

به نام خداوند
بخشنده و مهربان



@moshaverezaban
www.moshaverezaban.ir

جزوه کتاب

Focus On Vocabulary 2

آکادمی مشاور زبان

گردآوری: زهرا سلیمان

صفحه نگاری: پیام بیژن



توجه توجه

هرگونه کپی برداری بدون ذکر نام و حذف
لینک کانال مشاور زبان شرعاً حرام و غیرقانونی
می باشد.

شما علاقه مندان به زبان انگلیسی و داوطلبان
کنکور منحصراً زبان میتوانید نظرات و انتقادات
سازنده خود را از طریق کانال رسمی انجمن
مشاور زبان به نشانی زیر با ما در میان بگذارید
یا هرگونه سوال و ابهامی را در گروه رفع اشکال
رایگان تلگرامی تیم مشاور زبان مطرح کنید.

با تشکر

@MOSHAVEREZABAN



FOCUS ON **VOCABULARY 2**

Mastering the Academic Word List



Diane Schmitt
Norbert Schmitt

Contents

To the Teacher	v
To the Student	x
About the Authors	xvi

UNIT 1 Our Changing Society 1

CHAPTER 1: Technology and Society	2
<i>Reading:</i> Human Societies—From the Iceman to Us	3
CHAPTER 2: Social Experience and Personal Development	12
<i>Reading:</i> Social Forces That Shape Our Lives	13
<i>Reading:</i> Emotions in Global Perspective: Do We All Feel the Same?	22
CHAPTER 3: The Changing Nature of the Family	24
<i>Reading:</i> Family Structure	25
CHAPTER 4: Strategy Practice	36

UNIT 2 Consumer Behavior and Marketing 41

CHAPTER 5: Influencing the Consumer	42
<i>Reading:</i> Marketing's Impact on Consumers	43
CHAPTER 6: Who Buys What? The Family's Influence	51
<i>Reading:</i> Consumer Socialization of Family Members	52
<i>Reading:</i> Different Views on Purchasing Behavior	62
CHAPTER 7: How We See Ourselves	64
<i>Reading:</i> How Perspectives on the Self Influence Consumer Behavior	65
CHAPTER 8: Strategy Practice	74

UNIT 3 Workplaces and Work Spaces 78

CHAPTER 9: How Office Space Affects Behavior	79
<i>Reading:</i> Work Space Design	80
CHAPTER 10: The Modern Office: Symbols of Status	89
<i>Reading:</i> The Meaning of the Chair	90
<i>Reading:</i> Office Designs That Work	100
CHAPTER 11: Sitting Comfortably	102
<i>Reading:</i> The Ergonomics of Sitting	103
CHAPTER 12: Strategy Practice	113

UNIT 4 Use and Abuse of Natural Resources	117
CHAPTER 13: Water for Sale	118
<i>Reading:</i> Exploding Sales for Bottled Water	119
CHAPTER 14: The Aral Sea—An Environmental Disaster	129
<i>Reading:</i> The Dying Lake	130
<i>Reading:</i> Creating More Fresh Water Through Desalination	139
CHAPTER 15: International Conflict over Natural Resources	141
<i>Reading:</i> Water Politics in the Middle East and North Africa	142
CHAPTER 16: Strategy Practice	150
UNIT 5 We Are What We Eat	154
CHAPTER 17: Food Roots and Foodways	155
<i>Reading:</i> Food Habits and Beliefs	156
CHAPTER 18: Getting Back to Nature	165
<i>Reading:</i> Organic Farming Versus Traditional Farming Methods	166
<i>Reading:</i> Genetically Modified Foods	175
CHAPTER 19: Microorganisms: The Spice of Life?	177
<i>Reading:</i> Food Microbiology	178
CHAPTER 20: Strategy Practice	188
UNIT 6 Encounters with Music and Sound	191
CHAPTER 21: Music as Social Conscience	192
<i>Reading:</i> Opposing War Through Music: Classical and Modern Examples	193
CHAPTER 22: Noise Hurts	203
<i>Reading:</i> Noise Pollution	204
<i>Reading:</i> The Science of Sound	212
CHAPTER 23: Ultrasonics: Super Sound?	214
<i>Reading:</i> Ultrasonics	215
CHAPTER 24: Strategy Practice	224
UNIT 7 Animal Nature	227
CHAPTER 25: Endangered Elephants	228
<i>Reading:</i> Saving the African Elephant: Using International Law and Trade	229
CHAPTER 26: Animals: How Human?	238
<i>Reading:</i> Chimpanzees: Our Closest Relative	239
<i>Reading:</i> Kanzi: A Case Study of Ape Language Development	249
CHAPTER 27: Living Together: Advantage or Disadvantage?	251
<i>Reading:</i> The Costs and Benefits of Social Behavior	252
CHAPTER 28: Strategy Practice	261
Index of Target Words	265
Credits	269

UNIT

1



Our Changing Society



Technology and Society

Getting Started

Discuss the questions with your classmates.

- ◆ What aspects of our society have changed the most during the past fifty years?
- ◆ What is one important cause of social change?
- ◆ In what ways are societies today better or worse than they were 300 years ago? Give some examples.

Assessing Your Vocabulary Knowledge: TARGET WORDS

When you study vocabulary, it is important to notice both the number of new words you are learning and how much your knowledge of previously studied words is increasing. Use the scale to determine your knowledge of the academic words in this chapter.

- 1 I don't know this word.
- 2 I have seen or heard this word before, but I am not sure of the meaning.
- 3 I understand this word when I see it or hear it in a sentence, but I don't know how to use it in my own speaking and writing.
- 4 I know this word and can use it in my own speaking and writing.

Look at the words in the box. These are the target words for this chapter. Use the scale to score yourself on each word. After you finish the chapter, score yourself again to check your improvement.

TARGET WORDS

____capacity	____diverse	____evidence	____item
____complex	____element	____evolve	____manipulate
____consequences	____encounter	____furthermore	____neutral
____contemporary	____environment	____generation	____source
____contrast	____estimate	____global	____symbolize
____decline	____eventually	____interact	____transform

Technology and Society

Capacity = ظرفیت / گنجایش

Complex = پیچیده دشوار

Consequence = پیامد / نتیجه

Contemporary = معاصر

In contrast to = در تضاد با

Contrast = تضاد

Decline = کاهش یافتن

Diverse = متنوع / متفاوت

Element = عنصر / جزء

Encounter = مواجهه شدن / رو به رو شدن

Environment = محیط زیست

Estimate = تخمین زدن

Eventually = در نهایت

Evidence = شواهد / مدارک

Evolve = تحول / تکامل یافتن



Furthermore = علاوه بر این

Generation = نسل

Global = جهانی

Interact = ارتباط برقرار کردن / تعامل

Item = کالا / جنس

Manipulate = کار کردن با دستگاه

Neutral = بی طرف / خنثی

Source = منبع / منشا

Symbolize = نماد / مظهر چیزی بودن

Transform = تبدیل / دگرگون کردن

Rapid = سریع / چابک

Industrial = صنعتی

Community = جامعه / اجتماع

Ancestor = اجداد / نیاکان

Identify = احراز هویت کردن



Reading

The passage is adapted from an introductory textbook on sociology. The passage introduces the concept of society and societal change. As you read, pay special attention to the target vocabulary words in **bold**.

Human Societies—From the Iceman to Us

1 “I thought at first it was a doll’s head,” said Helmut Simon, a German tourist who, in 1991, made one of the scientific finds of the century. Simon was hiking across a huge glacier in southwest Austria near the Italian border when he stumbled upon a familiar shape protruding from the melting ice. He soon realized that it was not a doll but a human body: the so-called “Iceman,” who died some 5,300 years ago, making him the oldest member of our species to be discovered essentially intact.

2 Imagine you were born some 300 years ago, in the year 1700. Although this is very recent in terms of the billions of years of the existence of planet Earth, you would still have been living in a remarkably different world. You would never have been to a shopping mall. You would never have **encountered** the world of cars, railways, airplanes, telephones, cameras, computers, and TVs. And more than this, the idea of voting for your government, going to college, choosing your religion, or even choosing your identity would all have been rare. Welcome to the modern world!

3 Life has certainly changed in 300 years, and sociology was born out of a concern with this rapidly changing character of the modern, industrial world: with where we have come from and where we are heading. For sociologists, the term *society* means “all the people who **interact** in a defined space and share culture.” In this sense, both a continent like Europe and specific individual countries such as Norway or Japan may be seen as societies.

4 Even humans living thousands of years ago were members of early human societies. **Evidence** of this comes from the discovery of the Iceman. Examining the Iceman’s clothes, scientists were astonished at how advanced this “caveman’s” society was. The Iceman’s hair was neatly cut, and his body had numerous tattoos that probably **symbolized** his standing in the community. He wore a skillfully sewn leather coat over which a grass cape provided even

greater protection from the weather. His shoes, also made of leather, were stuffed with grass for comfort and warmth. He carried with him an axe, a wood-handled knife, and a bow that shot feathered arrows with stone points. A primitive backpack held additional tools and personal **items**, including natural medicines made from plants. It is **estimated** that he died some 5,300 years ago—before a great empire existed in Egypt, before the flowering of culture in ancient Greece, and before any society in Europe built a single city. As people who take for granted rapid transportation and instant **global** communication, we can look on this ancestor as a connection to our distant past.



The Austrian Iceman

5 Sociologists have identified great differences among societies that have flourished and **declined** throughout human history. They have observed how societies change over centuries as the people in them gain greater ability to **manipulate** their natural **environment**. Societies with basic technology can support only a small number of people who enjoy few choices about how to live. Technologically **complex** societies—while not necessarily “better” in any absolute sense—develop large

populations; people in these societies are likely to lead **diverse**, highly specialized lives.

- 6 The greater the amount of technological skill and knowledge a society has, the faster the rate at which the society changes. Technologically simple societies, then, change very slowly. Take, for example, some of the clothing worn by the Austrian Iceman. It differs only slightly from clothes used by shepherds in the same area of the world early in the twentieth century. In **contrast** to simpler societies, industrial, technologically advanced societies change so quickly that people witness remarkable **transformations** within their lifetimes.

Again, consider some familiar **elements** of **contemporary** culture that would probably puzzle, delight, and possibly frighten people who lived just a few **generations** ago: fast food, faxes, mobile phones, computer games, artificial hearts, fiber optics, test-tube babies, and many, many others. Indeed it is a strange modern world we live in—even when compared with the world of the recent past.

- 7 Consider also the countless **consequences** of technological change. When our ancestors first harnessed the power of the wind by using a sail, they set the stage for the invention of kites, sailing ships, windmills, and, **eventually**, airplanes. We are only now beginning to see how our modern lives are being changed by recent technologies like atomic energy or the computer.

- 8 Sociologists divide societies into five types according to their technologies: (1) hunting and gathering societies, (2) horticultural and pastoral societies, (3) agrarian societies, (4) industrial societies, and (5) post-industrial societies. *Hunting and gathering societies* use simple technologies to gather food from nature, such as hunting animals and picking berries. *Horticultural and pastoral societies* grow their

own plants and raise animals to eat. *Agrarian societies*—which first appeared around the time of the Iceman—use technologies such as animal-drawn plows to farm on a larger scale. Agrarian societies were also the first to develop such technological innovations as irrigation, the wheel, writing, numbers, and expanded uses for metals. *Industrial societies* use technology that powers sophisticated machinery with advanced **sources** of energy. Before the industrial era, the major **source** of energy was the muscle power of humans and animals. In industrial societies, people learn mechanical skills so that they can operate the machinery needed to produce material goods. These societies **transformed** themselves more in a century than previous societies had in thousands of years. *Post-industrial societies*—like the ones many of us live in today—have developed technologies that support an information-based economy. People in these societies create, process, store, and apply information through the use of computers, fax machines, satellites, and other forms of communication technology.

- 9 Technology has a big impact on a society, but in itself it is **neutral**. People are the ones who decide how to use technology and whether it is used for good or bad purposes. Armed with the **capacity** to reshape the world, human societies must understand both the social benefits and problems caused by the desire for technological change. **Furthermore**, it is important to note that the five types of societies described above do not **evolve** from one type to another in an automatic process. In fact, in modern times, all of these societies may be said to coexist.

Adapted from Macionis, J. J. and Plummer, K. (1997). *Sociology: A Global Introduction*. New York: Prentice Hall Europe, pp. 64–75.

READING COMPREHENSION

Respond to the questions in writing. Base your responses on the reading and your own personal experiences.

1. What do sociologists mean by the term *society*? Do you agree with this definition? Why or why not?
2. Describe three technological advances in recent years that have changed the society you live in.
3. How are technologically advanced societies different from societies with simpler technologies? Give an example of how they differ.

جوامع انسانی: از زمان مرد یخی تا دوران ما

"من اول فکر میکردم که آن سر یک عروسک بود." این جمله را هلمت سایمون گفت. سایمون یک گردشگر آلمانی بود که در سال ۱۹۹۱ یکی از کشفیات علمی قرن را انجام داد. او در امتداد یک یخچال طبیعی عظیم در جنوب غربی اتریش نزدیک مرز ایتالیا پیاده روی میکرد که به صورت اتفاقی به یک صورت آشنا برخورد کرد که از یخ های در حال ذوب بیرون زده بود. طولی نکشید که او فهمید که آن سر یک عروسک نبود بلکه جسد یک انسان بود: جسد به اصطلاح "مرد یخی" که حدود ۵۳۰۰ سال پیش درگذشت و او را تبدیل به قدیمی ترین عضو از گونه ما کرد که لزوماً دست نخورده کشف شد. تصور کنید که شما حدود ۳۰۰ سال پیش، در سال ۱۷۰۰ به دنیا می آمدید. هرچند که این زمان در مقایسه با میلیاردها سال بقای سیاره زمین خیلی قدیمی نیست، اما شما هنوز در جهانی زندگی میکردید که به طور چشمگیری با امروز متفاوت است. شما هرگز به یک مرکز خرید نمیرفتید. شما هرگز با جهان اتومبیل ها، خطوط راه آهن، هواپیماها، تلفن ها، دوربین ها، کامپیوترها و تلویزیون ها **برخوردی نداشتید**. تازه بیشتر از این موارد، ایده رای دادن به دولت، رفتن به کالج، انتخاب کردن مذهب، یا حتی انتخاب کردن هویت خود همگی ایده نادری بود. به دنیای مدرن خوش آمدید! ظرف ۳۰۰ سال گذشته قطعاً زندگی تغییر کرده است و جامعه شناسی از درون نوعی نگرانی نسبت به این ویژگی دنیای مدرن صنعتی که به سرعت در حال تغییر است متولد شد، به همراه این موضوع که ما از کجا آمده ایم و به کجا میرویم. برای جامعه شناسان، اصطلاح جامعه به معنی "همه افرادی که در یک فضای تعریف شده با هم **تعامل دارند** و فرهنگ خود را به اشتراک میگذارند" است. با این معنی، هم قاره ای مثل اروپا و هم کشورهای جداگانه خاصی مثل نروژ یا ژاپن ممکن است به عنوان جامعه محسوب شوند. حتی انسان هایی که هزاران سال پیش زندگی میکردند هم اعضای جوامع بشری اولیه بودند. **شواهد** این مسئله از کشف مرد یخی نشأت میگیرد. دانشمندان با بررسی لباس های مرد یخی از اینکه جامعه این "فرد غارنشین" چقدر پیشرفته بوده حیرت کرده بودند. موهای مرد یخی به طور مرتبی کوتاه شده بود و روی بدنش تاتوهای فراوانی بود که احتمالاً **نماد** جایگاه او در اجتماع بوده است.



او یک کت چرمی که با مهارت دوخته شده بود و روی آن یک شئل از جنس علف که محافظت بیشتری نسبت به هوا انجام میداد، پوشیده بود. کفش های او که آنها هم از چرم درست شده بودند، برای راحتی و گرما با علف پر شده بودند. او با خودش یک تبر، یک چاقوی دسته چوبی، و یک کمان حمل میکرد که تیرهای با پر آراسته شده را با نقاط سنگی میزد. یک کوله پشتی ابتدایی ابزارهای اضافی و **اجناس** شخصی، از جمله داروهای طبیعی ساخته شده از گیاهان را نگه میداشت.

تخمین زده می شود که مرد یخی حدود ۵۳۰۰ سال پیش فوت کرد - قبل از اینکه یک امپراطوری عظیم در مصر وجود داشته باشد، قبل از شکوفایی فرهنگ در یونان باستان و قبل از این که جامعه ای در اروپا حتی یک شهر بسازد. ما به عنوان افرادی که حمل و نقل سریع و ارتباط **جهانی** فوری را بدیهی میپنداریم، میتوانیم به این جد خود به عنوان یک وسیله اتصال به گذشته دور خود نگاه کنیم. جامعه شناسان تفاوت های عظیمی را در میان جوامعی که در طول تاریخ بشریت شکوفا شده و **زوال یافته اند** شناسایی کرده اند. آنها مشاهده کرده اند که چگونه جوامع در طول قرون وقتی که مردم آن جوامع توانایی بیشتری برای **بهره بردن** از **محیط زیست** طبیعی خود به دست می آورند، تغییر میکنند. جوامعی که فناوری پایه را دارند فقط میتوانند تعداد کمی از افراد را حمایت کنند که انتخاب های محدودی راجع به چگونه زندگی کردن دارند. جوامعی که از نظر تکنولوژی **پیچیده** هستند - هر چند که لزوماً به هیچ معنای مطلق "بهتر" نیستند - ساکنان بزرگی را ایجاد میکنند، در این جوامع احتمال دارد که مردم زندگی های متنوع و به شدت ویژه ای را بگذرانند. هرچه یک جامعه مهارت و دانش تکنولوژیکی بیشتری داشته باشد، آن جامعه با سرعت **بیشتری** تغییر میکند. پس جوامعی که از نظر فناوری ساده هستند خیلی آهسته تغییر میکنند. به طور مثال، بعضی از لباس هایی که مرد یخی اتریشی پوشیده بود را در نظر بگیرید. لباس های او با لباس های چوپانان در همان منطقه از جهان در اوایل قرن بیستم تفاوت خیلی جزئی دارد. **در مقایسه با** جوامع ساده تر، جوامع صنعتی که از نظر فناوری پیشرفته هستند، آنقدر به سرعت تغییر میکنند که مردم در طول عمر خود شاهد **دگرگونی** های چشمگیری هستند. دوباره، بعضی از **اجزای** آشنای فرهنگ **مدرن** را در نظر بگیرید که احتمالاً مردمی که فقط چند **نسل** قبل زندگی میکردند را گیج و خشنود کرده و شاید آنها را میترساند: فست فود، فکس، موبایل، بازی های کامپیوتری، قلب مصنوعی، فیبر نوری، بچه آزمایشگاهی و خیلی چیزهای دیگر.



مشاوره رایگان؟ مله داریم؟ مله میشم؟ @moshaverezaban

حقیقتاً این یک دنیای مدرن غریب است که ما در آن زندگی میکنیم - حتی وقتی با دنیای گذشته ای که تازه است مقایسه میشود. همچنین، **پیامدهای** بیشمار تغییرات تکنولوژیکی را در نظر بگیرید. وقتی که اجداد ما اولین بار با استفاده از یک بادبان قدرت باد را مهار کردند، آنها زمینه را برای اختراع بادبادک، کشتی های بادبانی، آسیاب بادی، و **در نهایت** هواپیماها آماده کردند. ما تازه اکنون شروع به دیدن این نکته کرده ایم که چگونه زندگی های مدرن ما به واسطه فناوری های جدیدی مثل انرژی اتمی یا کامپیوتر تغییر میکنند. جامعه شناسان جوامع را بر حسب فناوری های آنها به پنج نوع تقسیم میکنند:

(۱) جوامع شکارکننده و جمع آوری کننده

(۲) جوامع باغبانی و روستایی

(۳) جوامع کشاورزی

(۴) جوامع صنعتی

(۵) جوامع پسا صنعتی

جوامع شکار کننده و جمع آوری کننده از فناوری های ساده استفاده میکنند تا از طبیعت غذا جمع کنند، مثال شکار حیوانات و کندن میوه های توت. جوامع باغبانی و روستایی گیاهان و حیوانات را برای خوردن پرورش میدهند. جوامع کشاورزی - که اولین بار در حدود دوره مرد یخی پدیدار شدند - از فناوری هایی مثل گاو آهن هایی که حیوانات آنها را میکشند استفاده میکنند تا در مقیاس بزرگتر کشاورزی کنند. همچنین، جوامع کشاورزی اولین جوامعی بودند که نوآوری های مربوط به تکنولوژی نظیر آبیاری، چرخ، نوشتن، اعداد و کاربردهای گسترده برای فلزات را ایجاد کردند. جوامع صنعتی، از نوعی تکنولوژی استفاده میکنند که دستگاه های پیچیده را با **منابع** پیشرفته انرژی به حرکت در می آورند. قبل از عصر صنعتی، **منبع** اصلی انرژی قدرت ماهیچه های انسان ها و حیوانات بود. در جوامع صنعتی، مردم مهارت های فنی را یاد میگیرند تا بتوانند ماشین های مورد نیاز برای تولید کالاهای مادی را به کار اندازند. این جوامع در طول یک قرن بیشتر از حدی که جوامع پیشین در هزاران سال خود را **دگرگون کردند** توانستند خودشان را دگرگون کنند.



جوامع پسا صنعتی - مثل آن جوامعی که خیلی از ما امروز در آن زندگی میکنیم - فناوری هایی را توسعه داده اند که از اقتصادی که بر پایه اطلاعات است حمایت میکنند. مردم در این جوامع از طریق استفاده از کامپیوترها، دستگاه های فکس، ماهواره ها، و اشکال دیگر فناوری ارتباطی، اطلاعات را خلق کرده، آن را پردازش و ذخیره کرده و به کار میگیرند. فناوری تاثیر بزرگی روی یک جامعه دارد، ولی به خودی خود **خنثی** است. این مردم هستند که تصمیم میگیرند چگونه از فناوری استفاده کنند و آیا آن برای مقاصد خوبی یا بد استفاده میشود. جوامع بشری که به این **ظرفیت** مجهز شده اند که جهان را دوباره شکل دهند، بایستی هم مزایا و هم مشکلات اجتماعی که به واسطه اشتیاق برای تغییرات تکنولوژیکی ایجاد شده اند را درک کنند. **علاوه بر این**، مهم است که به این نکته توجه شود که پنج نوع جوامعی که در بالا شرح داده شدند، طی یک فرایند خودکار، از یک نوع به نوع دیگر **تکامل پیدا نمیکنند**. در حقیقت، در دوران مدرن، ممکن است اینطور گفته شود که همه این جوامع با هم زندگی میکنند.



READING STRATEGY: RECOGNIZING FORMAL DEFINITIONS

Many of the readings in this book are from introductory-level university textbooks. An important feature of readings in such books is the introduction of key terms and concepts for the various fields of study. Writers can introduce these terms in a variety of ways, so it is important to recognize how they signal the terms and their definitions. One of the most common ways is to highlight the term using bold or italic type, then provide a formal definition.

A **formal** definition is a short, complete definition of a concrete word or concept. Formal definitions normally include the following four parts, as shown here.

Term	Verb	Word class	Details/Features
<i>Evidence</i>	means	facts or signs	that clearly show that something exists or is true.
<i>Technology</i>	is	new machines, equipment, and ways of doing things	that are based on modern knowledge about science and computers.

In Paragraph 3 of “Human Societies—From the Iceman to Us,” the author gives this definition for *society*:

For sociologists, the term society means “all the people who interact in a defined space and share culture.”

A. Identify the verb, word class, and details/features for this definition.

<i>Society</i>			
----------------	--	--	--

B. In Paragraph 8 of the reading, the reader is introduced to definitions for five types of societies; however, the author has not used the traditional structure for introducing formal definitions. Write definitions for the five terms using the traditional structure for formal definitions. The first one has been done for you.

Term	Verb	Word class	Details/Features
1. Hunting and gathering societies	are	societies	that use simple technologies to gather food from nature.
2.			
3.			
4.			
5.			

Focusing on Vocabulary

WORD MEANING

This book presents a variety of strategies for learning and remembering the meanings of academic words. Sometimes you will be able to find clues to a word's meaning in the sentence in which the word appears. In other cases, the sentence will not contain clear clues to word meaning. You may need to reread the section in which the word appears and think about the ideas presented in the text. If you still are unsure of the correct definition, you may need to look the word up in a dictionary. For more help in finding the right meaning of a word, read the *Using Your Dictionary* section on page 36 of Chapter 4.

- A.** Match the target words with their definitions. If you are unsure about a word's meaning, try to figure it out from the context by rereading the passage. Then check your dictionary. The first one has been done for you.

Set 1

- | | |
|-------------------------------|--|
| <u> c </u> 1. source | a. having many closely related parts or details |
| ___ 2. diverse | b. not supporting one purpose or cause above another |
| ___ 3. estimate | c. a thing, place, activity, etc., that something comes from |
| ___ 4. encounter | d. different or varied |
| ___ 5. complex | e. a single thing in a set, group, or list |
| ___ 6. neutral | f. to judge an amount partly by calculating and partly by guessing |
| ___ 7. item | g. to meet someone or experience something without planning to |

Set 2

- | | |
|----------------------------|---|
| ___ 1. interact | a. the average period of time between the birth of a person and the birth of that person's children |
| ___ 2. element | b. a basic or important part of something |
| ___ 3. contemporary | c. to talk or work together with others |
| ___ 4. generation | d. to skillfully handle, control, or use something |
| ___ 5. consequences | e. a difference |
| ___ 6. manipulate | f. the results of a particular action or situation |
| ___ 7. contrast | g. belonging to the present time; modern |

- B.** Read each target word and the list below it. One word or phrase in each list is NOT a synonym (word or phrase with a similar meaning) for the target word. Cross it out. The first one has been done for you.

1. evolve

develop	change	correct	grow
---------	--------	--------------------	------

2. global

limited	international	overall	worldwide
---------	---------------	---------	-----------

3. environment	setting	pollution	surroundings	situation
4. evidence	facts	information	proof	belief
5. symbolize	be an emblem of	change	stand for	represent
6. transform	change	make over	succeed	alter
7. furthermore	in addition	on the other hand	also	moreover
8. eventually	finally	sooner or later	in the end	in a short time
9. decline	go down	improve	weaken	fall
10. capacity	ability	power	progress	competence

Word Tip

- The word **generation** often becomes a label for a specific group of people.
Baby Boom Generation refers to people born after World War II up to 1964.
Generation X is used to describe people born during the late 1960s and 1970s in the United States.
Generation 1.5 is a label for young people who have had much of their schooling in the United States though they were born elsewhere.
- When part of a title or label, **generation** may be capitalized.

WORD FAMILIES

Most words belong to a “family” of words with a shared meaning. For example, the word forms *serious* (an adjective), *seriousness* (a noun), and *seriously* (an adverb) are related to one another. To know which form to use, you must figure out the word’s part of speech in a sentence. In the reading “Human Societies,” forms of the word *technology* appear seventeen times. The differences in the spelling indicate different parts of speech as shown in the chart.

Verb	Noun	Adjective	Adverb
X = no form	technology	technological	technologically

Notice the endings for *technological* and *technologically*. These spelling patterns are common at the end of certain adjective and adverb forms. If you aren't sure of the form of a word, you can look the word up in a dictionary. If you need more help in finding the correct word form, read the *Using Your Dictionary* section on page 36 of Chapter 4.

- A.** The table contains word families for some of the target words in the reading. Complete the table. An **X** indicates that there is no form or that the form is not common. Sometimes more than one form may be possible. If you are unsure about a form, check your dictionary. The first one has been done for you.

Verb	Noun	Adjective	Adverb
X	complexity	complex	X
	1. diversification 2. diversity	diverse	diversely
estimate	1. estimate 2. estimation		X
X	eventuality		eventually
evolve		evolving	X
X	1. globalization 2. globe		globally
interact	interaction	interactive	
symbolize	1. symbol 2.	symbolic	symbolically
transform	transformation		X

- B.** Choose the correct form of the word in **bold** in sentence **a** to complete sentence **b**. Use the word families table you just completed as a guide. The first one has been done for you.

- a.** Communication is one area in which there have been amazing developments in **technology**.

b. Technologically advanced methods of growing food have still not prevented hunger in some parts of the world.
- a.** Visitors to a new country are encouraged to **interact** with the local people to learn more about their culture.

b. Social _____ is an important part of childhood development.
- a.** Environmentalists work to save endangered plants and animals in part to protect biological **diversity** in the natural world.

b. Major soft drink companies have _____ their product lines by adding bottled water as a new product.

4. a. The **estimation** that one-fifth of Americans are seriously overweight is shocking.
b. Historians _____ that among the more than 1,500 people who died on the *Titanic*, class, age, and sex played a key role in who lived and who died.
5. a. The worldwide popularity of products like the iPod is an example of **globalization**.
b. Governments and environmental groups use the phrase "Think _____, act locally" to encourage people to think of ways to save resources every day.
6. a. Both a red cross and a red crescent are used to **symbolize** the international organization whose aim is to protect and provide assistance to victims of war.
b. Being overweight was at one time a _____ of wealth because it showed that you had enough money to eat well.
7. a. Many people feel that the job of being a parent today is much more **complex** than it was in the past.
b. The _____ of the relationship between technological development and environmental change is still not fully understood.
8. a. Since the fall of the Berlin Wall in 1989, many Eastern European Communist parties have **transformed** themselves into Socialist parties.
b. The newly _____ factory now houses forty young professionals living in luxury apartments.
9. a. The **eventual** end of the strike occurred after long discussions between union leaders and the employer.
b. One purpose of insurance is to protect people from _____ that they cannot otherwise prepare for in advance.
10. a. Languages as diverse as Danish and Chinese have influenced the **evolution** of the English language.
b. Because medical technology is always _____, doctors must regularly attend training programs.

COLLOCATION

When you look at words in context, you can see patterns in the way they are used. These patterns are not based on rules of grammar, but on traditions of use by native speakers. Certain words tend to occur together, and this is called *collocation*.

Example:

We say *tall girl*, *tall building* and *high wall*, *high point*.

But we do not say *high girl*, *high building* or *tall wall*, *tall point*.

Sometimes the link between word partners and their meaning is clear and unsurprising, for example, in the collocations *bright light* or *heavy load*.

Other times, the link may be unexpected, as when we say *bright child* or *heavy heart*. Here are some typical collocation patterns.

Example:

noun + verb	<i>birds sing</i>
verb + noun	<i>deliver babies</i>
adjective + noun	<i>specific information</i>
verb + adverb	<i>breathe heavily</i>
noun + noun	<i>bear market</i>

Because collocations are not based on rules of grammar, the patterns for each word are one of a kind. Therefore, you must build up your knowledge of collocations one at a time. This section introduces a sample of the patterns you need to know in your academic reading and writing. Apply your growing understanding of collocations to new words and words you already know.

The following exercise asks you to use collocations in sentences of your own. Study the way the collocations are used in the example sentences. Pay close attention to the words around the collocations, particularly articles and prepositions. For example, in item 1, notice the prepositions *for* and *of* after **damaging consequences**. *For* indicates the receiver (effect) of **damaging consequences**. *Of* indicates the creator (cause) of the **damaging consequences**. Imitate the patterns you observe when you use the collocations in your own sentences.

Each item contains three sentences with the same collocation. Write a fourth sentence of your own using the same word partners. The first one has been done for you.

1. a. The news report resulted in **damaging consequences** for the company.
b. Pollution in the oceans can have very **damaging consequences** for ocean life.
c. The **damaging consequences** of unemployment affect all levels of society.
d. The failure of the bank will have damaging consequences for its customers.
2. a. The **rapid decline** in housing prices had a negative effect on the economy.
b. The team's failure to win any games led to a **rapid decline** in fan support.
c. Because of the **rapid decline** in the patient's health, the doctor had to perform an emergency operation.
d. _____
3. a. There is **mounting evidence** that some types of fish will disappear completely from the North Sea if overfishing is not stopped.
b. The education department has **mounting evidence** that the newly introduced tests are not leading to higher standards of teaching and learning.
c. There is **mounting scientific evidence** that global warming is damaging Earth's atmosphere.
d. _____
4. a. University **sources confirmed** that tuition prices would rise next year.
b. Government **sources confirmed** that the president would travel to the Far East in early spring.
c. Media **sources confirmed** that fighting had restarted in the war zone.
d. _____
5. a. The **basic elements** of an enjoyable movie are a good story and interesting characters.
b. Soy products are a **basic element** of many Chinese and Japanese recipes.

- c. A **basic element** of the new economic plan was a reduction in taxes for the poor and elderly.
- d. _____
6. a. The United Nations issued a resolution to **protect** the **environment**.
 b. Every country needs to do its part to **protect** the **environment**.
 c. We can **protect** the **environment** by using nonpolluting sources of energy, such as wind power.
 d. _____
7. a. The **earning capacity** of a woman in her lifetime is generally much less than that of a man.
 b. Government officials argue that the cost of tuition for college students is offset by increased **earning capacity** after graduation.
 c. Variations in the **earning capacity** of stocks and bonds are related to rises and falls in the market.
 d. _____
8. a. There is often a **marked contrast** between the cost of living in cities and the cost of living in rural areas.
 b. Voters observed a **marked contrast** between the politician's pre-election promises and his voting record in Congress.
 c. Teachers have noticed a **marked contrast** in behavior between children who do not have breakfast before school and those who do.
 d. _____

Expanding the Topic

An important part of academic study is forming and supporting opinions about the topic you are studying. Read the statements and indicate whether you agree (**A**) or disagree (**D**). Then discuss your opinions and reasoning with a partner.

- _____ 1. The **globalization** of **contemporary** culture will **eventually** destroy the uniqueness of **diverse** societies.
- _____ 2. It is no longer realistic for the members of one **generation** to expect their standard of living to be significantly better than that of the previous generation.
- _____ 3. All governments should cut back on military spending. **Furthermore**, the money saved should be used to support the neediest members of society.
- _____ 4. Governments should charge higher taxes on luxury **items** so that necessities such as heating oil and clothing can be sold tax free.
- _____ 5. There is not enough **interaction** between teenagers and their parents these days.
- _____ 6. Taking a position of **neutrality** in times of disagreement is a sign of weakness.
- _____ 7. Newspapers unfairly **manipulate** public opinion by printing one-sided news stories.
- _____ 8. Young people today are likely to **encounter** more difficulties in their lives than their parents did a **generation** ago.



Choose one of the statements from *Expanding the Topic* and write a personal essay about it. Express your opinions and reasoning, and be sure to provide support for your opinions.

Social Experience and Personal Development

Getting Started

Discuss the questions with your classmates.

- ◆ Who influenced you most when you were growing up?
- ◆ Do you think this person (or group of people) had an important role in shaping the kind of person you are today? Why or why not?
- ◆ What kind of influence would you like to have on the next generation?

Assessing Your Vocabulary Knowledge: TARGET WORDS

Look at the words in the box. These are the target words for this chapter. Use the scale to score yourself on each word. After you finish the chapter, score yourself again to check your improvement.

- 1 I don't know this word.
- 2 I have seen or heard this word before, but I am not sure of the meaning.
- 3 I understand this word when I see it or hear it in a sentence, but I don't know how to use it in my own speaking and writing.
- 4 I know this word and can use it in my own speaking and writing.

TARGET WORDS

___affect	___conflict	___ethnicity	___range
___apparent	___conform	___evaluation	___retain
___aspect	___contact	___gender	___rigid
___attitude	___distinction	___media	___significance
___concept	___document	___persist	___style
___confer	___dominance	___process	___vary

Social experience and personal development

affect = تحت تاثیر قرار دادن

apparent = واضح / آشکار

aspect = جنبه / بعد / وجه

attitude = طرز برخورد / نگرش

concept = مفهوم

confer = اهدا کردن / بخشیدن

conflict = کشمکش / درگیری

conform = پیروی کردن

contact = رابطه / تماس

distinction = تفاوت / تمایز

document = مستند کردن / ثبت کردن

dominance = تسلط / چیرگی

evaluation = ارزشیابی

ethnicity = قومیت / نژاد

media = رسانه



Gender = جنسیت

persist = ادامه داشتن / اصرار ورزیدن

Process = روند / فرآیند

Range = دامنه / محدوده

Retain = حفظ کردن

Rigid = جدی / سخت گیر

Significance = اهمیت

Style = سبک / شیوه

Vary = متفاوت بودن / تنوع داشتن

Intellectual = عقلانی / ذهنی

Stimulation = همانند سازی

Religion = آیین / مذهب

Compose = درست کردن / ساختن

Aspiration = اشتیاق / آرزو

Compete = رقابت کردن



Reading

The passage is adapted from an introductory textbook on sociology. The passage focuses on four factors that influence our social development today. As you read, pay special attention to the target vocabulary words in **bold**.

Social Forces That Shape Our Lives

- 1 Every social experience we have **affects** us in at least some small way. In modern industrial and post-industrial societies, however, there are four familiar influences that have special **significance** in the socialization **process**. They are the family, schooling, peer groups, and the mass media.

THE FAMILY

- 2 The family is the most important agent of socialization because it represents the center of children's lives. Babies are almost totally dependent on others, and the responsibility of meeting their needs almost always falls on parents and other family members. At least until the start of schooling, the family is responsible for teaching children cultural values, **attitudes**, and prejudices about themselves and others.
- 3 Family-based socialization is not entirely intentional. Children learn continuously from the kind of environment that adults create for them. Whether children learn to think of themselves as strong or weak, smart or stupid, loved or simply tolerated, and whether they believe the world to be safe or dangerous, largely stems from this early environment that adults create.
- 4 Parenting **styles** aside, parental attention is important in the social development of children. Physical **contact**, verbal stimulation, and openness from parents and others all encourage intellectual growth.
- 5 The family also **confers** on children a specific social position; that is, parents not only bring children into the physical world, they also place them in society in terms of race, **ethnicity**, religion, and class. In time, all of these elements become part of a child's self-**concept**, or idea of him- or herself. Of course, some **aspects** of social position may change later on, but social standing at birth **affects** us throughout our

lives. In many ways, then, parents teach their children to follow in their footsteps.

SCHOOLING

- 6 Schooling stretches children's social world to include people with social backgrounds that differ from their own. As children encounter social diversity, they learn the **significance** society gives to people's race and sex, and they often act accordingly; for instance, studies **document** the tendency of children to gather together in play groups composed of one race and **gender**.
- 7 Formally, schooling teaches children a wide **range** of knowledge and skills. But schools provide a host of other lessons informally through what sociologists call the *hidden curriculum*. Activities such as spelling tests and sports teach children key cultural values such as competitive success. Children also receive countless formal and informal messages supporting their society's way of life as morally good.
- 8 Moving beyond the personal web of family life, children entering school soon discover that **evaluations** of skills like reading and arithmetic are based on impersonal, standardized tests. Here, the focus changes from *who* they are to *how* they perform. Of course, the confidence or anxiety that children develop at home can have a **significant** effect on how well they perform in school.
- 9 School is also most children's *first experience* with **rigid** formality. The school day runs on a strict timetable, and children are encouraged to **conform** to impersonal rules and be on time. Not surprisingly, **conformity** and punctuality are the same kinds of behavior expected by most of the large organizations that will employ these same children later in life.
- 10 Schools also socialize children with regard to **gender**. Although **gender** roles are evolving,

in the first years of school, boys often take part in more physical activities and spend more time outdoors, while girls tend to be less active. **Gender distinctions** continue into the later grades and **persist** right through college: Women, for example, encounter pressure to choose degrees in the arts or humanities, while men are steered toward the physical sciences.

THE PEER GROUP

- 11 By the time they enter school, children have also discovered the *peer group*, a social group whose members have interests, social position, and age in common. A young child's peer group is generally made up of neighborhood friends; later, peer groups are composed of friends from school or elsewhere.



A peer group

- 12 Unlike the family and the school, the peer group allows young people to escape from the direct control of adults. With this newfound independence, members of peer groups gain valuable experience in forming social relationships on their own and developing a sense of themselves apart from their families. Peer groups also give young people the opportunity to discuss interests that may not be shared by adults (such as fashion and popular music) or are not approved of by parents (such as violent movies or video games).
- 13 For the young, the attraction of the peer group lies in the ever-present possibility of activity not permitted by adults; for

the same reason, parents express concern about who their children's friends are. In a rapidly changing society, peer groups often rival parents in influence, as the **attitudes** of parents and children separate along the lines of a "generation gap." The **dominance** of peer groups is typically strongest during the teenage years, as young people begin to break away from their families and think of themselves as responsible adults. At this stage of life, young people often show anxious **conformity** to peers because this new identity and sense of belonging eases some of the anxiety brought on by breaking away from the family.

- 14 The **conflict** between parents and peers may be more **apparent** than real, however, for even during the teenage years, children remain strongly influenced by their families. Peers may guide short-term concerns such as fashion and musical taste, but parents **retain** greater influence over the long-term goals of their children. One study, for example, found that parents had more influence than even best friends on young people's educational aspirations.

THE MASS MEDIA

- 15 The fourth major influence on social development is the mass **media**—impersonal communications directed to a vast audience. The term **media** is a Latin word meaning "middle," suggesting that the **media** function to connect people. Today, more than ever, the mass **media**—TV, radio, and newspapers—have a great impact on our lives. For this reason, they are an important element in the socialization **process**. TV, introduced in 1939, has rapidly become the **dominant** means of communication throughout the world. Just how dependent on TV are we? Figures **vary** by group, nation, class, and **gender**, but "average homes" may well keep a TV on for seven hours or more each day. Years before children learn to read, watching TV has become a regular habit and, as they grow up, young girls and boys spend as many hours in front of a TV as they do in school. Indeed, children spend as much time watching TV as they do interacting with their parents.
- 16 Family, schooling, peers, and mass **media**

all have an impact on how we are socialized as children. Each of these social influences has the power to shape our thoughts, feelings, and actions. Yet, as free humans, we also have the ability to act back on society and, in so doing, shape our own lives and the world we live in, as

is evident in the changes that have occurred in **gender** roles in the last thirty years.

Adapted from Macionis, J. J. and Plummer, K. (1997). *Sociology: A Global Introduction*. New York: Prentice Hall Europe, pp. 139–141.

READING COMPREHENSION

Respond to the questions in writing. Base your responses on the reading and your own personal experiences.

1. Describe each of the four factors that shape our social development. Give examples of how each factor shapes us.
2. How are the influence of family and the influence of peer groups related to each other?
3. In what ways can peer groups have a positive influence? In what ways can they have a negative effect? Give examples.

READING STRATEGY: DEFINING MORE KEY TERMS

In the last chapter, we looked at the structure for formal definitions. There are, however, a number of ways that writers can define key terms in texts.

- A. On the following pages, match the definitions from “Social Forces That Shape Our Lives” (Chapter 2) and “Family Structure” (Chapter 3) with the structure types.

Definitions

- _____ 1. The family also confers on children a specific social position; that is, parents not only bring children into the physical world, they also place them in society in terms of race, ethnicity, religion, and class. (Chapter 2, Paragraph 5)
- _____ 2. In time, all of these elements become part of a child’s self-concept, or idea of him- or herself. (Chapter 2, Paragraph 5)
- _____ 3. But schools provide a host of other lessons informally through what sociologists call the *hidden curriculum*. Activities such as spelling tests and sports teach children key cultural values such as competitive success. Children also receive countless formal and informal messages supporting their society’s way of life as morally good. (Chapter 2, Paragraph 7)

Structure types

- a. The term is followed by a formal definition.
- b. The definition is included immediately after the term and set off from the term with a comma + *or*.
- c. The definition is set off from the term by comma(s).

نیروهای اجتماعی که به زندگی های ما شکل میدهند

هر تجربه اجتماعی که ما داریم حداقل به نحوی جزئی بر ما **اثر میگذارد**. با این حال، در جوامع مدرن صنعتی و پسا صنعتی، چهار عامل موثر آشنا وجود دارند که در **فرایند** جامعه پذیری **اهمیتی** ویژه دارند. آنها عبارتند از خانواده، تحصیلات، گروه همسالان، و رسانه های گروهی.

+ خانواده:

خانواده مهم ترین عامل جامعه پذیری است چرا که نماینده محور زندگی های کودکان است. نوزادان تقریباً به طور کامل به دیگران وابسته هستند و مسئولیت برآورده کردن نیازهای آنان تقریباً همیشه به عهده والدین و اعضای دیگر خانواده است. حداقل، تا زمان شروع تحصیلات، خانواده مسئول آموزش دادن ارزش های فرهنگی، **نگرش ها**، و پیش داوری ها پیرامون خودشان و دیگران هستند. جامعه پذیر شدن بر پایه خانواده به طور کامل عمدی نیست. کودکان به طور مداوم از نوع محیطی که بزرگسالان برای آنها درست میکنند یاد میگیرند. اینکه کودکان یاد بگیرند خودشان را قوی یا ضعیف، باهوش یا احمق، و یا دوست داشتنی یا صرفاً تحمل کردنی ببینند، و اینکه باور داشته باشند که جهان جای امنی است یا خطرناک، همه اینها تا حد زیادی از این محیط اولیه که بزرگسالان آماده میکنند نشأت میگیرد. **سبک های** تربیت به کنار، توجه پدر و مادر در رشد اجتماعی کودکان مهم است. **تماس** فیزیکی، تحریک کلامی، و صراحت والدین و دیگران همگی رشد عقلانی را تشویق میکنند. خانواده یک نوع موقعیت اجتماعی خاص را نیز به کودکان **اعطا میکند** یعنی اینکه والدین نه تنها کودکان را به جهان فیزیکی می آورند بلکه آنها را بر حسب نژاد، **قومیت**، مذهب، و طبقه اجتماعی در جامعه قرار میدهند. سرانجام، همه این عناصر بخشی از خود **پنداره** یک کودک یا تصویری که او از خودش دارد میشود. البته، بعضی از **جنبه های** موقعیت اجتماعی ممکن است بعداً تغییر کند، ولی جایگاه اجتماعی زمان تولد در تمام مدت زندگی بر ما **اثر میگذارد**. پس به روش های زیادی، والدین به کودکان خود آموزش میدهند تا قدم در جای پای آنها بگذارند.



رفع اشکال رایگان؟ مگه میشه؟ مگه داریم؟ @moshaverezaban

تحصیلات دنیای اجتماعی کودکان را گسترش میدهد تا افرادی را در بر بگیرد که دارای وضعیت اجتماعی هستند که با وضعیت آنها متفاوت است. همانطور که کودکان با تنوع اجتماعی برخورد میکنند، آنها **اعتباری** که جامعه به نژاد و جنسیت افراد میدهد را می آموزند و اغلب به همان طریق عمل میکنند. به طور مثال، مطالعات تمایل کودکان به این که در گروه های بازی دور هم جمع شوند که متشکل از یک نژاد و **جنسیت** است را **با مدرک اثبات میکنند**. به طور رسمی، تحصیلات **طیف** گسترده ای از دانش و مهارت را به کودکان آموزش میدهد. اما مدارس به طور غیر رسمی انبوهی از درس های دیگر را هم تامین میکنند. آنها این کار را از طریق چیزی که جامعه شناسان آن را برنامه درسی مخفی مینامند انجام میدهند. فعالیت هایی نظیر آزمون های هجا کردن و ورزش ارزش های فرهنگی کلیدی نظیر موفقیت رقابتی را آموزش میدهند. کودکان نیز پیام های رسمی و غیر رسمی بیشماری دریافت میکنند که روش زندگی جامعه شان را به عنوان روشی که اخلاق خوب است تایید میکند. کودکانی که به مدرسه وارد میشوند به فراتر از شبکه شخصی زندگی خانوادگی حرکت میکنند و طولی نمیکشد که آنها کشف میکنند که **ارزیابی** مهارت هایی مثل خواندن و ریاضی بر پایه آزمون های غیر شخصی و استاندارد شده هستند. در این جا، کانون توجه از این که آنها چه کسی هستند به اینکه چگونه عمل میکنند تغییر میکند. البته، اعتماد به نفس یا اضطرابی که کودکان در خانه دارند میتواند تاثیر **قابل توجهی** بر اینکه چقدر خوب در مدرسه عمل میکنند داشته باشد. همچنین، مدرسه اولین تجربه برای بیشتر کودکان است که تشریفات مقرراتی و **خشکی** دارد. روز مدرسه با یک جدول زمانی ثابت شروع میشود و کودکان تشویق میشوند که از قوانین غیر شخصی **تبعیت کرده** و سر وقت در مدرسه حاضر باشند. جای تعجب نیست که **تابعیت** و وقت شناسی همان نوع رفتارهایی هستند که بیشتر سازمان های بزرگ که بعدا همین بچه ها را استخدام خواهند کرد از آنها انتظار دارند. مدارس کودکان را با توجه به **جنسیت** اجتماعی خواهند کرد. هر چند که نقش های **جنسیتی** به تدریج در حال شکل گرفتن هستند، اما در اولین سال های مدرسه، پسران اغلب در فعالیت های فیزیکی بیشتری شرکت کرده و زمان بیشتری را در محیط بیرون میگذرانند، در حالی که دختران تمایل دارند که کمتر فعال باشند.



تبعیض های جنسیتی تا پایه های بعدی ادامه یافته و درست تا زمان کالج **ادامه دارند**: بطور نمونه، زنان با فشارهایی مواجه میشوند که رشته هایی در حوزه هنر یا علوم انسانی را برگزینند در حالی که مردان به سمت علوم فیزیکی هدایت می شوند.

+ گروه همسالان:

زمانی که کودکان به مدرسه وارد میشوند، آنها گروه همسالان خود را هم کشف کرده اند. منظور از گروه همسالان یک گروه اجتماعی است که اعضای آن علایق، موقعیت اجتماعی و سن مشترکی دارند. گروه همسالان یک بچه کوچک، عموماً از دوستان همسایه تشکیل میشود. بعداً، گروه های همسالان از دوستان مدرسه یا جاهای دیگر متشکل خواهند شد. برعکس خانواده و مدرسه، گروه همسالان به افراد جوان اجازه میدهد تا از کنترل مستقیم بزرگسالان فرار کنند. همراه با این استقلال تازه کشف شده، اعضای گروه همسالان در شکل دادن روابط اجتماعی بدون کمک دیگران و ایجاد حسی نسبت به خود به عنوان افرادی جدا از خانواده، تجربه ارزشمندی به دست می آورند. گروه های همسالان به افراد جوان فرصتی میدهد تا راجع به علایقی بحث کنند که بزرگسالان شاید آن علایق را نداشته باشند. (علایقی نظیر مد و موسیقی مورد علاقه) یا توسط والدین آنها تایید نمیشوند (نظیر بازی های ویدئویی یا فیلمهای خشن). برای افراد جوان، جاذبه گروه همسالان در این است که همیشه احتمال دارد فعالیتی وجود داشته باشد که بزرگسالان اجازه انجام آن را ندهند، به همین دلیل، والدین راجع به این که دوستان فرزندانشان چه کسانی هستند ابراز نگرانی میکنند. در جامع های که به سرعت در حال تغییر است، گروه همسالان اغلب در نفوذ و تاثیر رقیب والدین میشوند، همانطور که نگرش های والدین و کودکان در راستای "اختلاف نسل" جدا میشوند. **تسلط** گروه همسالان معمولاً در طی سال های نوجوانی از همیشه قوی تر است، وقتی که افراد جوان شروع به جدا شدن از خانواده هایشان میکنند و خود را به عنوان افراد بزرگسال مسئولی می بینند. در این مرحله از زندگی، جوانان غالباً **انطباق** نگران کننده ای نسبت به همسالان نشان میدهند زیرا این هویت جدید و حس تعلق مقداری از اضطرابی که به واسطه جدا شدن از خانواده به وجود آمده را تسکین میدهد. با این وجود، **کشمکش** بین والدین و همسالان ممکن است بیشتر **ظاهری** باشد تا



واقعی به این دلیل که حتی در طول سال های نوجوانی، کودکان به شدت از خانواده های خود تاثیر میپذیرند. همسالان ممکن است دغدغه های کوتاه مدت نظیر مد و سلیقه موسیقایی را هدایت کنند، ولی والدین تاثیر بیشتری بر اهداف بلند مدت کودکان خود دارند. به طور مثال، یک مطالعه نشان داد که والدین تاثیر بیشتری بر جاه طلبی های تحصیلی جوانان داشتند که این تاثیر حتی بیشتر از تاثیر بهترین دوستان بود.

+ رسانه های گروهی:

چهارمین عامل موثر اصلی که بر رشد اجتماعی تاثیر دارد **رسانه های گروهی** است - یعنی ارتباطات غیر شخصی که به سمت مخاطبان گسترده ای هدایت شده است. واژه **رسانه** یک کلمه لاتین به معنی وسط است که این طور القا میکند که **رسانه** کارکرد ارتباط دادن افراد با یکدیگر را دارد. امروزه، بیشتر از همیشه، **رسانه های گروهی** یعنی تلویزیون، رادیو، و روزنامه ها تاثیر عظیمی بر زندگی های ما دارند. به همین دلیل، آنها یک رکن مهم در **فرایند** جامع پذیر شدن هستند. تلویزیون که در سال ۱۹۳۹ معرفی شد، به سرعت تبدیل به ابزار **غالب** ارتباطی در کل جهان شده است. ما چقدر به تلویزیون وابسته هستیم؟ این ارقام نسبت به گروه ها، ملیت ها، طبقات و **جنسیت** **متغیر است** اما خانه های معمولی ممکن است تلویزیون را به مدت هفت ساعت یا بیشتر در هر روز روشن نگه دارند. سال ها قبل از اینکه کودکان خواندن را یاد بگیرند، تماشای تلویزیون تبدیل به یک عادت عادی شده و همانطور که آنها بزرگ میشوند، دختران و پسران جوان به اندازه زمانی که در مدرسه سپری میکنند را جلوی تلویزیون هم سپری میکنند. بطور قطع، کودکان به اندازه زمانی که صرف تماشای تلویزیون میکنند، صرف تعامل با والدین خود هم میکنند. خانواده، تحصیلات، همسالان، و **رسانه ها** گروهی همگی بر اینکه ما چطور به عنوان کودک اجتماعی میشویم تاثیر دارند. همه این تاثیرات اجتماعی این قدرت را دارند که به افکار، احساسات، و اعمال ما شکل دهند. با این حال، ما به عنوان انسان های آزاد این توانایی را هم داریم که واکنش متقابل نسبت به جامعه نشان دهیم و با انجام این کار به زندگی های خود و جهانی که در آن زندگی میکنیم شکل ببخشیم، همانطور که در تغییراتی که در نقش های **جنسیتی** در سی سال گذشته اتفاق افتاده مشهود است.



تا رسیدن به موفقیت همراهیم @moshaverezaban

- _____ 4. By the time they enter school, children have also discovered the *peer group*, a social group whose members have interests, social position, and age in common. (Chapter 2, Paragraph 11)
- _____ 5. The term *media* is a Latin word meaning "middle," suggesting that the media function to connect people. (Chapter 2, Paragraph 15)
- _____ 6. Although the culturally ideal Western family is the nuclear family—a two-generation family group that consists of a father and mother and their children, usually living apart from other relatives—variations on this pattern are common. (Chapter 3, Paragraph 5)
- _____ 7. When a family is a group that consists of three or more generations, it is called an *extended family*. (Chapter 3, Paragraph 5)
- d. The definition is set off from the term with dashes.
- e. The term is followed by examples—commonly introduced with the words *like* or *such as*—that suggest a definition.
- f. The definition is given before the passive phrase *is called*, *is known as* or *is defined as*.
- g. The term is followed by a definition that begins with the phrase *in other words* or *that is*.

B. Go back to each definition and identify the key term, the word class, and details. If the word class is not given, figure out what you think it could be.

Focusing on Vocabulary

WORD MEANING

Many words have more than one meaning. When you come across an unfamiliar word in your reading, you can look the word up in a dictionary. If the word has multiple meanings, use context clues—words and phrases around the word—to figure out which meaning fits. For example, read the two definitions for *significance* in the following exercise. Go back to Paragraph 1 of the reading and examine the context in which the target word appears: . . . *there are four familiar influences that have special **significance** in the socialization process*. Read both definitions and choose the one that fits the context. Substitute that meaning for the target word and see whether the sentence makes sense.

A. Read the target words. Use the paragraph number in parentheses to locate and reread the word in context. Then read the dictionary definitions and choose the one that reflects how the word is used in the reading. The first one has been done for you.

- b 1. **significance** (1)
 - a. the meaning of a word, sign, action, especially when this is not immediately clear
 - b. the importance of an event, action, etc., especially because of the influences it will have in the future

- 2. **process** (1)
 - a. a system or a treatment of materials that is used to produce goods
 - b. a series of human actions or operations that are performed intentionally to reach a particular result
- 3. **attitude** (2)
 - a. the way that you behave toward someone or something, especially when this shows how you feel
 - b. a style or behavior that shows you have the confidence to do daring things without caring what others think
- 4. **style** (4)
 - a. the particular way that someone behaves, works, or deals with other people
 - b. a particular design or fashion, especially for something such as clothes, hair, furniture, etc.
- 5. **contact** (4)
 - a. communication or meeting with a person, organization, country, etc., or the occasion on which the communication takes place
 - b. the act or state of touching or being close to someone or something
- 6. **aspect** (5)
 - a. the direction in which a window, room, or door faces
 - b. one part of a situation, idea, plan, etc., that has many parts
- 7. **range** (7)
 - a. a number of different things of the same general type
 - b. the distance within which something can be seen or heard
- 8. **rigid** (9)
 - a. physically stiff and not moving or bending
 - b. strict or difficult to change
- 9. **distinction** (10)
 - a. a clear difference between things
 - b. the quality of being unusually good
- 10. **conflict** (14)
 - a. a state of disagreement or argument between people, groups, countries, etc.
 - b. a situation in which there is a choice between two or more opposing things
- 11. **apparent** (14)
 - a. seeming to be real or true, although it may not really be so
 - b. easily noticed or understood
- 12. **retain** (14)
 - a. to keep something or continue to have something
 - b. to keep facts in your memory

- B.** Each sentence contains a paraphrase or set of synonyms for a target word. Read each sentence and then select the matching target word from the box. The first one has been done for you.

affect	conform	ethnicity	media
concept	document	evaluation	persist
confers	dominance	gender	vary

- Employers cannot ask about ethnicity on job application forms.
(race, nationality)
- The older boy's _____ over the younger children worried some parents.
(power, control)
- Overseas travel can _____ a person's view of the world.
(influence, change)
- Ideas of correct parenting _____ from culture to culture.
(differ, contrast)
- Parents _____ their children's early life through the family photo album.
(record, set down)
- The teacher's positive _____ of the student's work increased her confidence.
(assessment, judgment)
- Heavy rain will _____ throughout the weekend.
(continue, carry on)
- Many teenagers do not want to _____ to their parents' style of dress or taste in music.
(adapt, adjust)
- The event was widely publicized by the local _____.
(newspaper, radio)
- One goal of public schooling is to help children develop a(n) _____ of social responsibility.
(idea, view)
- A country's constitution _____ (on) its citizens certain rights and responsibilities.
(gives, bestows)
- Writers will often use plural forms to replace the pronouns "he" and "she" in order to avoid _____ bias in their writing.
(sexual identity, female or male)

Word Tip

Note that social scientists often use the word **gender** to refer to a social or cultural distinction, while they use the word **sex** to refer to a biological distinction, male or female.

Gender affects the total salary people will receive in their lifetime.

Scientific and technological advances allow expectant parents to find out the **sex** of their baby before it is born.

WORD FAMILIES

Most of the target words introduced in this chapter are part of a word family. By learning the other members of a word's family, you can recognize words more quickly when you read or listen, and you can express yourself more clearly when you write or speak. Spelling patterns can help you identify a word's part of speech. For example, look at the first column in the table. Two of the verb forms have the spelling pattern *-ate*. In the noun column, the spelling pattern *-tion* occurs four times and the pattern *-ity* occurs three times. Getting to know these familiar spelling patterns will help you figure out a word's part of speech and know how to use a word correctly in a sentence.

- A.** The table contains word families for some of the target words in the reading. An **X** indicates that there is no form or that the form is not common. Study the table. Look for spelling patterns for the verb, noun, adjective, and adverb forms of the words. List the patterns in the spaces. The verb and noun columns have been done for you.

Verb	Noun	Adjective	Adverb
conform	conformity	X	X
contact	contact	contact	X
X	distinction	1. distinct 2. distinctive	1. distinctively 2. distinctly
dominate	1. dominance 2. domination	1. dominant 2. dominating	X
X	ethnicity	ethnic	ethnically
evaluate	evaluation	evaluative	X
persist	persistence	persistent	persistently
X	rigidity	rigid	rigidly
X	significance	significant	significantly
vary	variation	varied	X
Spelling patterns			
-ate	-ity, -tion, -ance, -ence		

B. Read each sentence and identify the part of speech of the missing word. Complete each sentence with the correct form of the word in parentheses. Use the word families table to help you. The first one has been done for you.

1. Because it burns more cleanly, natural gas has a significant (**significance**) environmental advantage over oil.
2. Even a small _____ (**vary**) in the amount of medicine given to a person who is sick can have serious consequences.
3. Teenagers often rebel against the _____ (**conform**) of school uniforms by personalizing book bags and notebooks with decorations.
4. There are _____ (**persist**) rumors that the software company will soon go out of business.
5. Although the sound was coming from far away, he could still hear it _____ (**distinct**).
6. Britain was the _____ (**dominate**) international power during the nineteenth century.
7. _____ (**contact**) lenses made out of glass were first developed in Germany in 1887.
8. The subjective nature of literature makes it difficult to _____ (**evaluation**) the true worth of any particular story or poem.
9. The strength of a building or bridge largely depends on the _____ (**rigid**) of the materials used to build it.
10. While factors such as age and gender do significantly affect participation in sports, factors such as marital status and _____ (**ethnic**) do not.

COLLOCATION

You develop your knowledge of collocations by seeing and hearing words in many contexts and noticing which words form partnerships with one another. Remember that collocations can contain different parts of speech and perform different grammatical functions within a sentence, as shown in the examples.

Example:

- a. Weak students often have a **bad attitude** toward completing homework.
adjective + noun
- b. People's **attitudes toward** the new theory changed after a surprising scientific discovery.
noun + preposition
- c. He had a complete **change in attitude** after failing the test.
noun + noun

In each set of sentences, the target word is paired with different words to form different collocations. Choose the collocation that best fits the last sentence and write it in the blank. You may need to change the form of one word in the collocation to fit the sentence. The first one has been done for you.

1. a. The National Park **retained control** of the land, even though it was being used for commercial farming.
 b. American universities **retain close ties** with past graduates through their alumni associations.
 c. Home-health nurses serve a vital function by allowing the elderly to **retain** their **independence** even after the effects of aging have set in.
 d. In order to retain control over the crowd at the parade, the police set up barriers to prevent spectators from walking into the street.
2. a. The president of the university was happy to **confer** an honorary **degree** on the Nobel Peace Prize winner.
 b. Among many primitive tribes, being a skilled hunter **confers** a high **status** upon an individual.
 c. Each year, the Queen of England **confers titles** on British subjects who have provided particularly useful services to the country.
 d. Wearing a trendy brand of clothing can do much to _____ on teenagers in the eyes of their peers.
3. a. Poor physical conditions, a heavy workload, and **personality conflicts** with coworkers are all causes of stress at work.
 b. In unlocking the secrets of DNA, scientists have opened up new areas of **potential conflict** between scientific progress and ethics.
 c. The general had no wish to start an **armed conflict** that he was not certain of winning.
 d. The political leaders were unable to prevent the peaceful protests from developing into _____.
4. a. Finding a cure for cancer is a **continuing process**.
 b. The **decision-making process** in large organizations can be awkward and unmanageable.
 c. Quality control must be in place in all phases of the **production process**.
 d. The Industrial Revolution led to major changes in the _____ of a variety of human-made goods.
5. a. People who have a **positive attitude** toward life tend to live longer.
 b. Many people adopt a **wait-and-see attitude** toward new technology.
 c. Students often express **unfavorable attitudes** about videotaped lectures being offered in place of a live professor.
 d. The older generation often has a(n) _____ toward the fashion and music of the younger generation.
6. a. Although the history of the First and Second World Wars has been **amply documented**, new accounts of both wars are still being written.
 b. The contents of the art exhibition had to be **fully documented** for insurance purposes.
 c. The scientist's report **carefully documents** the development of the new drug.
 d. The causes of many social problems have not been _____ because research is still ongoing.

7. a. The supermarket was popular with international students because it stocked an **extensive range** of ethnic foods.
 b. The restaurant could only offer a **restricted range** of meals because the electricity had gone out earlier in the day.
 c. The college was able to offer a **surprising range** of degrees given its small size.
 d. The toys were only suitable for a(n) _____ age _____ as they had many small parts that could be swallowed by young children.
8. a. The goal of today's lecture is to **examine the concept** of culture in today's multicultural society.
 b. Efforts to **develop the concept** of a global village are being held back by ongoing ethnic and regional conflicts.
 c. The staff development workshop aimed to **introduce the concept** of relationship marketing to the sales team.
 d. During the first class, the teacher _____ of social change and handed out a list of required readings on the subject.

Expanding the Topic

Complete the passage by filling in the blanks with the target words in the box. Use each word only once.

affects	aspects	gender	style
apparent	conform	media	varies

Emotions in Global Perspective: Do We All Feel the Same?

- 1 We know that the people in our family, school, and peer group affect the person we become. In addition, the mass (1) _____, particularly TV, affects our social development. Since every person's experiences and environment are somewhat different, does this mean that all people are completely distinct from one another? Or are there some (2) _____ that all people share? For example, do people the world over share similar feelings, and do they express them in the same way?
- 2 In fact, scientists have concluded that people throughout the world experience six basic emotions: anger, fear, disgust, happiness, surprise, and sadness. Moreover, people everywhere can easily recognize these emotions in the same distinctive facial expressions. This seeming, or (3) _____, similarity means that much of our emotional life is universal—rather than culturally variable—and that the display of emotion is biologically programmed rather than determined by our environment.

- 3 But even if the reality of emotions is rooted in our biology, there are three ways in which emotional life differs throughout the world. First, what causes a specific emotion (4) _____ from one society to another. Whether people define a particular situation as an insult (causing anger), a loss (calling forth sadness), or a mystical event (provoking surprise and awe) depends on the cultural surroundings of the individual.
- 4 Second, people (5) _____ to the norms of their culture when displaying emotion. Every society has rules about when, where, and to whom an individual may show certain emotions. For instance, people in the United States typically expect children to express emotions to parents, though adults are taught to guard their emotions in front of children.
- 5 Third, a society (6) _____ how people cope with emotions. Some societies encourage the expression of feelings, while others require a calmer (7) _____ of behavior. For example, in America, when someone encounters an old friend after a long period of time, the two may hug each other. In other countries, they may only shake hands. Societies also display significant male/female differences in this regard. In England, most people consider emotional expression as feminine, expected of women but a sign of weakness in men. In other societies, however, this (8) _____ -typing of emotions is less pronounced or even reversed.

Adapted from Macionis, J.J. and Plummer, K. (1997). *Sociology: A Global Introduction*. New York: Prentice Hall Europe, pp. 164.

EXPLORING THE TOPIC



Think about what you have just read and what you know about how emotions are expressed in various cultures. Working with a partner, select two countries and write a comparison/contrast essay that focuses on how emotions are expressed in these two cultures. In what ways is the emotional expression similar? In what ways is the emotional expression different?

The Changing Nature of the Family

Getting Started

Discuss the questions with your classmates.

- ◆ How many people are there in your family? Is this a good number? Why or why not?
- ◆ What is the average family size in your country? Is there a trend toward having larger or smaller families?
- ◆ What are the advantages and disadvantages of larger and smaller families?

Assessing Your Vocabulary Knowledge: TARGET WORDS

Look at the words in the box. These are the target words for this chapter. Use the scale to score yourself on each word. After you finish the chapter, score yourself again to check your improvement.

- 1 I don't know this word.
- 2 I have seen or heard this word before, but I am not sure of the meaning.
- 3 I understand this word when I see it or hear it in a sentence, but I don't know how to use it in my own speaking and writing.
- 4 I know this word and can use it in my own speaking and writing.

TARGET WORDS

___assistance	___cooperate	___maintain	___purchase
___available	___domestic	___minority	___rely
___consist	___function	___negative	___resource
___consume	___isolation	___network	___structure
___contribute	___labor	___nuclear	___transition
___conversely	___locate	___promote	___trend

The changing nature of the family

Assistance = کمک / مساعدت

Available = در دسترس

Consist = شامل شدن

Consume = استفاده کردن / مصرف کردن

Contribute = اعطا کردن / اهدا کردن

Conversely = از طرفی دیگر / در نقطه مقابل

Cooperate = همکاری کردن / همدستی کردن

Domestic = خانگی / اهلی

Function = عملکرد / وظیفه / کار کردن

Isolation = انزوا / کناره گیری

Labor = کار سخت / نیروی کار

Local = پیدا کردن / یافتن

Maintain = نگه داشتن / حفظ کردن

Minority = اقلیت / تعداد کم

Negative = منفی



Network = شبکه

Nuclear = هسته ای

Promote = رواج دادن / تقویق کردن / ترفیع یافتن

Purchase = خرید

Rely on = وابسته بودن / بستگی داشتن

Resource = منبع

Structure = ساختار / بنا

Transition = انتقال / عبور

Trend = روند / جریان

Separate = جدا

Treat = رفتار کردن

Casually = تصادفا / اتفاقا

Advantage = سود / فایده

Extended family = خانواده شلوغ

Demand = درخواست کردن



Reading

The passage is adapted from an introductory textbook on sociology. The passage focuses on a typical model of the family and how it is changing. As you read, pay special attention to the target vocabulary words in **bold**.

Family Structure

- 1 Although the **function**, or purpose, of families around the world is similar, family **structure** differs significantly from society to society and even from group to group. Because family **structure** is such an important aspect of pre-modern and modern societies, it has always been a special focus in the social sciences.

KINSHIP VS. FAMILY

- 2 Sociologists and anthropologists make an important distinction between the family and the kinship group, although both are commonly called “families” in English. *Kinship* refers to a social **network** of people who are related by common ancestry or origin, by marriage, or by adoption. Kin can include close relatives such as parents, and distant relatives such as third cousins. Kin do not always live together or **function** as a group, but they may recognize certain rights, responsibilities, and obligations to one another. For example, in American society, kin may come together for Thanksgiving or a family reunion.
- 3 In contrast, a *family* is a relatively small **domestic** group that *does function* as a **cooperative** unit. In the United States, the family is usually a group **consisting** of parents and their children. In many societies, though, the family includes relatives from three or more generations. For example, a group of brothers and their wives, their sons and their unmarried daughters, and their sons’ wives and children may live together or near one another, **cooperating** to raise food, **maintain** the home, and care for children and the elderly. If the individuals **function** as a single unit, sociologists consider them to be a family. If, however, they simply live next door to one another and do not pool their **resources**, they are viewed as separate families even though they may be related.
- 4 During their lifetimes, most people are members of two different types of family groups: the family into which they were born



A nuclear family

and the family that they create when they marry and have children. Societies differ in the cultural emphasis they place on these two groups. Among the Pueblo Indians, for example, the family a person is born into is given a special significance, whereas the family a person marries into is treated more casually. When a Pueblo Indian couple marry, the woman stays in her mother’s household, and her husband moves in. If the couple do not get along and divorce, the husband moves back to his mother’s household with little fuss.

NUCLEAR AND EXTENDED FAMILIES

- 5 Although the culturally ideal Western family is the **nuclear** family—a two-generation family group that **consists** of a father and mother and their children, usually living apart from other relatives—variations on this pattern are common. Death and divorce can leave households with only one parent. An elderly grandparent may join the household. Economic problems may force a married child to bring his or her spouse and children to live with the family. When a family is a group that **consists** of three or more generations, it is called an *extended family*.
- 6 The two-parent **nuclear** family is most

typical of the middle and upper classes, and while the single-parent family is found in all social classes, it is more common among the lower classes. Single-parent families are generally the result of divorce and separation, out-of-wedlock birth, and male unemployment. The extended family is also more common among the lower classes, mainly because of economic conditions.

- 7 Most middle-class **nuclear** families can afford to hire someone to babysit for their children, to help them move to a new house, or to care for the sick. They are able to borrow money from the bank when they need it for emergencies or for luxury items, such as a new car. Thus there are few economic reasons for a middle-class family to be extended.
- 8 The **purchase** of certain products and services is a luxury that poorer families often cannot afford. Such families generally must **rely** on family members and relatives to provide the goods and services they cannot afford to buy. A cousin will babysit. A brother will lend money to his sister until the next payday. A grandmother will take the children to a doctor if necessary. Without this **network** of shared **assistance**, families with low incomes would not be able to provide for their needs or handle many types of emergencies. The more family members who are **available**, the more likely each one is to get **assistance**. Thus, large extended families with strong ties can be a real advantage—indeed, a necessity—for lower-income families.

THE GLOBAL TREND TOWARD NUCLEAR FAMILIES

- 9 Family **structure** around the world has been gradually changing in the direction of the **nuclear** family. This **transition** is thought to have begun in pre-industrial rural England; at that time and place, families of three or more generations were already a distinct **minority**.
- 10 Today, the **trend** toward the **nuclear** family seems to be closely associated with the urbanization, industrialization, and modernization of societies. As industry replaces agriculture as the main form of work, younger family members typically leave the farms and rural villages and move to the cities where jobs are **located**, often weakening ties with those left behind. Once in the cities, families continue to

move for employment and other reasons (such as better housing conditions, retirement, and more comfortable weather). The agricultural family is likely to be extended and tied to a piece of land, while the industrial family is **nuclear** and much more mobile.



An extended family

- 11 The decline of the extended family is thus **promoted** by the changing nature of work. In rural societies, as among the poor in industrial societies, the extended family offers an economic advantage. Each member of the family does some productive work. Less able-bodied family members, such as children, the elderly, or members with a disability, can each **contribute** in some way to the economic interests of the family unit. In industrial societies, **conversely**, these family members are treated as less essential economically and are employed only under certain conditions (for example, when there is a **labor** shortage). They therefore produce little for the family unit, yet they **consume** at about the same rate as do producers. The extended family can therefore be a disadvantage in industrial societies.
- 12 The **transition** from the extended to the **nuclear** family has brought with it much greater freedom and personal mobility for the individual. In the extended family, an individual's needs are generally of lesser importance compared to the demands of the larger group. Privacy, for example, is hard to find. However, there are **negative** features to the **nuclear** family, too. Although individuals are freed from a wide variety of responsibilities and obligations, other family members are no

longer as responsible for them. Because the family is now a smaller unit, emotional and economic support may be more limited as each family member has fewer people **available** to turn to for companionship or **assistance**. The

result may be the increased social **isolation** of individuals.

Adapted from Popenoe, D. (1995). *Sociology*, 10th ed. Englewood Cliffs, NJ: Prentice Hall, pp. 310–313.

READING COMPREHENSION

Respond to the questions in writing. Base your responses on the reading and your own personal experiences.

1. What is the difference between a family and a kinship group?
2. In what ways do economic factors, such as income level and employment, affect family structure?
3. This reading was published in 1995. What new trends in family structure have you observed in the twenty-first century? Describe how the family is changing.

READING STRATEGY: IDENTIFYING EXTENDED DEFINITIONS

Common words can take on specific meanings when used in a particular discipline. For example, in economics, the word *supply* means the amount of a product that a producer is willing and able to sell at a specified price; *demand* is the amount of a product a buyer is willing and able to buy at a specified price.

In other cases, a word or concept may be so complex that it cannot be easily defined in a sentence or two—for example, *culture* or *poverty*. In both of these cases, authors write extended definitions. These may vary in length from a single paragraph, to an essay, to an entire book.

An extended definition includes three of the main elements of a formal definition—the term, the word class, and the specific details for the term. But the author goes beyond these and develops the definition using one or more of the following methods: analysis, comparison/contrast, description, exemplification, etymology (word origin), or cause/effect.

The reading “Family Structure” is an extended definition of the concept of *family*. Review the reading and then complete the outline of how the author has developed this definition.

- ① Introduction (Paragraph 1)

Section 1, comparison and contrast of two similar terms: Kinship vs. Family

- ② Definition of *kinship*:

Kinship is who .

Examples of kin: _____

ساختار خانواده

هر چند که **کارکرد** یا هدف خانواده ها در سرتاسر جهان مشابه است ولی **ساختار** خانواده از جامعه ای به جامعه دیگر و حتی از گروهی به گروه دیگر به طور چشمگیری متفاوت است. به دلیل اینکه **ساختار** خانواده یک جنبه مهم از جوامع پیش مدرن و مدرن است، این ساختار همیشه یک کانون ویژه در علوم اجتماعی بوده است.

+ خویشاوندی در مقابل خانواده:

جامعه شناسان و انسان شناسان تمایز مهمی بین خانواده و گروه قائل می شوند، هر چند که هر دو در زبان انگلیسی عموماً "خانواده" نامیده می شوند. خویشاوندی به یک **شبکه** اجتماعی از افراد اشاره میکند که به واسطه یک اصل و نسب یا ریشه مشترک، به واسطه ازدواج، یا فرزند خواندگی به هم متصل هستند. خویشاوند میتواند شامل اقوام نزدیک مثل والدین، و اقوام دور مثل خاله زاده های درجه سه شود. خویشاوندان همیشه با هم زندگی نمیکنند یا **کارکرد** گروه را ندارند ولی آنها ممکن است حقوق، مسئولیت ها، و وظایف معینی را نسبت به همدیگر تشخیص دهند. به طور مثال، در جامعه آمریکایی، خویشاوند ممکن است برای عید شکرگزاری یا یک گردهمایی خانوادگی دور هم جمع شوند. درست بر عکس خویشاوند، خانواده یک گروه **داخلی** نسبتاً کوچک است که به عنوان یک واحد **جمععی عمل میکند**. در ایالات متحده، خانواده معمولاً گروهی است که **شامل** والدین و بچه های آنها می شود. اما در بسیاری از جوامع، خانواده شامل اقوامی از سه نسل یا بیشتر میشود. به طور مثال، گروهی از برادران و همسران آنها، پسرها، و دخترهای ازدواج نکرده آنها و بچه ها و همسران پسرهای آنها ممکن است با هم یا نزدیک یکدیگر زندگی کنند، با هم **همکاری کنند** تا غذا فراهم کنند، خانه را **اداره کنند** و از بچه ها و افراد مسن مراقبت کنند. اگر افراد به عنوان یک واحد **تکی عمل کنند**، جامعه شناسان آنها را یک خانواده در نظر میگیرند. با این وجود، اگر آنها صرفاً در همسایگی یکدیگر زندگی کنند و **امکاناتشان** را روی هم نگذارند، به عنوان خانواده های مجزا دیده می شوند حتی اگر به هم مرتبط باشند. بیشتر مردم در طول عمر خود اعضای دو نوع متفاوت از گروه خانواده هستند:



خانواده ای که آنها در آن متولد شدند و خانواده ای که آنها هنگامی که ازدواج میکنند و بچه دار میشوند درست میکنند. جوامع بر حسب میزان تاکید فرهنگی که بر این دو گروه میگذارند با هم فرق میکنند. به طور مثال، در میان پابلو ایندینز، به خانواده ای که شخص در آن متولد میشود یک اهمیت ویژه داده میشود، در حالی که با خانواده ای که شخص در آن ازدواج میکند به طور غیر رسمی تری برخورد میشود. هنگامی که یک زوج پابلو ایندینز ازدواج میکنند، زن در خانه مادرش میماند و همسرش به این خانه نقل مکان میکند. اگر این زوج با هم سازگار نباشند و طلاق بگیرند، شوهر با کمی نق زدن به خانه مادرش بر میگردد.

+ خانواده های هسته ای و گسترده: اگر چه خانواده ای که از نظر فرهنگی ایده آل خانواده های غربی است یک خانواده **هسته ای** میباشد - یک گروه خانوادگی دو نسلی که **شامل** یک پدر و مادر و بچه های آنها میشود که معمولاً جدا از دیگر خویشاوندان آنها زندگی میکنند - اما تغییراتی در این الگو مرسوم است. مرگ و طلاق میتوانند فقط یک والد را در خانه باقی بگذارند. یک پدر بزرگ یا مادر بزرگ مسن ممکن است به خانه ملحق شود. مشکلات اقتصادی ممکن است یک فرزند ازدواج کرده را وادار کند تا همسر و فرزندان خود را بیاورد تا با خانواده با هم زندگی کنند. وقتی که یک خانواده گروهی است که **شامل** سه نسل یا بیشتر میشوند، این خانواده یک خانواده گسترده نامیده میشود. خانواده **هسته ای** دو والدی، بیشتر در میان طبقات متوسط و بالاتر مرسوم است و هر چند که خانواده تک والدی در همه طبقات اجتماعی پیدا میشود، اما در میان طبقات پایین تر مرسوم تر است. خانواده های تک والدی عموماً نتیجه طلاق و جدایی، تولد فرزند نامشروع و بیکاری مرد هستند. خانواده گسترده نیز اکثراً به خاطر شرایط اقتصادی در میان طبقات پایین تر مرسوم است. اکثر خانواده های **هسته ای** طبقه متوسط میتوانند پرستاری استخدام کنند تا از بچه هایشان مراقبت کنند، تا به آنها کمک کنند به یک خانه جدید نقل مکان کنند، یا از بیماران مراقبت کنند. آنها قادرند در مواقعی که برای موارد ضروری یا برای **خرید** اقلام مجلل مثل یک ماشین جدید به پول نیاز دارند از بانک پول قرض بگیرند. بنابراین دلایل اقتصادی کمی برای گسترش یک خانواده طبقه متوسط وجود دارد. ابتیاع محصولات و خدمات خاصی نوعی تجمل است که خانواده ای فقیرتر اغلب نمیتواند آن را تقبل کنند.



چنین خانواده هایی باید برای فراهم کردن کالاها و خدماتی که قدرت خرید آنها را ندارند معمولاً به اعضای خانواده و اقوام اتکا کنند. یک خواهرزاده از بچه مراقبت خواهد کرد. برادری تا روز پرداخت حقوق به خواهرش پول قرض خواهد داد. مادر بزرگ در صورت لزوم بچه ها را به دکتر خواهد برد. بدون این شبکه از کمک های مشارکتی، خانواده هایی که درآمد پایینی دارند قادر نخواهند بود نیازهای خود را برآورده کنند یا انواع زیادی از نیازهای اضطراری را مدیریت کنند. هر چه اعضای بیشتری از خانواده در دسترس باشند، احتمال بیشتری دارد که هر کدام از آنها کمک دریافت کنند. بنابراین، خانواده های گسترده بزرگ با پیوندهای محکم میتوانند یک مزیت واقعی باشند - قطعاً اینطور خانواده ها یک ضرورت برای خانواده های با درآمد پایین تر است.

+ گرایش جهانی به سمت خانواده های هسته ای:

در سرتاسر جهان ساختار خانواده به تدریج در مسیر خانواده های هسته ای تغییر کرده است. این انتقال در انگلستان روستایی پیش از دوران صنعتی شروع شده است. در آن زمان و مکان، خانواده های سه نسلی یا بیشتر تا آن زمان یک اقلیت متمایز بودند. امروزه به نظر میرسد که گرایش به سمت خانواده هسته ای به طور نزدیکی با شهرنشینی، صنعتی شدن، و مدرن شدن جوامع مرتبط است. همانطور که صنعت جایگزین کشاورزی به عنوان شکل اصلی کار میشود، اعضای جوان تر خانواده معمولاً مزارع و دهکده های روستایی را ترک میکنند و به شهرها که مشاغل در آنجا قرار دارند نقل مکان میکنند و اغلب روابط خود را با آنهایی که پشت سر مانده اند تضعیف میکنند. یک مرتبه در شهرها، خانواده ها به نقل مکان کردن برای استخدام شدن و دلایل دیگر ادامه میدهند (دلایلی مثل شرایط مسکن بهتر، بازنشستگی، و آب و هوای راحت تر). خانواده ای که کشاورزی میکند احتمال دارد که گسترده شده و به یک تکه زمین بسته شود، در حالی که خانواده صنعتی هسته ای بوده و خیلی متحرک تر است. بنابراین فروپاشی خانواده های گسترده به واسطه ماهیت متغیر کار ترغیب می شود. در جوامع روستایی، همانطور که در میان فقرا در جوامع سنتی میبینیم، خانواده گسترده یک مزیت اقتصادی ارائه میدهد. هر عضو این خانواده مقداری کار سازنده انجام میدهد.



مشاوره رایگان؟ مگه داریم؟ مگه میشه؟ @moshaverezaban

اعضای خانواده که توانایی های کمتری دارند نظیر بچه ها، افراد مسن، یا اعضای که از نوعی معلولیت رنج میبرند، هر کدام میتوانند به روشی به منافع واحد خانواده **کمک کنند**. برعکس، در جوامع صنعتی، با این اعضای خانواده به عنوان افرادی که ضرورت کمتری از نظر اقتصادی دارند برخورد شده و فقط تحت شرایط خاصی استخدام میشوند (مثلا وقتی که کمبود **کارگر** وجود دارد). بنابراین، آنها برای واحد خانواده منافع کمی تولید میکنند، در عین حال آنها به اندازه تولید کننده ها مصرف میکنند. پس خانواده گسترده در جوامع صنعتی میتواند یک وضعیت نامطلوب باشد. **عبور** از خانواده گسترده به خانواده **هسته ای** با خود آزادی و تحرک شخصی خیلی بیشتری را برای شخص به ارمغان آورده است. در خانواده گسترده، نیازهای یک فرد در مقایسه با خواسته ای گروه بزرگ تر عموماً از اهمیت کمتری برخوردار است. به طور مثال، یافتن حریم شخصی دشوار است. با این وجود، خانواده **هسته ای** نیز ویژگی های **منفی** دارد. هر چند که افراد از انواع گسترده ای از مسئولیت ها و وظایف آزاد شده اند، اما اعضای دیگر خانواده دیگر نسبت به آنها مسئول نیستند. چون این خانواده اکنون یک واحد کوچک تر است، حمایت عاطفی و اقتصادی ممکن است محدودتر باشد چون هر عضو خانواده افراد کمتری **در دسترس** دارد تا برای همنشینی یا **کمک** به او متوسل شوند. نتیجه این کار ممکن است **انزوای** اجتماعی فزاینده برای افراد باشد.



③ Definition of *family*:

Family is that .

Examples of family members: _____

	Kinship	Family
Comparison:	a group of people	
Contrast:		

④ Two types of families:

and

Section 2, two further types of family groups: Nuclear and Extended Families

⑤ Definition of *nuclear family*:

A nuclear family is that .

Definition of *extended family*:

An extended family is that .

⑥ Relationship between class and family type:

upper classes	→	
middle classes	→	two-parent and single-parent nuclear families
lower classes	→	

⑦ and ⑧ Causes and effects of class on family type:

Causes		Effects
1. income sufficient to pay for goods and services	→	
2.		
1.	→	extended family
2.		

Section 3, Causes and effects of changes in family structure: The Global Trend Toward Nuclear Families

⑨ When family structure began to change:
Type of change:

⑩ Reasons for changes:
 and and **urbanization**

The agricultural family is and .

The industrial family is **more mobile** and .

⑪ Pros and cons of extended families:

Pros		Cons
	and	In urban families, extra family members are costly because they produce little or nothing.

⑫ Pros and cons of nuclear families:

Pros		Cons
	and	

Focusing on Vocabulary

WORD MEANING

When you encounter an unfamiliar word, remember to look for context clues to determine the word's meaning. Look at the example. Suppose that you came across the word **isolation**, but did not know the exact meaning of the word.

Example:

People living in **isolation** are often lonely.

(You know that lonely people are often by themselves, or apart from other people.)

People with dangerous diseases are often held in **isolation** areas in hospitals so that other people do not catch their disease.

(You know that people with dangerous diseases must often be kept away from other people so that their disease will not spread.)

From the context of each sentence, you can determine that **isolation** means “the state or act of being apart from others.”

- A.** Read the sentences and choose the word or phrase that best matches the meaning of the target word. Use context clues to determine the correct meaning. Check your dictionary if you are not sure of the answer. The first one has been done for you.
- Jobs requiring unskilled **labor** are often more physical than those requiring skilled **labor**, as can be seen when comparing the job of a farmhand with that of a computer operator.
 - process
 - employment
 - ☒ workers
 - Exercise and sensible eating are necessary to **maintain** a healthy body.
 - increase
 - destroy
 - keep up
 - Italians are a small ethnic **minority** in Canada.
 - larger part of a big group
 - a small part of a larger group
 - exactly 50 percent of a group
 - Anger and hate are **negative** emotions.
 - bad or harmful
 - good or helpful
 - somewhat good or helpful
 - Some supporters of democracy have tried to **promote** its development worldwide.
 - encourage
 - advertise
 - diminish

6. Gold and diamonds are two of South Africa's most valuable natural **resources**.
 - a. possessions with little value
 - b. possessions with no value
 - c. useful possessions
7. The **structure** of an English sentence includes a subject, verb, and object, or complement.
 - a. element
 - b. arrangement or organization
 - c. process
8. The **transition** between high school and college can be difficult, which is why many students drop out.
 - a. skill or ability
 - b. confusion
 - c. act or process of changing
9. At the beginning of the twenty-first century, most stock markets were in a downward **trend**.
 - a. situation without change
 - b. confused situation
 - c. general way things are changing
10. Some Pueblo cliff dwellings are **located** in Mesa Verde National Park, Colorado.
 - a. in a particular place
 - b. convenient
 - c. established
11. Janet is Steve's wife. **Conversely**, Steve is Janet's husband.
 - a. in speaking of this
 - b. because of this
 - c. in an opposite way

B. Read the sentences and use context to figure out the meaning of the target words. Look for a core meaning that provides a general understanding of each target word. Write the meaning in your own words. The first one has been done for you.

1. a. People often **assist** the police by describing what happened during a crime.
b. The rescue service provided **assistance** to the ship in trouble.

assist to help or support

2. a. Before you write a check, you must be sure that you have enough money **available** in the bank to cover the amount.
b. The government wished to increase the **availability** of affordable health care to poorer people.

available _____

3. a. A month **consists** of twenty-eight to thirty-one days.
b. A square is a shape **consisting** of four equal sides and four 90-degree angles.

consist _____

4. a. Doctors recommend that people **consume** two liters of water (about eight glasses) daily.

b. Car manufacturers are now able to lower fuel **consumption** because technological advances have made engines more efficient.

consume _____

5. a. **Cooperation** between teachers and parents can do much to improve a child's education.

b. Conversation analysts have found that women tend to be **cooperative** in conversations, while men tend to be competitive.

cooperate _____

6. a. Those who are unable to **contribute** money to the school building fund may help by giving their time.

b. Employees may **contribute** a percentage of their monthly salary to a pension fund, which will be paid back to them after age 65 or at the time of retirement.

contribute _____

7. a. The police were called to the family's home to settle a **domestic** argument.

b. The artist painted a scene of happy **domesticity**—a large family sitting around the table eating a festive meal.

domestic _____

8. a. The **function** of the telephone is to provide easy, convenient communication.

b. Even though the factory was a century old, all of the equipment was still **functional** and worked perfectly.

function _____

9. a. The Paris Metro—one of the best subway systems in the world—consists of a vast **network** of interconnected train lines.

b. The interlibrary loan **network** enables students and staff to borrow library books from other universities in the state.

network _____

10. a. Many students prefer to rent formal clothing for dances and balls because the cost of **purchasing** such items is so high.

b. The family used most of its money for the **purchase** of food and clothing.

purchase _____

11. a. These days, many families **rely** on both the husband and wife working in order to earn enough money for daily living.

b. Bus use in the city is low because most commuters feel they cannot **rely** on a service that is regularly late.

rely _____

Word Tip

Paragraph 5 of “Family Structure” defines the phrase **nuclear family** as “a two-generation family group that consists of a father and mother and their children, usually living apart from other relatives.” This is a unique use of the term **nuclear** that only applies for the collocation **nuclear family**. All other uses of the word **nuclear** refer to the central part of an atom and its uses in atomic energy or warfare.

WORD FAMILIES

When using new words in writing, learners often select a word with the right meaning, but the wrong word form, or part of speech. Checking your writing to ensure that you have used the correct form is a very important step in editing your work.

You should choose the word form based on the function each word performs in your sentences. Does the word stand for a person, place, thing, or event (noun), does it describe a noun (adjective), is it an action or a state (verb), or does it describe an action (adverb)? Different word forms may have different spellings. If you do not know the correct spelling of a word form, use your dictionary to help you.

Read the sentences. In six of the sentences, an incorrect form of the target word has been used. If the form of the target word is incorrect, cross it out and write the correct form. If the form is correct, put a checkmark (✓). The first two have been done for you.

- | | |
|---------------------------------|---|
| _____ availability _____ | 1. The building boom in the city has increased the available of cheap office space. |
| _____ ✓ _____ | 2. The transitional government carried out the work of the nation until the elections were held six months later. |
| _____ | 3. Automobile associations believe that new roads must be built to solve traffic problems. Converse , environmentalists believe that new roads simply add to these problems. |
| _____ | 4. Products that are sold for both domestic and restaurant use are sometimes packaged differently. |
| _____ | 5. Isolating is one form of punishment that prisons use for difficult criminals. |
| _____ | 6. After the storm, there was only one functioning telephone in the area. |
| _____ | 7. Fifteen percent of the world's people consuming sixty-eight percent of the world's energy. |
| _____ | 8. One objective of education in any country is the promotion of that country's cultural values. |
| _____ | 9. Like the family, the workplace can only operate if there is a clear structurally . |
| _____ | 10. An individual's daily contributor to the world's pollution problems may seem small, but when added together over years, it is significant. |

COLLOCATION

Fluent users of a language have become used to the natural patterns in which words appear. As a language learner, it will be easier for others to understand you if you use these same natural patterns. A number of the words in this unit form word partnerships, or collocations. This means that when one word occurs in the pair, it naturally suggests the word or words around it. Remember that collocations often fall into simple patterns.

Example:

noun + verb	verb + noun	noun + noun
adjective + noun	verb + adverb	

Match each target word in the box with the group of words that regularly occur with it. If the (~) symbol appears before a word in a list (e.g., ~shortage), the target word comes before the word in the list (e.g., **labor** shortage). In all other cases, the target word comes after the word in the list, as in *unskilled labor*. The first one has been done for you.

consist	labor	minority	resources
consumer	location	network	trend

- | | | | |
|-----------------------------|--------------|-----------------|-------------|
| 1. _____ labor _____ | 2. _____ | 3. _____ | 4. _____ |
| ~shortage | sizeable | ~primarily of | decide on a |
| ~saving | ethnic | ~exclusively of | ideal |
| ~market | ~groups | ~largely of | pinpoint a |
| unskilled | ~communities | ~essentially of | perfect |
| 5. _____ | 6. _____ | 7. _____ | 8. _____ |
| ~rights | reverse a | allocate | old boy |
| ~confidence | downward | build up | extensive |
| ~goods | follow a | waste | computer |
| ~protection | observe a | exhaust | nationwide |

Expanding the Topic

Read the statements about family life in the chart. Evaluate each statement. Is it an advantage of living in a **nuclear** family or an extended family? Place a checkmark (✓) in the appropriate box. If the factor is equally advantageous for both types of family structure, check the “equal advantage” box. Then discuss your opinions with a partner.

Statements	Advantage of living in a nuclear family	Advantage of living in an extended family	Equal advantage for both family types
1. There are more people working, helping to maintain a steady income during economic slowdowns.			
2. Parents rely on their children to help with housework.			
3. There are fewer people who will ask for your assistance .			
4. There are more people around, so there is less chance of feeling lonely and isolated .			
5. Family members that cooperate with one another can do things that they could not do by themselves.			
6. Domestic decision making requires less discussion.			
7. Working family members contribute to the family's purchasing power.			
8. Expectations of relatives can have a negative impact on a couple's freedom.			



Write an essay about one of the topics. Be sure to support your ideas with clear examples.

- How has family size changed in your home country since you were a child? Explain why these changes have occurred.
- What effects do changes in family size have on women? Explain. What effects do changes in family size have on children? Explain.

CONTENTS

Student Book Answer Key	5
Vocabulary Tests	42
Vocabulary Tests Answer Key	64

STUDENT BOOK ANSWER KEY

UNIT 1

Chapter 1

Reading

Reading Comprehension (page 4)

1. Society: All the people who interact in a defined space and share culture.
2. Answers will vary.
3. Technologically advanced societies rely more on machines. As a result, they are more dynamic than less technologically advanced societies and their population is more mobile.

Reading Strategy (page 5)

A.

TERM	VERB	WORD CLASS	DETAILS/FEATURES
Society	means	all the people	who interact in a defined space and share culture.

B.

TERM	VERB	WORD CLASS	DETAILS/FEATURES
2. Horticultural and pastoral societies	are	societies	that grow their own plants and raise animals to eat.
3. Agrarian societies	are	societies	that use technology to farm on a larger scale.
4. Industrial societies	are	societies	that use technology that powers sophisticated machinery with advanced sources of energy.
5. Post-industrial societies	are	societies	that use technologies that support an information-based society.

Focusing on Vocabulary

Word Meaning (page 6)

A.

Set 1 1. c 2. d 3. f 4. g 5. a 6. b 7. e

Set 2 1. c 2. b 3. g 4. a 5. f 6. d 7. e

B. 1. correct 2. limited 3. pollution 4. belief 5. change 6. succeed 7. on the other hand
8. in a short time 9. improve 10. progress

Word Families (page 8)

Note: The bolded words are the given (target) words.

A.

VERB	NOUN	ADJECTIVE	ADVERB
X	<i>complexity</i>	complex	X
<i>diversify</i>	1. diversification 2. diversity	diverse	diversely
estimate	1. estimate 2. estimation	<i>estimated</i>	X
X	eventuality	<i>eventual</i>	eventually
evolve	<i>evolution</i>	evolving	X
X	1. globalization 2. globe	<i>globalized</i>	globally
interact	interaction	interactive	<i>interactively</i>
symbolize	1. symbol 2. <i>symbolism</i>	symbolic	symbolically
transform	transformation	<i>transformed</i>	X

B. 1. Technologically 2. interaction 3. diversified 4. estimate 5. globally 6. symbol
7. complexity 8. transformed 9. eventualities 10. evolving

Collocation (page 10)

Answers will vary.

Expanding the Topic (page 11)

Answers will vary. Students should be able to argue for the positions they take.

Chapter 2

Reading**Reading Comprehension** (page 15)

- (1) family—political views; (2) school—competition and punctuality; (3) peers—clothing styles; (4) media—view of the wider world
- As young people try to move out from under the influence of their parents, the influence of peers serves as a replacement on the way to greater independence.
- Teenagers may adopt similar goals as their friends; e.g., young people may join a sports team or club along with their friends even though no one in their family has previously taken an interest in that activity. On the other hand, peer group pressure may push children to desire goods and clothing beyond their families' means.

Reading Strategy (page 15)

A. 1. g 2. b 3. e 4. c 5. a 6. d 7. f

B.

KEY TERM	WORD CLASS	DETAILS (<i>Answers will vary.</i>)
1. social position	race, ethnicity, religion, class	what family gives to children
2. self-concept	idea of self	is made up of race, ethnicity, religion, and class
3. hidden curriculum	socializing force	activities, sports, informal/formal messages; tell children about their society's way of life and what is morally good
4. peer group	social group with common elements	made up of children from the neighborhood, fellow students
5. media	communications (TV, radio, newspapers)	has influence on one's social development
6. nuclear family	kind of family structure	two-generational family group; includes mother and father and children living apart from rest of family
7. extended family	kind of family structure	three or more generations

Focusing on Vocabulary

Word Meaning (page 16)

A. 1. b 2. b 3. a 4. a 5. b 6. b 7. a 8. b 9. a 10. a 11. a 12. a

B. 1. ethnicity 2. dominance 3. affect 4. vary 5. document 6. evaluation 7. persist
8. conform 9. media 10. concept 11. confers 12. gender

Word Families (page 19)

A.

verbs: -ate

nouns: -ity, -ition, -ance, -ence

adjectives: -ive, -ant/-ent

adverbs: -ly

B. 1. significant 2. variation 3. conformity 4. persistent 5. distinctly 6. dominant
7. Contact 8. evaluate 9. rigidity 10. ethnicity

Collocation (page 20)

1. retain control
2. confer status
3. armed conflict
4. production processes
5. unfavorable attitude
6. fully documented
7. restricted (age) range
8. introduced the concept

Expanding the Topic (page 22)

1. media 2. aspects 3. apparent 4. varies 5. conform 6. affects 7. style 8. gender

Chapter 3

Reading

Reading Comprehension (page 27)

1. Families live together and cooperate to support the members of the family. Kin are related to one another by common ancestry but do not necessarily live together or depend on one another.
2. More personal income means that a smaller family is less dependent on the wider family for basic needs. Industrialization creates new jobs in urban areas; young people who are finding it difficult to make a living in rural areas move to the cities for these new industrial jobs. The move to the city breaks ties with the extended family.
3. Answers will vary.

Reading Strategy (page 27)

2. Definition of kinship:
Kinship is a social network of people who are related by common ancestry, marriage, or by adoption.
Examples of kin: parents and third cousins
3. Definition of family:
Family is a small domestic group that functions as a cooperative.
Examples of family members: brothers, sisters, children, parents
Contrast: Kin don't always live together or function as a group.
4. Two types of families:
family we are born into and family we marry into
5. Definition of nuclear family:
A nuclear family is a group that consists of two generations: parents and their children.
Definition of extended family:
An extended family is a group that consists of three generations or more.
6. Relationship between class and family type:
upper classes: two-parent and single-parent nuclear families
lower classes: single-parent nuclear families and extended families
7. and 8. Causes and effects of class on family type:
Causes: 2. Income sufficient to pay for an emergency or to arrange for a loan from a bank
Effect: nuclear family
Causes: 1. Low income not enough to buy goods and services;
2. Low income not enough to pay for assistance in an emergency
9. When family structure began to change: in pre-industrial rural England
Type of change: trend toward nuclear families