construction of roads, railways, and canals provided cheap and regular transport which made possible the concentration of industries and population into particular areas. Thirdly, a revolution in agriculture led to the development of an efficient system of mixed farming, new methods of breeding and an increase in the yield of corn, all of which helped to provide the food necessary to sustain a greatly increased urban population.

The process of urban growth is still closely linked to industrial development, but the increase complexity of administration and commerce has also contributed to the rapid rate of urbanization. It has been estimated that in 1800 less than 3% of the population of the world, or 27.4 million people, lived in towns of over 5000 inhabitants. By 1950 the proportion of town-dwellers has grown to nearly 30%, or over 716 million. Moreover, during the last half century, it is the large city which has succeeded in attracting population to much greater degree than small cities or towns.

The typical modern metropolis has been described as a concentration of at least 500,000 people living within area in which the travelling time from the outskirts to the centre is about 40 minutes. The metropolis has four major components: a central business complex; a collection of manufacturing and allied industries; a quantity of housing with its attendant services; and an area of open land. The central business complex is made up of diversified retail businesses, financial institutions and offices of the public administration. A generation ago it was usual to find factories competing with business premises for space in the central area, but the present tendency is for manufacturing industries to move the outskirts for the city where land is cheaper. Housing accounts for the largest amount of occupied land in the metropolis, and also presents the greatest problems in the form of slums, or sub-standard dwellings, and the segregation of people by income or race. The fourth major of the metropolis-open land maintained for recreational use- is currently of great concern to urban planners.

It has been claimed that with the development of the modern metropolis the city has undergone a qualitative change. It is no longer merely a larger version of the traditional city, but an entirely new form of settlement. Moreover, it is a form which may contain within itself the seeds of its own decay. What are the arguments that have been used by the critics of the modern-super-city? Some critics object that a great modern metropolis can exist only if it is parasitic upon the surrounding countryside, thus draining it of its economic and social strength. Another accusation against the metropolis is that it has been instrumental in dissolving the system of social ties that exist in small communities, thus helping to produce 'ant heap' form society that lack values and standards of behavior, Perhaps there is more substance in the argument that the modern metropolis will eventually be chocked to death by its own growth. It is possible to find indications of this trend in the growth overcrowding of Calcutta or the proliferation of motorways in Los Angeles. Certainly, an indispensable requirement of the future will be careful planning with the aim of achieving a rational distribution of the urban population, and of their various activities. Another requirement will be the development if cheap and efficient public transport facilities to connect the various parts of the metropolis.

I. <u>Reading Question</u>

1. State three factors which led to the growth of big cities during the nineteenth century.

2. State three reasons why big cities are continuing to grow.

3. State three for components of a typical modern metropolis.

4. State three criticisms that have been made of the modern metropolis.

5. State two things that can be done to alleviate the present problems.

II. Make the appropriate form for the sentences that follow.

1. (assistant) Most embassies have an ambassador, a diplomatic corps, and technical experts who __(verb)__ the ambassador.

2. (communication) One job of the diplomat is to __(verb)__ his country's position clearly to the representatives of other states.

3. (complication) The rules of diplomatic conduct are very __(adjective)__ ,because they reflect centuries of diplomatic traditions.

4. (conduct) In recent times, high political officials have __(verb)__ more diplomatic activities than before.

5. (function) Observation and reporting are just two __(noun)__ which the diplomat has to perform.

6. (necessity) States do not __(adverb)__ go to war when negotiation fails; they have other choices.

7. (negotiation) The safety of a state's population and the limits of a state's territory are two __(adjective)__ subjects.

8. (observer) Political __(noun)__ try to predict the results of negotiations by comparing the state's political power.

9. (passage) When the technicians have worked out the details of an agreement, they __(verb)__ the treaty on to the politicians for approval.

10. (public) After the states have reached an agreement, the heads of state will announce the results __(adverb)__ .

11. (report) The ambassador __(verb)__ on social, political, and military conditions in the host country.

12. (responsibility) Diplomats are not longer __(adjective)__ for much policy formulation.

13. (secret) While the diplomats met publicly to negotiate, the politicians worked out their own agreement (adverb) .

14. (symbol) The diplomat (verb) his country when he attends international functions.

EXERCISE B

I. <u>Circle the word that completes the sentence correctly (Antonyms).</u>

1. I can't talk to you now. Let's talk (immediately – later).
2. Mr. Smith (start – finishes) work at 9 am and (start – finishes) at 5 pm every day.
3. I (frequently – rarely) go to the movies because I'm too busy doing other things.
4. The laws in this city are very (strict – flexible), so be careful.
5. Laura married Peter even though her father said he would (prohibit her from coming – permit her to come) home again if she did.
6. In my house, I like to be a generous (host – guest).
7. When you speak to a large group, you might have to (speak softly – shout).
8. Don't take the test for that job until you are (ready – unprepared).
9. The senator made such a (clear – vaque) speech that no one understood what he said.
10. Correct any (smooth – rough) spots in your speech when you are practicing.
11. I really appreciated your (thoughtful – inconsiderate) gift.
12. Whenever I make a speech, I get (calm – nervous) and my hands shake.
13. Our whole family (distributes – gathers) at my mother's house every Sunday.

II. MATCHING

Give the meaning in group "A" by choosing the appropriate answer from group "B".

<u>GROUP A</u>

1. Sociology is ………………………………………………………….
2. A society is …………………………………………………………...
3. Modernization is……………………………………………………
4. Urbanization is………………………………………………………
5. Socialization is………………………………………………………
6. Community is…………………………………………………………..
7. Assimilation is……………………………………………………….
8. Politics is…………………………………………………………..

9. An organization is………………………………………………………………

10. Population is…………………………………………………………………….

GROUP B

1. The movement of people from rural areas to urban areas.

2. The systematic and objective study of society and social behavior.

3. A cluster of people focused on individual homes and places of work, and based on daily patterns of interaction.

4. The observation of encoming group into the dominant society.

5. The process by which some people and groups acquire power and exercise it over others.

6. The total group of people to be studied.

7. A social group that has been consciously constructed to achieve specific goal.

8. The major international social changes that occur when a traditional preindustrial society develops economically and become industrialized and urbanized.

9. The process through which people acquire personality and learn the ways of social group.

10. A comprehensive social grouping that includes all the social institution requires to meet basic human needs.

UNIT NINE
THE INFLUENCE IN NEGOTIATIONS

The means of influence used with friendly nation-states are likely to be much more peaceful than the means which are used with hostile states. Many negotiations between allies are based on principles about which there is basic agreement, so that negotiators only have to work out details. Often a negotiator can get an ally to agree with his country's position simply by using persuasion, or by promising rewards. Both states may agree to a compromise – an agreement which includes of both their wishes.

The methods for reaching an agreement with a hostile state are more complicated. First, both states must agree to negotiate; that is, they must both feel that a settlement will be more to their advantage than a continuation of a conflict. Some policies are not negotiable. If both sides have firmly decided to hold to their positions, they may be unwilling to make any compromise. In the case of a non - negotiable conflict, the policy makers may choose to wait until events change the situation, and negotiation seems more advantageous. Alternatively, they may try other means of influence such as economic action, subversion, or force.

Between hostile states, there is not always a basic decision to negotiate honestly. Sometimes world opinion supports negotiation but one state is unwilling to compromise any of its policies. The state may publicly agree to enter negotiations, while it secretly decides not to work for their success. The state which negotiates only in order to create a good appearance is said to be bargaining "in bad faith". Hostile nations say this about each other fairly often whenever negotiations are not going well.

When the two sides have begun to negotiate, the diplomat can use many means of influence, from simple persuasion to threats of violence. First he presents the position of his country. He tries to show reasonable his demands are. He may get the other side to agree by promising rewards, or by threatening to stop rewards. If he cannot get the other state to agree with him by using peaceful means, he may take it agree by using threats of violence. Sometimes a carefully timed show of military strength, coming at exactly the correct point in negotiations can make a weaker state accept a treaty or an agreement which is previously refused. Such a show of force is called "gunboat diplomacy". (of course, threats of violence are never used against the diplomat personally; this is one of the most basic rules of international law).

If the sides cannot reach an agreement, the negotiator may change his position slightly in order to produce a settlement. He may let the other side win small point in order to bring the conflict to an end.

In some cases, even after long negotiations, no settlement can be reached. The next step is not necessarily war; nation-states do not have to fight when negotiations fall. In many cases the problem is simply left unsettled, until events change the situation so that an agreement is possible. Sometimes the unsettled situation remains as it is for such a long time that both sides come to accept it. In this case we say that the situation as it is (the status quo) has become a de facto settlement.

EXERCISE A

I. <u>Word Forms</u> : Choose the correct form to fit into each sentences.

1. Devotion, to devote, devoted, devotedly

    a. He was a ……………. teacher, and his students loved him.

    b. I…………. all of my energy to trying to solve the problem and then suddenly the answer came to me.

    c. They served their country with loyalty and………………

    d. They served their country……………….

2. Professional, profession, professional, professionally

    a. That man is a ……………… complainer; he is never satisfied with anything.

    b. What is your…………………?

    c. I don't remember whether she is a doctor or a lawyer, but I do remember that she is some kind of……………

    d. They handled the case efficiently and……….

3. Believer, belief, to believe, believable

    a. Do you…………in God?

    b. He is a firm……..in the importance of ethics in medicine.

    c. I don't know if it actually happened, but the situation is certainly………and it could have happened.

    d. Her…….in religion was very strong, and it was a source of great comfort to her on a number of occasions.

4. Relaxation, to relax, relaxing, relaxed

    a. When I get home, I'm going to have a nice……bath and a glass of cognac.

    b. He was in a ……………mood, so I had the courage to explain the whole situation to him.

    c. ……….You can't do anything about it now. It's too late.

    d. Don't forget to leave some time for……………..All work and no play is no good, and it certainly is no fun.

5. Influence, to influence, influential, influentially

    a. Let me make up my own mind. Don't try to…………me.

    b. She is very……………………,and she may be able to help you.

    c. He puts on a great show, but, in fact, he's not very………….connected.

    d. Alcohol has a great…………….on the brain when it is taken in large doses.

6. Moderator, moderation, to moderate, moderately

a. Would you please be the………….for the panel discussion?

b. Would you please………….the discussion?

c. According to this article,……………..drinking in relaxed circumstances can be good for you.

d. He did not believe in living his life in………..

7. Health, healthiness, healthy, healthful

a. What a lovely………..looking baby!

b. How is your…………

c. It tastes good, but is it……….?

d. Her………was obvious.

8. Accident, accidentally, accidental

a. Pardon me, is that your car over there? I……………..ran into it.

b. Don't feel bad. It was an………….

c. I think it was…………….., but I am not sure.

9. Reward, to reward, rewarding

a. The pay is not high, but it is……………..work, and I can enjoy it.

b. You should have given him a…………………when he found your locket and return it.

c. Did you……………him for returning your locket?

10. Sleep, to sleep, sleeping, sleepy, sleepily

a. …………………..is good for you.

b. You should try to……………

c. The……………child was in a bad mood, and he started to cry.

c. Let…………dogs lie.

d. "Who is it?" she called out……………

II. Write the appropriate form of this word in the sentence that follows it.

1. Politeness   : He spoke to me very_____.

2. Person   : _____, I don't agree with you.

3. Announcer   : Mrs. Van made the _____ at the beginning of the meeting.

4. Direction   : Please give me a _____ answer.

5. To interrupt   : There are too many_____ at my office.

6. Friend   : Janet has such a _____ smile.

7. Selectively : I _____ two shirts as a gift for my husband last week.

8. To complain : If you have a _____, see the manager.

9. Separation : We usually shop _____.

10. Specific : Please _____ the color you want.

11. To arrive : What time is her _____?

12. System : I like to do things in a _____ way.

13. Speaker : When you give a _____, be prepared.

14. Convincing : My parents _____ me to study hard when I was in high school.

15. Use : Dr. Fina gave me some ____ exercises to strengthen my arm.

16. Appreciation : I _____ your help very much.

17. True : Always speak _____.

18. Distant : What is the _____ from Jakarta to Medan?

19. Confuse : You look very _____. Don't you understand the question?

20. Speedily : What is the fastest _____that a dog can run?

EXERCISE B

I. <u>MULTIPLE CHOICE</u> : Fill in the blank spaces with the appropriate word.

1. A suspect can be _____ by the police for forty eight hours.

   a. arrest   d. arrests

   b. arresting   e. to arrest

   c. arrested

2. The jury can _____ the accused guilty if he has got enough evidence.

   a. decided   d. to decide

   b. deciding   e. decide

3. A witness must take an oath, before _____ his confessing.

   a. gives   d. given

   b. give   e. giving

4. The first principle of Pancasila is "Believe _____ one God".

   a. to   c. in   e. on

   b. with   d. at

5. Prosecutor is someone who _____.

   a. prosecute   c. prosecutes

   b. prosecuting

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6. Someone who is accused of doing crime is called _____.

   a. to accuse   c. the accuses

   b. the accuses

7. Many people complain _____ the young generations breaking the laws.

   a. about   c. off   e. from

   b. to   d. in

8. The sentence of the court was three years imprisonment. "sentence" means:

   a. group of words or phrase   c. nothing   e. jail

   b. tense   d. punishment

9. He _____ the question of guilt or innocent quickly.

   a. settle   c. settled

   b. settling   d. settles

10. The police officer lined _____ the recidivists.

   a. of   c. up   e. on

   b. from   d. in

UNIT TEN
PRIMARY AND SECONDARY SOCIALIZATION

It can be argued that the change in social values which education brings about is a necessary one. We might say that primary socialization, as we have defined it, tends to have a frame of reference which relates to the past and provides for the learning of the traditional values, whereas secondary socialization tends to have a wider frame of reference and provides for the adaption of the individual to a changing society. It also can be argued that social change is, in some degree at least, a consequence of the education and secondary socialization has often been imposed on societies without regard to the importance of traditional values. Whichever view one takes, it seems clear that for satisfactory social learning to take place primary and secondary socialization need to be reconciled so that they are complementary and not in conflict.

Mention has already been made of the socializing function of language. In fact, language provides us with a good example of how primary and secondary socialization can come into conflict. The kind of language which the child uses at home or with his peer group, that is to say the other children in the neighborhood who play with him, may be very different from the kind of language that his teacher expects him to use at school. The child may, for example, speak in a certain dialect which is not accepted as "correct" by his teacher. In this case, the language behavior of primary socialization is in conflict with the norms of language behavior which are considered to be correct for the purposes of secondary socialization.

This problem is made more difficult by the fact that difference in the kind of language used at home and at school may go along with differences in the uses of language in these two situations. Language in the home, for example, may be used mainly for the purposes of interaction between the members of the family, as a way of maintaining emotional relationships. In the school classroom, however, the child is often required to use language in a different way. Here its purpose is not so much to help interaction as to serve as a means of acquiring and organizing knowledge. It serves an intellectual rather than emotional purpose. In this case, conflict occurs because the uses of language developed in primary socialization are not those which are of primary importance in secondary socialization.

In view of these difficulties, some educationists have suggested the need for language programs which will provides "verbally deprived" children with the kind of language and its uses which they will for their school education. Such a suggestion implies that priority should be given to secondary socialization. Other educationists have taken the contrary view. They

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believed that educational methods should themselves change so that they relate more closely to the child's experience, including his experience of language. To take this view is to argue that secondary socialization should adapt itself to primary socialization as far as possible and to imply that the latter should be given priority.

Reading Question

1. How does language illustrate the possible conflict between primary and secondary socialization?
2. What's the difference between primary and secondary socialization ?
3. How do educationists propose to deal with this conflict?
4. How are the languages used at home and at school?
5. What do the educationists believe to educational methods?

III. <u>Sentence Scramble</u>   :   Make a sentence out of each group words.

1. not – cities – good – so – days – were – probably – in – good – the – old
2. past – present – better – that – you – do – think – the – was – then
3. too – then – such – as – problems – existed – pollution – crime – and
4. it - look – past – let's – at – the – to – try – and – from – learn
5. better – in – future – maybe – cities – will – be – the