

English for Sociologists



A Communicative and Competence-based Approach

Joseph Jack Horgan and Tatjana Šinkus

Latvia University of Life Sciences and Technologies
Institute of Social Sciences and Humanities

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Authors:

Joseph Jack Horgan, M.Ed.

Dr. paed. Tatjana Sinkus

Reviewed by:

Dr. sc. soc. Liga Paula

Dr.paed. Indra Odiņa

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Latvia University
of Life Sciences
and Technologies

Institute of Social Sciences and Humanities

Lielā iela 2

Jelgava, LV-3001

Latvia

www.lbtu.lv

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Introduction

English for Sociologists has been designed as a 21st century course book for students of sociology and the English for Specific Purposes (ESP) instructors who teach them. The book is divided into 14 different sections that correspond with some of the most common topics taught in introductory sociology courses, as well as a few extra sections that are important to all university students such as academic terminology, intercultural communication, media literacy, and the research process. Each section contains tasks that align with the four language skills (reading, listening, writing, and speaking) in addition to vocabulary tasks that focus on the most common terminology they will need to know in their studies. An additional grammar reference section at the end of the book gives useful explanations about a number of common grammar topics as well as self-practice activities.

The course is designed for students between the Common European Framework of Reference for Languages (CEFR) levels of B2 (“independent user”) and C1 (“proficient user”). While the book is designed for a course in which the instructor would guide students unit-by-unit, almost all tasks can be used on a standalone basis for those looking for a few exercises here and there. Answers are given in a key at the back of the book, so it is also possible to use it for self-study.

This book is not intended as an English language content-based “introduction to sociology” course, but for students who are already taking such a course in parallel to this in a different language. Tasks have been designed to develop students’ language skills and competences. Almost all reading and listening tasks are based on “authentic texts,” which means that they were not created specifically for language learners but for a real-life audience of those in the field.

We hope that you find this book useful!

Joseph Jack Horgan and Tatjana Šinkus

Section I: Academic Language

“The mark of higher education isn't the knowledge you accumulate in your head. It's the skills you gain about how to learn.”

-Adam Grant

Vocabulary: Higher education

During your studies at university, there are a number of important words in English that you should know, even if you might not be studying in an English-speaking environment. It is important to remember that even among countries and universities that use English, there can be significant variations in terminology. These, however, are some of the most universal and international understandings of key terms that you might hear or read during your studies.

Glossary:

Vocabulary:	Definitions:
Academia	The scientific and cultural community engaged in higher education and research
Academic	Having to do with education, research, and scholarship.
Alumni	Those who have graduated from a study programme.
Bachelor's degree	A 3–6-year degree programme offered by higher education institutions (universities) in a specific field of interest.
Campus	The buildings of and areas around a university.
College	The general term in the USA for higher education AND a higher education institution that mainly focuses on undergraduate (bachelor's) programmes.
Course	A unit of study within an academic study programme, usually involving lectures and graded individual work.
Credit	A certain amount of points that students can receive for successfully completing a course that goes towards completing a degree.
Curriculum	The subjects students take as part of an educational programme OR the content taught in a course.
Dissertation	A major work of research written in order to complete a doctoral degree.
Doctoral degree	The highest degree awarded by a university .
Dormitory	A building containing rooms for students to sleep in.
Elective course	A course taken by choice.
Enrolment	Sign up for an academic course or study programme.
Exchange	An arrangement where students or academic staff are able to spend a certain amount at a different institution of higher education.
Instructor	A member of academic staff who teaches students and grades work.
Lecture	A talk about a specific academic subject given before an audience (usually students).
Master's degree	A postgraduate degree which aims to assist students in developing a mastery in a particular academic field or profession.
Seminar	A form of instruction where a small group of students has discussions with an instructor.
Term	An amount of time in the academic year when classes are held.
University	The general term in the UK for higher education AND a higher education institution that offers masters and doctoral degrees

Use the words from the glossary above to fill in the blanks. Some of the words you will need to change so that they grammatically fit in the sentences.

In the world of (1) _____, most people start by completing a 3 or 4-year (2) _____ in their chosen field, taking a number of (3) _____ that are each worth a certain amount of (4) _____. The courses' (5) _____ are delivered by (6) _____ staff following a specific (7) _____ that is usually accessible by the first day of classes. (8) _____ who have graduated might then go on to (9) _____ in a post-graduate programme to study for a (10) _____ and then even a (11) _____ where they will have to write a lengthy (12) _____. Students who live on (13) _____ generally sleep in a (14) _____ during the study (15) _____ and go home over the summer and other breaks. In the US, people generally use the term (16) _____ students to describe people studying in a bachelor's programme, while in the UK the term (17) _____ is used.

Writing: Taking notes

Nowadays, with the ability to take screenshots, record lectures, and download presentations slides, it can feel like there is little point in taking notes the "traditional way." However, research has shown that writing notes by hand can significantly boost your chances of actually remembering key information that was discussed in class. Some notetaking methods are more effective than others, though—here are some key tips for taking notes as effectively as possible.

1. **Don't transcribe lectures word-for-word** — stick to the key points which will be easier to sort through and read later.
2. **Make sure to write down questions or things that are unclear** — if there's something you don't understand, make a special note of what you need to clear up when you have the chance to ask questions so that you don't forget.
3. **Keep it organized** — there are a number of different types of structures that you can use, but make sure to keep it organized and consistent so that your notes don't end up looking like a piece of abstract art you cannot understand when looking back later during study time.
4. **Use abbreviations and key words** — whether they're internationally recognized short forms or from your own personal system, abbreviations can save both time while writing and space on the paper
5. **Try a visual method** — in addition to mind maps, flow charts, and traditional outlines, one popular method for taking notes is called the "Cornell method," named after Professor Walter Pauk at Cornell University. Students make two columns — a narrow left one with key questions and key words, with more detailed notes coming in the wider column. A summary of the lesson is then written below.

Title of lesson	
Cue column • Key questions • Key words	Notetaking column
Summary:	

Try using the Cornell system to take notes when doing the reading and listening tasks for this section. First, try to answer all of the questions about the listening and reading tasks based on your notes before listening for a second time and checking.

Reading: Study regulations of the university

In order to effectively take part in the study process, it's important to fully understand the rules and regulations of the educational institution that you are studying at. Please read through the regulations

of your institution and take notes using the Cornell system mentioned above. Then, based on your notes try to answer the following questions (you can go back and check afterwards).

1. What must students do in order to pass a course?
2. What are two things that are considered “plagiarism” according to the regulations?
3. Who can students go if they want to appeal a decision, such as a grade given by a course instructor?
4. In which situations are students allowed to use artificial intelligence tools?
5. What can students do if they do not pass a course?

Listening: Study habits for university students

During your studies, you probably already have and will continue to use YouTube videos to help better understand the material you learn in class, the majority of these videos being in English. Let’s start out with a video by a well-known “StudyTuber” about important habits for university students.

<https://www.youtube.com/watch?v=hD0G9uEWgRc>

Listen closely and then answer the following questions.

1. According to the speaker, the secret to studying effectively is
 - a. writing utensils such as highlighters.
 - b. mood lighting such as candles.
 - c. habits and routines.
 - d. giving yourself choices.
2. Planning
 - a. is a better method than preparation.
 - b. is essential for using your time effectively.
 - c. should not be used during the first year of university.
 - d. can lead to people falling apart completely.
3. The “mandatory minimum” is
 - a. a concept the video creator defined a long time ago.
 - b. a way to avoid creating a specific timetable.
 - c. an alternative to doing the same thing over and over again.
 - d. an estimate of the least possible amount of time a task will take.
4. Without knowing the mandatory minimum, the speaker might
 - a. have not had enough time to finish everything she needed to.
 - b. have spent too long on each assignment she needed to complete.
 - c. have unnecessarily turned down an invitation to go out with friends.
 - d. have not scheduled enough activities afterwards.
5. Which of the following does she **NOT** give as an example of situations where she uses mandatory minimums?
 - a. Assessments such as tests and exams
 - b. Aspects of her videomaking career
 - c. Regular homework assignments
 - d. Commitments in her personal life
6. At the beginning of a new week, the speaker
 - a. tries to avoid the most annoying tasks that she doesn’t want to do.
 - b. estimates the amount of time it will take to complete different tasks.
 - c. reaches out to friends to plan exciting adventures and activities.
 - d. creates a plan that she refuses to modify later on in the week.
7. “Sanctity of space” is the idea that
 - a. certain activities are associated with specific locations.

- b. people's brains need to be rewired in order to be able to function.
 - c. phones should never be used in the same room people are studying.
 - d. desks are required in order to study effectively.
8. Which of the following is **NOT** advice given about habits?
- a. Make sure to think about the most effective times.
 - b. Build a routine around certain specific spaces.
 - c. Avoid taking breaks to achieve all tasks on time.
 - d. Deeply focus on tasks for a certain amount of time.

Check your answers with a partner. Then, discuss the following questions:

1. Which of the pieces of advice would you be most likely to follow? Why?
2. What other advice that was not mentioned in the video could you suggest? Please explain.
3. Would you be interested in watching more "StudyTuber" content? Why or why not?

Speaking: Seminar discussions

To speak more effectively, it's always important to use what is called "signposting" language. Imagine that you are driving on the road — if there were no road signs, you could technically drive from one city to another, but it would be extremely difficult and dangerous to do so. Road signs help us stay on track and keep us from driving into one another. The same is true of signposting language — it keeps whatever you are saying "on track" and help listeners better understand your train of thought. There are different types of signposting language for different language situations, such as presentations, essays, and debates, but the basic principles are always the same.

Seminars are a type of instruction which generally involves far less instructor-centred lecturing and far more student-centred discussions. In seminars, it is far more important that you have done the required reading and other preparation ahead of time and have taken effective notes, since the discussions cannot happen without students being familiar with the material. Signposting language is also important – if students are unable to effectively and efficiently contribute their thoughts and opinions, the seminar cannot succeed.

Here are some phrases that you can use to help smoothly participate in English language seminar discussions:

Starting the discussion:

- (Well) thank you for all being here.
- Today's topic is...
- Let's start with...

Stating facts...

- It's been said that....
- According to...
- As is well known...

Asking for opinions:

- What do you think about...
- How do you see it?
- Where do you fall on this issue?

Giving opinions:

- In my opinion...
- The way I see it...
- Well, if you ask me...
- To the best of my understanding...

- I (strongly) believe that...

Clarifying:

- If I understand what you're saying...
- Did I understand correctly that...
- I'm sorry, but I didn't quite get the idea; could you please rephrase it?

Agreeing:

- I agree with that!
- I couldn't agree more.
- That's a great point!

Disagreeing:

- I'm sorry, but I can't quite agree.
- I see your point, but...
- I agree up to a point, but...

Balancing points

- One on hand... on the other...
- From one side... But from the other...
- In a certain regard/respect... However,...

Group discussion: University life

1. Work in groups of 3–4. Talk about these questions:
 - How is university life in your country different from other countries?
 - What is the most difficult part of studying at university?
 - Why is academic integrity important?
2. Use words from the glossary (e.g., curriculum, credits, exchange, alumni).
3. Use signposting phrases (e.g., In my opinion..., I agree with..., On the one hand...).
4. Choose one student to summarize your group's ideas to the class.

Section II: Sociology as a Science and a Career

“History is, strictly speaking, the study of questions; the study of answers belongs to anthropology and sociology.”

-W. H. Auden

Vocabulary: How sociology relates to the other social sciences

Throughout your studies, there are some basic terms related to sociology that will come up when reading and listening to information in English. Although a few of them are listed below, it's important to develop your skill to figure out words that you do not know. First, it is best to start by predicting the meaning from the context — try removing the word from the sentence altogether and see if you can think of a word that might make sense in that context. Of course, that will not work for many more specific terms. In this case, it is much better to get into the habit of using a monolingual (one language) dictionary rather than a translator, as it will help you better orient yourself in the language you are trying to learn.

Glossary:

Vocabulary:	Definitions:
Anthropology	The study of past and present human cultures and societies.
Conflict theory	A perspective that sees unequal individuals and groups competing within a society for resources, power, etc.
Economics	The study of the allocation of resources and the production, consumption, and distribution of goods.
Functionalism	The perspective that sees society as a complex whole with many small elements
Geography	The study of the relationship between people and the physical environments that they interact with.
History	The study of past events, specifically related to human societies.
Political science	The study of political organization, behaviour, and relations.
Psychology	The study of the human mind and behaviour.
Social interaction	A dynamic process where two or more individuals reciprocally influence each other through a range of verbal and non-verbal behaviours
Social phenomena	Observable patterns in people's behaviour and actions that happen when people interact with one another.
Social sciences	Academic fields that focus on aspects of human individuals and societies.
Sociology	The study of human society, interactions and behaviour.
Sociological perspectives	Ways of analysing situations and phenomena within sociology (functionalism, conflict theory, symbolic interactionism)
Symbolic Interactionism	A perspective that focuses on how individuals and groups have shared understandings and interpretations of meaning that can vary from context to context.

Use the words from the glossary above to fill in the blanks. Some of the words you will need to change so that they grammatically fit in the sentences.

(1) _____, the study of human societies and interactions, is one of a number of
(2) _____, the others being (3) _____ (the study of cultures and societies), (4) _____ (the study of people's interaction with physical spaces),
(5) _____ (the study of how resources are allocated), (6) _____
(the study of past events), and (7) _____ (the study of human behaviour).
Sociologists look at (8) _____ — the way people interact to and relate with one

another — as well as (9)_____ — patterns and behaviours that happen when people interact in groups.

In doing their research and analysis, sociologists might take on one of a few (10)_____ to help better frame the issue. (11)_____ looks at society is made up of many individual elements that come together in a balanced way. (12)_____ focuses on the impact of inequalities on society. (13)_____ takes quite a different approach, focusing on the interactions between individuals and within groups and the different meanings they can have within different contexts.

Reading: The field of sociology

In most countries, academics and professionals working in a specific field form associations to help advance the field in that country. According to Wikipedia,

The American Sociological Association (ASA) is a non-profit organization dedicated to advancing the discipline and profession of sociology. Founded in December 1905 as the American Sociological Society at Johns Hopkins University by a group of fifty people, the first president of the association would be Lester Frank Ward. Today, most of its members work in academia, while around 20 percent of them work in government, business, or non-profit organizations.

ASA publishes ten academic journals and magazines, along with four section journals, including the American Sociological Review and Contexts.

The ASA had 9,893 members in 2023, as an association of sociologists even larger than the International Sociological Association. It is composed of researchers, students, college/university faculty, high school faculty, and various practitioners. The "American Sociological Association Annual Meeting" is an annual academic conference held by the association consisting of over 4,000 participants.

(“American Sociological Association,” 2025)

Sociologists from most countries in the world are welcome to join the organization for a fee of \$61 per year (as of 2025). Please discuss with your partner: Based on the information you have read, would you consider joining? Please identify to potential “pros” and “cons.”

Now, please read the following text by the American Sociological Association about the field of sociology which can be found on their website.

<https://www.asanet.org/wp-content/uploads/savvy/introsociology/Documents/Field%20of%20sociology033108.htm>

Then, please answer the following questions as “true,” “false” or “not mentioned”:

Statement:	T	F	NM
1. Sociology can be used when making a choice.			
2. The term “sociology” was first used as a general term for all natural sciences.			
3. Sociologists focus primarily on the behaviour of multinational companies.			
4. Sociology was already a developed field in the places that the European colonizers travelled to in the 16 th and 17 th centuries.			
5. New innovations in the 18 th and 19 th centuries led to new ways of thinking.			
6. Traditional institutions like the church and the family were mostly unaffected by the changes of the late 18 th century.			
7. Capitalism is irrelevant to the field of sociology.			

8. Child death rates decreased because of advances made in sociology.			
9. The word “sociology” was first used as a subject name in the United States.			
10. Sociology is still a widely taught and studied subject.			

Now, with a partner, please discuss the following discussion questions:

1. Who, in your opinion, was the target audience for this text? What evidence do you see for this conclusion?
2. To what extent can you trust the information contained in this article? Please give specific reasons.

Listening: "What can I do with a degree in sociology?"

One of the most important things that students of any field, including sociology, must consider is what career opportunities are available after getting their bachelor's degree. Please listen to the following interview with Professor of Sociology Dalton Conley from Princeton University about post-graduation options, and check all of the possibilities that he mentions.

<https://www.youtube.com/watch?v=1HCldrTdHFQ>

- ☐ Advocacy group
- ☐ Graduate school
- ☐ Habit specialist
- ☐ Impressionist
- ☐ Large companies
- ☐ Media broadcaster
- ☐ Marketing
- ☐ Researcher
- ☐ Shock therapist
- ☐ Studies in Law
- ☐ Studies in Medicine
- ☐ Studies in Pragmatism
- ☐ Think tanks
- ☐ Titling specialist

Check your answers with a partner and then discuss the following question: Does the speaker make sociology like an attractive field to study? Why or why not?

Writing: Applying for jobs

CVs

After graduating from your sociology programme, you will likely begin looking for a job. Even for those who are lucky enough to get sought out or contacted by a company, it is usually necessary to write a CV (Curriculum Vitae) and a cover (or motivation) letter. This is true also of internships that you might apply for while still completing your studies.

In Europe, the standard format for creating a CV is called “Europass.” This system allows users to fill out a form with information about themselves and quickly create a perfectly formatted PDF file that can be re-uploaded and edited later.

<https://europass.europa.eu/en>

You can choose to either create a profile and save all of your information on the Europass website, or you can just download the CV as soon as you are finished and use it to continue editing later; however,

if your internet connection is having trouble, you can sometimes lose all of the information you have written in. Here is a video you can watch that shows the basic process of creating and saving the CV: <https://www.youtube.com/watch?v=RSflnOUPbsY>

Here are a few things to keep in mind when putting together your CV:

- If you include a picture of yourself, make sure to choose a professional and serious looking one. Remember that this is the very first impression they will have of you, and although no one will hire you because of the picture, using a low-quality or goofy-looking picture can make it seem like you are not serious about this job.
- Make sure to put any work experience first and then education experience, languages, volunteering, etc. Even if this work experience is not directly related to sociology, it is still better to highlight that you have had a job and have been a member of the work force.
- Within work experiences and education experiences, make sure to put the most recent ones first (at the top of the list) and less recent ones at the bottom. If you are still working or studying at that current experience, make sure to check the “ongoing” box. Do not forget to include the current programme you are studying in!
- When describing your roles and responsibilities at your different work experiences, it is most common to use a list of three bullet points with the simple tense without a subject — past simple for jobs you no longer work at, and present simple for jobs you currently do. Make sure to use action verbs that phrase your actions as “transferable skills” — things that you might not necessarily need to specifically do at a future job but would be useful in other ways. For example, to describe your experience having previously worked at a supermarket:

Instead of:	Write:
• Worked at the cash register	• Was responsible for cash and card transactions
• Stocked the shelves	• Monitored store inventory
• Worked with colleagues	• Collaborated as part of a team to solve problems

For a job at a restaurant where you still currently work:

Instead of:	Write:
• Take orders	• Communicate with customers to create a positive dining experience
• Clean the tables and floors	• Maintain a safe and hygienic environment
• Bring out food	• Coordinate with kitchen staff to ensure timely fulfilment of orders

- Make sure to list all languages that you know, even if you only have basic competence. You can rate your individual language abilities (speaking, reading, writing, listening) using the CERF (A1, B2, C1, etc.) as approximately and honestly as possible.
- Make sure to not exaggerate or make anything up on your CV — this will come to light sooner or later. If you claim that you are competent in JavaScript and Python just because you think it sounds good, there’s a very good chance you might get asked to work on the website.

Cover letters

Very rarely will you send a CV without a cover letter, also known as a motivation letter. Although there is no one single rigid format that a cover letter has to follow, there are certain elements that every effective cover letter needs to have (though the order of these elements can vary). In this roughly one-page letter you want to:

- Introduce yourself;
- Explain why you want to work specifically at that job;
- Highlight key positive aspects about yourself that make you fit for the job;
- Justify these positive aspects using specific examples from your previous experience;
- Express your interest in communicating further about the position.

When putting together your own cover letter, it is a good idea to look at some examples on the internet of ones that have been successful and get an idea of what order of elements and style you think would be most effective for you. Here is a sample letter that includes **in bold** some common useful phrases that you might want to use in your own letter:

Dear Ms. Smith,

As a passionate and highly motivated student of sociology **with a specific interest** in market research, **I would like to apply for the position** of research intern at Mitau Analytics **advertised on your website**. The **possibility of working at a cutting-edge, industry-leading firm** like Mitau is very exciting, as I have long admired your work with food service analysis, and I think **it would be the perfect place** for me to **continue developing as a** researcher.

Since early in life, I have been passionate about numbers and data. **Aside from** participating in mathematics olympiads whenever I had the chance, I conducted a scientific research project while in secondary school which analysed student feedback about the school cafeteria's offerings and **provided concrete suggestions**. This work **not only** received third place in the state competition, but the cafeteria was able to **use this feedback** to improve their menu and boost customer satisfaction. My research **skills have been deepened** thanks to my bachelor's studies in sociology, and **I look forward to applying them** in a new, exciting context.

Market researchers need to be willing to keep an open mind and consider issues from different, sometimes unconventional perspectives in order to conduct their research effectively. **As a waiter at** the restaurant "Chill Zone," I constantly asked for feedback from customers and realized that many commented during the summer months on how they wished we served iced coffee. **Based on** this information, **I suggested** to the owner that we start offering it, and it quickly became the most popular item on the menu, bringing the company significant additional profit.

In addition to my education and work experience, I am also fluent in Russian, Latvian, and English, **which can help me communicate** in a **number of different situations**. Having been on Erasmus exchange in the Czech Republic during my second year of studies, **I am able to adapt** to new and unfamiliar situations.

Because of these reasons, **I think that I would be a perfect fit** for the internship position at Mitau Analytics, and **I would be happy to further discuss** my skills and qualifications. **Thank you for your time and consideration**.

Sincerely,
John Smith

Here are a few "Dos" and "Don'ts" for your cover letter:

Don't	Do:
--------------	------------

Address the person by their first name	Use “Ms.” or “Mr.” along with their last name
Use “to whom it may concern” or “Dear Sir/Madam” if their name is not posted	Address the letter as “Dear Hiring Manager” or “Dear Hiring Committee” if the name is unknown
Simply repeat your CV in letter form	Detail key elements that make you a good fit
Simply list your skills and qualifications	Give specific examples to prove them
Write your letter as all bullet points	Use a maximum of 3-5 bullet points in the middle if there is something specific you want to highlight
Copy and paste the same cover letter over and over and just change the company name	Make sure that there is something specific about each company mentioned in the letter
Mention that you have little or no experience	Focus on your positive skills and attributes
Ask directly for an interview	Mention the possibility of communicating further
End with “Love” or “Cheers”	End with “Sincerely” or “Yours truly”
Include jokes	Take this letter seriously

Now, please search for a job that requires a degree in sociology that you might be interested in. Use Europass to create a CV and a word processing application (MS Word, Google Docs, Libre Office, etc.) to write a cover letter for that specific job using the advice from above.

Speaking: Job interviews

Most of the time, candidates for a job will go through at least one interview before being chosen for a job. Sometimes there might be a series of interviews where each time a certain number of applicants are short-listed to go on to another round of interviews, and sometimes these interviews might be conducted by a panel of interviewers. Regardless of the format, there are certain questions which are in most situations illegal to ask in the European Union. With a partner, please discuss why each of the following questions are legally off-limits:

- Where are you from?
- Are you married?
- Your English is excellent! Is it your native language?
- Do you have any children?
- Are there any special religious holidays that you will need to take the off on?
- Do you currently have any debt?
- Who did you vote for in the last election?

While each job interview will have questions that are unique and specific to that position, there are certain common (and perfectly legal) interview questions that you are likely to be asked and that you can plan and prepare for ahead of time. Here are some of them, as well as some basic advice for how to plan your answers.

Question:	Advice:
Tell me about yourself.	There is no necessarily right or wrong way to answer this, but please think of what you would like your first impression to be in the eyes of the interviewer and plan an answer ahead of time.
What are your strengths?	Instead of just listing positive qualities, make sure to give specific examples from your previous experience (work, education, volunteering, etc.) that demonstrate these strengths.
What are your weaknesses?	DO NOT name actual weaknesses like being constantly late or losing things constantly. Either name things that are technically weaknesses but might seem attractive to an employer (such as having a hard time trusting others with important responsibilities

	or spending too much time at work), or name actual weaknesses that you have overcome (such as previously being disorganized but having learned to be highly organized over time.
Why are you interested in working at this company?	Make sure to mention something specific about that company to show that you are aware of what they do and serious about working at that place.
Why are you leaving your current company?	DO NOT badmouth your former boss or colleagues — you don't want to give the impression that you are the kind of person who tends to complain about everything. Instead, you can say that you are searching for new challenges and opportunities to grow.
Where do you see yourself in five years?	Although it might be tempting to say “at this company” to show how much you want to work there, you can play it cool by describing a place that is similar to the company you are applying to without naming it. Make sure not to say that you are hoping to be in whichever position the person interviewing you has, as you do not want to seem like a possible threat to them.
What can you offer us that others can't?	Although you might feel like there is nothing specifically unique about you, if you think hard enough, you can probably come up with something. Maybe you have spent a lot of time in both the countryside and the city which has given you a wide range of skills, or maybe you did an exchange semester which has made you more adaptable. It would be ideal to mention something that stays in their memory for a positive reason.
Tell about a time that you made a mistake (or failed).	Like the question about weaknesses, the key here is not to talk about the failure but to show how you recovered and learned from the experience.
How do you handle stress?	Don't give the impression that you just ignore and bottle up all of your stress — mention some kind of intellectual or physical activity such as mindfulness exercises, yoga, jogging, puzzles, etc.
What motivates you?	Instead of giving the impression that you are only motivated by receiving a paycheck, you can mention the satisfaction of doing a job well, making customers happy, being a good role model for others, etc.

In addition to these questions, research some other common job interview questions. Then, take turns with a partner to practice interviewing each other for a job related to sociology. The more you practice job interview questions, the better your answers will be in a real-life situation.

Group collaboration: Sociology connections

1. Work in groups of 3–4. Create a poster or infographic (on paper or using a free online tool such as Canva) that shows:
 - how sociology connects to at least two other social sciences,
 - one example of a social phenomenon for each connection,
 - a short explanation of why these connections are important.
2. Use words from the glossary (e.g., *anthropology*, *conflict theory*, *social phenomena*, *psychology*, *sociology*).
3. Present your poster/infographic to the class in 1–2 minutes.

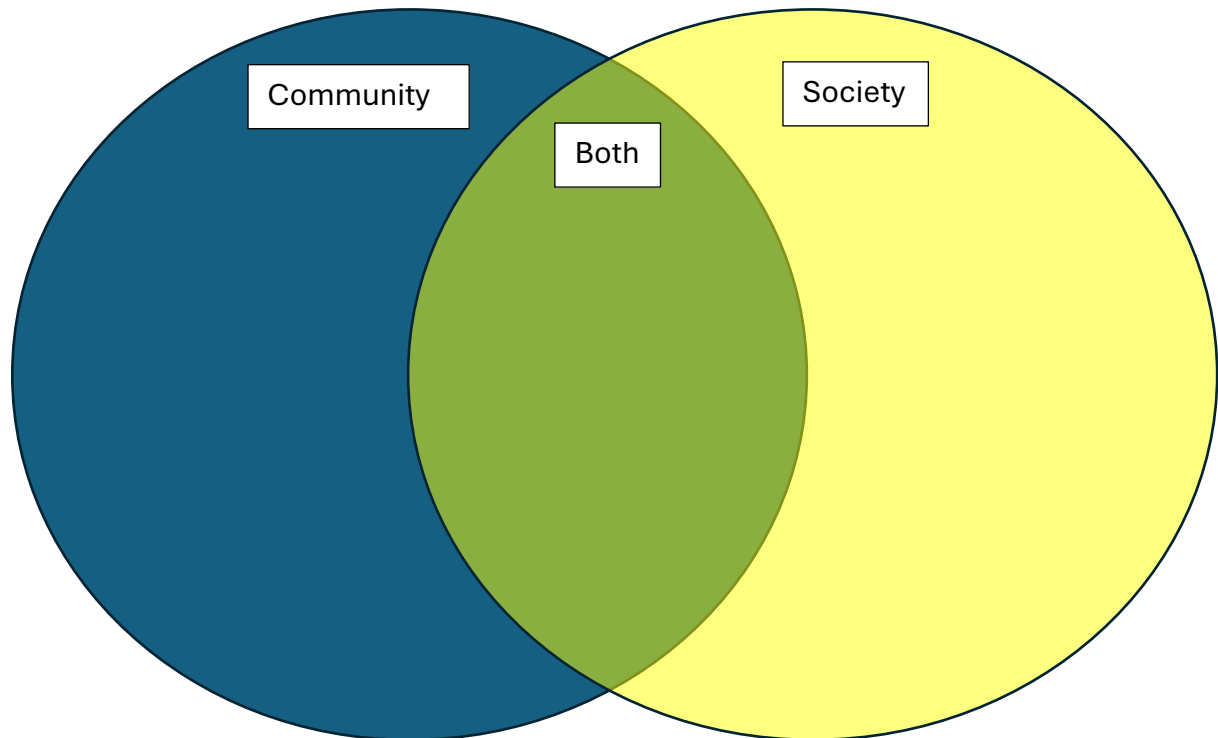
Section III: Communities and Societies

“Society has arisen out of the works of peace; the essence of society is peacemaking.”
-Ludwig von Mises

Vocabulary: Communities and societies

Comparing and contrasting

One of the most important things to be able to define and differentiate (tell the difference) between is a community and a society. A Venn diagram, like the one below, is a useful way to help compare and contrast two related things. Based on what you have learned so far in your sociology studies, work with a partner to complete the Venn diagram with the items from the list of bullet points below:



- Group of people
- Larger and more complex
- Members are likely to have something in common with each other
- Organized in some way
- People are less likely to know one another
- Smaller and less complex

Together with your partner, please create your own definitions of “community” and “society.” Then, discuss your definitions with others in the class.

Glossary about society

Throughout the rest of the tasks in this chapter, you will come across the following words (**bolded** in the activities). Instead of being provided the definitions, this time you need to create your own glossary — a list of terms with definitions. Try to figure out your own definitions first from the context and then check them. Please try to write the definitions using English instead of translating into the language you are most familiar with, as that will help your ability to be able to think in and communicate in English. There is no specified number of words each definition needs to be, but you need to be able to define the word precisely enough to be able to use it effectively in the future.

Remember that some of the words might have multiple meanings — make sure to use the definition specific to the contexts that you find in the tasks.

Glossary:

Vocabulary:	Definitions:
Agrarian	
Centralization	
To classify	
To consider	
Consumer	
Feudal	
Food security	
Fundamental	
Goods	
Horticultural	
Hunter-gatherer	
Industrial	
Just	
Level of development	
Manufacturing	
Migration	
Outsourced	
Pastoral	
Post-industrial	
To prioritize	
Relations	
Rural	
Social hierarchy	
Social inequality	
Solidarity	
Specialization	
Suburbs	
Urban	

Listening: Types of societies

Societies have changed quite a bit over time. Please watch the following video about the development of societies and then answer the questions.

<https://www.youtube.com/watch?v=BsRSL3duSko>

- Which of these factors did Lenski **prioritize** when **classifying** the **development level** of a society?
 - Complexity of **social hierarchy**
 - Complexity of developed tools and systems
 - Level of **relations** with neighbouring societies and communities
 - Complexity of language and alphabet
- In the most basic types of societies defined by Lenski, people did not yet have the ability to
 - communicate with one another using spoken language.
 - use basic tools and technologies.
 - grow food in a specific place.
 - stay together in small groups.

3. The key difference between **pastoral** and **horticultural** societies has to do with
 - a. agricultural methods.
 - b. respect for the natural world.
 - c. the ability to communicate among one another.
 - d. survival rates of the population.
4. Which of these factors does **NOT** begin to change as societies develop and become more complicated?
 - a. The role of family
 - b. The amount of **social inequality**
 - c. The complexity of technological developments
 - d. The importance of food for humans' survival
5. **Feudal** societies are
 - a. **hunter-gatherer.**
 - b. **agrarian.**
 - c. **industrial.**
 - d. **post-industrial.**
6. What was the key factor that allowed industrial societies to grow so large?
 - a. Decrease in the importance of family units
 - b. Increase in **food security**
 - c. **Centralization** of control over processes
 - d. **Specialization** of the economy
7. During the industrial revolution, **migration** mainly took place from
 - a. larger societies to smaller societies.
 - b. cities to villages.
 - c. **rural to urban** areas.
 - d. **suburbs** to the countryside.
8. Post-industrial societies are ones in which
 - a. the **manufacturing of goods** is central to the economy.
 - b. inequality is decreased between individuals and societies.
 - c. **consumers** begin buying less manufactured goods.
 - d. manufacturing is **outsourced** elsewhere.
9. Technological development usually leads to
 - a. less negative impact on the environment.
 - b. the solution to **fundamental** societal problems.
 - c. an increase in societal inequality.
 - d. increasingly peaceful and **just** societies.
10. Which of these factors is **NOT** mentioned as central to one of the theories of societal development mentioned in the video?
 - a. Ability to **consider** perspectives
 - b. Type of **solidarity**
 - c. Technological change
 - d. Development of ideas

Reading: Living with parents

People spend a lot of time arguing whether new developments or trends, such as social media, artificial intelligence, and immigration, are “good” or “bad” for society. Please read the following article summarizing research done by sociologists about Americans’ opinions about young adults living with their parents.

<https://ej.uz/pewparents>

Then, look at the statements below and decide whether you think that the information in the article supports it. For each one, provide specific evidence to justify your answer.

Statement:	Supported?	Justification:
1. Most Americans see the trend as a negative development.		
2. The more money one makes, the more likely they are to see the trend as negative.		
3. More young American adults lived with their parents at the publication time of the article than they did 20 years before.		
4. Political views have little to do with people's opinion on this issue.		
5. People across the world have similar opinions to those of Americans.		

Afterwards, discuss the following questions with a partner:

1. To what extent do you think that the responses to this question would be similar in your own country? Why?
2. How might people have answered this question differently 100 years ago? Why?
3. What could explain the difference in opinion across gender, age and ethnicity?

Writing: Arguing a point

While in everyday life people may think of arguments most often as raising their voices angrily, a formal argument, such as one you would make in a debate or an essay, should follow a clear structure in order to be made effectively. The simplest and most common structure for an argument is as follows:

Statement	The main idea you are trying to make in a nutshell
Reasoning	A detailed explanation of the statement using a chain of logic
Example/evidence	A specific example (hypothetical or real life) to illustrate your point, or evidence that you can provide from a trustworthy source
Implication	The "so what" — why does this matter?

For example, here is an argument someone might make as to why cats are better pets than dogs with each of the elements of an argument highlighted in the same colors as above:

Cats are more convenient pets than dogs. A pet is supposed to add joy to a person's life and should not be an extra burden or stress. The more extra work and stress that an animal creates, the worse of a choice it is as a pet. For example, dogs need to be walked at least once a day, whereas cats do not. Also, cats can be left alone with a large supply of food when going away for a weekend, while dogs need to be left with someone else. This is significant because many people overestimate how much of a commitment a dog is, leading to many dogs being abandoned, whereas choosing a cat instead could have avoided such a bad outcome for both the pet and the human.

Using this example, please prepare an argument either in favor of or against the following statement related to the previous reading task: "young adults living with their parents is bad for society." Make sure to include a clear statement, reasoning, example/evidence, and implication.

Try to use the following signposting phrases to structure your argument:

- I would argue that...
- To illustrate this...
- Consider that....
- For example/for instance...
- This is important/significant because...

Speaking: Questioning an argument

In formal and informal debates, it's important to not simply accept others' arguments at face value but to question them. Here are a few question phrases that you might use to follow up another person's argument in a respectful and effective manner:

- Would(n't) you agree that...
- Have you considered that...
- How would you respond to...
- What would you say about...
- What about a situation where...
- Would you say this applies to...
- What would happen if...
- Based on this, would you support...
- What about the perspective of...
- Would it make a difference if...

In pairs or small groups, take turns reading your arguments that you wrote in the writing task of this chapter. Then, question the argument using some of the phrases from above. The person making the argument can use some of the following phrases to respond:

- I see your point, but...
- That's true, however...
- Your concern is valid, but...
- I agree to a point, however...
- I don't quite see things that way because...
- I can't agree with you there because...
- If I understand your (question/idea), then...
- I have a bit of a different perspective because...

Group collaboration: Society through time

1. Work in groups of 3–4. Create a timeline poster or diagram (on paper or using a free online tool like Canva) that shows:
 - the main types of societies (hunter-gatherer, horticultural, pastoral, agrarian, industrial, post-industrial),
 - one key feature for each type (e.g., technology, food production, social hierarchy),
 - an example of a country or region where this type of society existed or exists.
2. Include at least three terms from the glossary (e.g., migration, social inequality, urban, rural).
3. Present your timeline to the class in 1–2 minutes, explaining how societies have changed and what patterns you notice.

Section IV: Culture and Society

“Culture is the widening of the mind and of the spirit.”

-Jawaharlal Nehru

Vocabulary: Culture

All societies have culture — behaviours, norms, institutions, and ways of thinking which can be both physical (material) and abstract (non-material). Here are some important terms related to culture which you should know in English.

Glossary:

Vocabulary:	Definitions:
Counterculture	A subculture that significantly differs from mainstream culture
Culture complex	A group of culture traits that are connected and related in a pattern
Cultural imperialism	One culture dominating and pushing aside others
Culture pattern	Overall behaviours and patterns that a group of people share over time
Cultural relativism	The idea that “right and wrong” should be judged within specific cultures
Culture shock	The feeling of uncertainty or discomfort when experiencing a new culture
Culture trait	A specific material or non-material element of a culture
Cultural universal	Aspects of culture that are common worldwide, regardless of society
Ethnocentrism	Regarding one’s own culture as better than others
Folkways	Traditional informal norms and customs for interacting in a social group
Language	The system of spoken and/or symbols used by a group for communication
Material culture	Physical objects created and used by a group of people
Mores	The expected moral behaviour and customs of a group of people
Norms	A standard of acceptable behaviour shared by a group
Non-material culture	Non-physical parts of a culture such as norms, symbols, language, etc.
Subculture	A smaller group within a larger culture that has its own specific elements
Symbol	Objects, words, gestures, etc. which have a specific meaning to a group
Technology	Tools that can be used and the knowledge used to operate them
Values	A society’s beliefs about what is important and good

Use the words from the glossary above to fill in the blanks. Some of the words you will need to change so that they grammatically fit in the sentences.

Societies have both (1)_____ — abstract concepts such as written and spoken (2)_____ — and (3)_____ such as (4)_____ that are developed and used to solve problems. These material and non-material (5)_____ include (6)_____ such as objects and gestures that have a specific meaning to a group, as well as shared (7)_____ — beliefs about right and wrong. The standards of acceptable behaviour in a group are known as (8)_____, while expectations about moral behaviour are known as (9)_____.

The (10)_____ of a culture are the informal ways that members of a social group interact, such as how to dress in a certain situation or whether to shake hands or bow in a new situation. A system of interrelated objects, behaviours, traditions, etc., such as Eurovision (musical traditions, rules and regulations, audience behaviour, etc.) is known as a (11)_____. Behaviours and patterns that are shared over time, such as how individualistic or religious a society tends to be, are known as (12)_____. Smaller cultures that exist within a larger

society are known as (13)_____, and those that go against the expected standards of society are known as (14)_____.

While there are certain (15)_____ which are shared across all cultures, such as having some sort of language, food, and beliefs, there are many other examples of ways of doing things, such as what is considered “right” and “wrong” which depend on the cultural context — this idea is known as (16)_____. Experiencing these differences can result in what is called (17)_____. The idea that one culture is better than all others is known as (18)_____. When a certain culture begins dominating others and pushing them to the side, this is known as (19)_____.

Reading: Culture shock

Many people who move to a significantly different new place experience feelings of discomfort and confusion known as culture shock. Luckily, there are things you can do at each stage to help lessen the negative feelings. Please read the following article about the stages of culture shock and try to match the examples (1-5) and pieces of advice (A-E) for each stage.

<https://www.now-health.com/en/blog/culture-shock-stages/>

Match the following:

Stage:	Example:	Advice:
Honeymoon	1. You miss your friends from home and are overwhelmed by inconveniences.	A. Stay connected with people from home so returning is less of a shock
Negotiation	2. You feel that things are very different at home compared to when you left.	B. Meet new people who can help you out when things get more difficult later.
Adjustment	3. You feel comfortable and have adapted to life in this new place.	C. Help others who are suffering in the negotiation stage like you once were.
Adaptation	4. Everything is new and exciting, even things that would normally be annoying.	D. Continue deepening your understanding of the new culture.
Re-entry shock	5. Things slowly start to get easier as you get used to cultural differences.	E. Reach out to others, especially those who have been through this.

Afterwards, answer the following discussion questions with a partner:

1. What other situations can "culture shock" occur in other than moving to a new country? Please give at least two specific examples and explain them.
2. Have you ever experienced culture shock before? If so, when did you experience it, and what did you do to overcome it? If not, how well do you think you would be able to overcome culture shock and why?
3. What do you think — has culture shock become easier to adapt to or harder to deal with in recent times? Why? Give specific reasons to back up your opinion.

Listening: How to sound smart in your TEDx Talk

At the end of this chapter, you will give a short presentation about the culture of a country that you are familiar with (either one you have spent time in or have done research about). For the rest of the chapter, the focus will be on preparing and giving your presentation as effectively as possible.

To give talks at TED and TEDx conferences, participants must spend a significant amount of time preparing since the standard of quality is expected to be very high. Please watch the following TEDx Talk by writer Will Stephen, which gives examples of good presentation skills in a humorous way.

As you are watching, please mark which of the following pieces of advice about giving a presentation can be inferred from watching the talk.

Advice	Can be inferred	Cannot be inferred
1. It's okay to contain some humour in your presentation.		
2. Claim that you are an expert even though you are not.		
3. Stand straight like a pencil and do not make gestures.		
4. Consider asking the audience a question.		
5. Speaking from personal experience can be effective.		
6. Make the audience feel embarrassed.		
7. Ignore the audience's reaction and feedback.		
8. Using images can be an effective way of making a point.		
9. Numbers and statistics can help strengthen your points.		
10. In each slide, use as many full sentences and paragraphs as possible.		
11. Use up to approximately 7 bullet points per slide.		
12. Graphs and charts should be avoided.		
13. Dressing professionally can help make you seem more credible.		
14. Presentations should not contain any actual information or content.		

After checking your answers with a partner, discuss the following questions:

1. Was this an effective way of demonstrating good presentation skills? Why or why not?
2. What are three pieces of advice that you will focus on when you give your next presentation?
3. What advice is missing from the list above that you think is also important to follow when giving a presentation?

Writing: Preparing slides for a presentation about the culture of a country

Sometimes, if students are unable to be in class on the day of a presentation, they might ask the instructor if they can just “send the presentation” to them via email. Unfortunately, this is not at all possible — a presentation is **NOT** a slideshow, but a performance that you give in front of an audience with a specific purpose. In this case, the purpose is to educate people about the culture of your country so that they can experience less culture shock if they travel there. In fact, it is possible to give a perfectly good presentation without any visuals whatsoever!

That being said, good visuals can help bring a presentation to the next level and keep your audience's attention more effectively. Here are some things to consider when putting your slides together in addition to the advice from the previous listening task:

- **KISS! (Keep it simple, silly!)** — The goal of your slideshow is for your audience to actually be able to read and understand them.
- **A picture is worth 1000 words** — This old saying is especially true for presentations. Since what you are saying is the main text of the presentation, it is better to include more pictures rather than just repeat the same exact text on the screen.
- **Stick with a single scheme** — Instead of changing the font and colors every other slide, pick a certain visual scheme and stick with it throughout the entire presentation for it to seem more professional and visually appealing. Although a certain colour scheme might look great on your

laptop screen, it might be difficult for an audience to decipher on a projector screen on a sunny day.

- **Don't be afraid to split things up** — If you feel like there is too much happening on a single slide, don't be afraid to split it into two slides and have some information on the first one and the rest on the second one.
- **Cite your sources** — Don't forget to include the sources for all of the information that you found when putting your presentation together and any images or charts that you used from somewhere else. A later chapter will focus on proper citation of sources, but check with your instructor for now how they would like you to do citations for this assignment.

There are many applications available for students to use to create presentation slides, including PowerPoint, Google Slides, Canva, Prezi, Keynote, and many others. Try some out and see what works best for you!

Speaking: Giving a presentation

Although it is tempting to write out a script to your presentation and just stand there and read it, this usually does not result in an engaging and high-quality presentation. Instead, it is better to have an outline with a few key points about what you would like to talk about and then practice talking through your presentation. Don't worry about trying to make it sound perfect — the main thing is that it should sound natural, not like a prepared speech you are being forced to read.

Try to keep all of your outline and notes on a standard-sized notecard — this will also help you with eye contact and engaging the audience. Just like Will Stephen did in the listening task from earlier in the chapter, you might consider including a few simple questions in your presentation to help the audience feel engaged. Humour can be an effective tool to keep the audience's attention in some situations, but if the topic is very serious, this might be inappropriate. In your presentations about cultures, you should not make potentially stereotypical and/or jokes about the culture you are speaking about.

Just like there are signposting phrases for a discussion, there are certain common phrases you can use in a presentation to help keep it on track. Here are some of the most common:

Introducing yourself and/or the topic

- Hello! My name is... and I would like to talk about...
- Have you ever (thought about)... Well today I'd like to...
- The focus of this presentation will be...

Previewing the structure

- My presentation will consist of ___ parts...
- First, I'd like to talk about... Then... Finally...
- I'll begin by... Next, I'll...

Introducing a new point

- I'd like to start by....
- Moving on, let's look at...
- That brings us to (my next point, which is...)

Highlighting something

- As you can see...
- If you take a look at...
- What this (image/chart) highlights is...

Checking for understanding

- Are there any questions?

- Is everyone with me so far?
- Is this clear?

Referring to a previous point

- As I mentioned previously...
- This goes back to...
- As we touched on earlier...

Summarizing

- To summarize/sum up...
- In short...
- To recap...

Concluding the presentation

- That (just about) brings us to the end to the talk.
- So, to conclude, the main points/takeaways are...
- Thank you for your attention!

Inviting questions

- I'd be happy to answer some questions.
- Are there any questions?
- It seems like we have time for a few questions.

Commenting on useful questions

- Thanks for the question.
- That's a great question!
- I'm glad you brought that up.

Commenting on difficult questions

- I'm sorry, but I don't know if I can answer that right now. Can I get back to you later?
- I'm not sure that that's quite related to today's topic, but I'd be happy to discuss it later.
- If I understand the gist of your question, then....

When giving your presentation about the culture you have chosen, try to practice using as many of these phrases as you can. Although it might seem a bit strange or unnatural at first, it truly does help guide the audience if you can use them effectively.

Group collaboration: Comparing cultures

1. Work in groups of 3–4. Choose two cultures (they can be countries, regions, or subcultures).
2. Create a comparison chart or infographic showing:
 - at least three aspects of material culture (e.g., food, technology, clothing),
 - at least three aspects of non-material culture (e.g., values, language, norms),
 - one example of a cultural universal they share.
3. Use words from the glossary (e.g., *cultural relativism*, *counterculture*, *ethnocentrism*, *values*, *norms*).

Present your chart/infographic to the class in 1–2 minutes, explaining how these cultures are similar and different.

Section V: Intercultural Communication

“To travel is to discover that everyone is wrong about other countries.”

-Aldous Huxley

Vocabulary: High and low context cultures

One of the things that can contribute to culture shock is if the communication style of a country is significantly different than the one the traveller comes from. Anthropologist Edward T. Hall introduced the idea of “high-context” and “low-context” cultures as a way of classifying the communication styles of societies. The basic idea is that in high-context cultures, non-verbal nuances such as body language, facial expression, tone, timing, etc. are much more important in terms of understanding the meaning of a message than in low-context cultures, where communication is much more direct and forward.

Of course, it is extremely difficult to classify an entire culture (made up of many diverse individuals) as simply “high-context” or “low-context,” especially since in some regard it might be more high-context and more low-context in others. Researchers have also had a difficult time finding solid evidence of these categories in the real world. However, it is still a useful way of thinking about the communication style of a cultures, and these are terms which are commonly understood throughout the world.

One place where there is particular interest in these concepts is in the world of international business, where misunderstandings due to cultural differences can potentially lead to the loss of profit. International business experts have built upon the idea of high- and low-context cultures in terms of how people commonly work and how business is conducted.

Aspects:	High-context	Low-context
Attitude toward change		
Communication style		
Disagreement style		
Feedback style		
Leadership		
Importance of relationships		
Sense of time		
Work style		

Fill in the missing spaces of the chart above with the words and phrases below:

- Avoids **confrontation** (conflict)
- **Collectivist** (focusing on the group over the individual)
- **Confrontational** (not worried about avoiding conflict)
- **Direct** (says exactly what is meant)
- **Egalitarian** (the idea that everyone is equally important)
- **Hierarchical** (structured in order of rank or importance)
- Highly **organized** (planned dates and times should be observed)
- **Implied** (indirect)
- **Individualistic** (focus on self and independence)
- Less sense of **loyalty** (supporting a person over time)
- **Non-verbal** (focusing on gestures, facial expressions, use of silence, tone, etc.)
- Open to taking new **risks** (doing something different and unknown)
- **Relative** and flexible (not so strongly set in place)

- Strong **bonds** between people (connections)
- **Tradition**-based (less open to new ways)
- **Verbal** (focusing on words)

In general, eastern societies such as Japan, the Arab countries, and India are considered to be “high-context” countries, while western societies such as Switzerland, the United States, and New Zealand are generally considered to be “low-context.” Discuss with a partner the country/-ies that you are most familiar with and decide whether they should be classified more as “low context” or “high context,” or somewhere in the middle. Justify your explanations.

Listening: Cross-Cultural misunderstandings

Talk with a partner and come up with at least three possible misunderstandings that might arise when people from two different cultural backgrounds are trying to communicate, even if they are both equally fluent in the language, they are speaking together in.

Watch the following video and try to figure out for each scene what cultural misunderstanding took place. Then, check your answers with a partner and discuss what could have been done to avoid each awkward situation.

<https://www.youtube.com/watch?v=J005FR474E0>

1. What misunderstanding occurred between the manager and her employee?
 - a. The employee was not wearing clothing considered acceptable for the workplace.
 - b. The employee was not on time for the meeting.
 - c. The employee didn't realize that everyone at the company is expected to exercise regularly.
 - d. The employee put a drink on her manager's desk without being invited to.
2. What misunderstanding took place between the host and the guest?
 - a. The guest was expecting to meet someone who looked completely different.
 - b. The host and the guest couldn't agree on a time to meet.
 - c. The host and the guest did not speak the same language.
 - d. The host and the guest used different forms of greeting.
3. Why is the employee at the computer surprised?
 - a. The other employee has entered the room and sat down without being invited to do so.
 - b. The other employee has arrived late for the meeting.
 - c. The other employee has not made proper eye contact.
 - d. The other employee has used hand gestures that were considered offensive.
4. Why did the manager seem unhappy with the employee?
 - a. The employee did not greet her boss in a respectful manner.
 - b. The employee got herself coffee but did not bring any for her boss.
 - c. The employee did not arrive punctually.
 - d. The employee came to work sick.
5. What caused the somewhat awkward situation?
 - a. The presenter did not speak the same language as the audience.
 - b. The presenter's use of humor was not considered to be tasteful.
 - c. The presenter's apology was not considered to be sincere.
 - d. The presenter's tone and body language were considered inappropriate for the situation.
6. Why was the manager surprised by the employee's response to the feedback?
 - a. The employee got out of her chair without being specifically invited to do so.
 - b. The employee seemed to interpret it as positive feedback.
 - c. The employee did not ask any follow-up questions regarding the feedback.

- d. The employee used overly informal language.
- 7. What led to the awkward moment at the end of the business deal?
 - a. The visiting partners are worried about the environmental impact of flying a private jet.
 - b. The visiting partners do not enjoy warm weather locations like the Bahamas.
 - c. The visiting partners do not enjoy to travel by plane — only by rail.
 - d. The visiting partners are worried that accepting the offer could be interpreted as taking a bribe.
- 8. Why did the employee feel uncomfortable in this situation?
 - a. They thought that the manager's style of communication was overly formal for the situation.
 - b. The question about their family was inappropriate.
 - c. They were not properly informed about the business acquisition mentioned by the manager.
 - d. They realized that they were inappropriately dressed for the situation.
- 9. Why was the woman offended in this situation?
 - a. She was shocked that the man didn't refer to her as "madam" or "ma'am".
 - b. She thought it was rude for the man to look her in the eye.
 - c. The woman interpreted the man holding the door for her as disrespectful and sexist.
 - d. The man did not properly bow to her as a sign of respect.

Reading: 20 ways to navigate and overcome misunderstandings in multinational workplaces

Nowadays, it's increasingly common for companies to employ people from a range of cultural backgrounds and to even work across a number of countries. In recent times, there has been an increased focus on finding ways to avoid cultural misunderstandings that can lead to conflicts that decrease productivity. Please read the following article.

<https://www.forbes.com/councils/forbeshumanresourcescouncil/2023/12/06/20-ways-to-navigate-and-overcome-misunderstandings-in-multinational-workplaces/>

Then, discuss and answer the following questions with a partner.

1. Who is the target audience of this article?
 - a. Workers at companies
 - b. Business leadership
 - c. Government policymakers
2. Who has written the content of the article?
 - a. Journalists working at the media publication
 - b. Academic researchers in the field of management
 - c. Representatives from the private sector
3. Which of the following pieces of advice are **NOT** given?
 - a. Decrease the amount of diversity in the company.
 - b. Find new ways to train staff to avoid misunderstandings.
 - c. Encourage open and honest communication.
4. Which of the vocabulary terms from the previous chapter is the advice by Jessica Wallen of AGC Biologics based on?
 - a. Culture complex
 - b. Cultural imperialism
 - c. Cultural universals
5. Which of the following processes is the advice by Erin ImHof of CertiK based on?
 - a. Recruiting (finding new employees)
 - b. Onboarding (integrating new employees into a company)
 - c. Downsizing (decreasing the number of employees)

Then, discuss the following questions with a partner.

- Which piece of advice given by the experts in the article would you most likely consider in your own company? Why?
- Which piece(s) of advice do you consider to be the least useful? Why?
- What other advice that was not mentioned by the article would you suggest if you were asked to contribute?

Speaking: Role plays about cultural misunderstandings

Role playing is an excellent way to not only practice for possible situations that might arise, but also to practice your language skills in a safe environment. With a partner, pick a few of the following situations and take on the role of an employee and a manager. Try to imagine you are these characters and are trying to resolve the situation.

- A new employee from a high-context culture has consistently shown up a few minutes late to work each day, which is unacceptable in this country.
- A lower manager from a high-context culture refuses to make any decisions without consulting his superiors, which is making the superiors frustrated.
- An employee from a low-context culture has been seemingly ignoring feedback from a manager from a high-context culture because it hasn't been phrased in a direct way they understand.
- A new employee from a high-context culture constantly avoids looking his superiors from a low-context culture in the eye, and they consider it quite rude.
- An employee from a low-context culture keeps using humour in a high-context workplace that he thinks is harmless and fun but his employees are quite bothered by.

Writing: A formal letter

While all letters follow a similar basic structure, the tone that they are written in can vary significantly depending on the situation; they might be formal, semi-formal, or informal. When a serious situation has arisen, especially one that may involve cultural sensitivities, it is best to go with a formal letter that will cut down on any possible misunderstandings and be free of emotional language. Formal letters are also the best option for delivering bad news and when contacting someone for the first time, especially without previous notice (such as a cover letter).

Here are a few ways to help make sure that the letter is in a formal tone:

- Use "Dear" instead of "Hi," "Hello," or "Hey there."
- Use "Mr./Ms." and the person's last name instead of their first name. "Mrs." means that the person is married (you might not know this, and they might not want to be defined by their marital status) and "Miss" is only used with young, unmarried females. "Ms." is the most neutral term. "Madam" can be used for women with a very high rank like a state president or prime minister.
- Avoid "small talk" that is not directly related to the matter at hand and get directly to the point of the letter.
- Use more passive voice than you normally might. "The bill has not been paid" is less emotional and accusatory than "you have not paid the bill." For more about passive voice, see the grammar reference section at the back of the book.
- Instead of using contractions such as "can't," "won't," "haven't" and "I'll," use full forms like "cannot," "will not," "have not," and "I will".
- Use more formal synonyms of words and phrases. For example, instead of using phrasal verbs (such as "look into," it is more formal sounding to use a single word instead such as

“investigate.” Here are some examples of common words or phrases that have a more formal option you can use instead:

Informal:	Formal:
All right	Acceptable
ASAP	At your earliest convenience
Boss	Employer
Boyfriend/girlfriend	Partner
Check out	Examine
Chill out	Relax
Deal with	Handle
Double check	Verify
Find out	Determine
Get in touch with	Contact
Go against	Oppose
Go ahead	Proceed
Go over	Review
I hate to say it	I regret to inform
Kids	Children
Leave out	Omit
Look for	Seek
Look into	Investigate
Put up with	Tolerate
Rack up	Accumulate
Rich	Affluent
Say sorry	Apologize
Show up	Appear
Sort out	Resolve
Tell about	Inform
Think about	Consider
Throw away	Discard

Please look through the following letter with a partner. Together, try to find at least ten ways that the letter could be improved to become more formal and professional.

Hi Bobby,

Happy Fourth of July! I hope you're doing well and that the weather is nice out there in Cleaveland. I'm headin' up to the lake this weekend with Carol and the in-laws, and it's going to be a real sizzler up there.

Anyway, I hate to keep reminding y'all, but we've been waiting for the payment for the sale last month. We've got our own bills to deal with and really need the cash, so can you please double check with your guys in accounting? Let's sort this out and try not end up on Judge Judy!

Anywho, please check out what's up on and maybe get in touch with your boss if you've gotta. Take it easy and hope to seeya soon.

Later,
Jimbo

PS: I had a player drop out of my 0.5 PPR tight end premium fantasy football league. If you or anyone ya know wants to jump in on the fun, lemme know.

Now, it is time to write your own formal letter. Imagine that a business partner still has not delivered a product despite your company having paid already a week ago. Please follow the advice about writing a formal letter and make sure the tone is professional.

Group collaboration: Cultural misunderstanding guide

1. Work in groups of 3–4. Create a short “Guide to Avoiding Cultural Misunderstandings” for international employees in a global company. Your guide should include:
 - at least three common causes of cultural misunderstandings,
 - one example of a high-context vs. low-context communication problem,
 - three practical tips for improving intercultural communication.
2. Use at least three terms from the glossary (e.g., *high-context*, *low-context*, *collectivist*, *hierarchical*).
3. Present your guide to the class in 2 minutes, explaining why your tips are useful.

Section VI: Socialization and Social Institutions

“Study, analyse the social structure - that's always far more effective than moralising.”
-Vincent Van Gogh

Listening: Agents of socialization

Before completing this listening task, discuss the following questions with a partner:

- Who is a person from whom you learned how to behave properly while growing up?
- How did you learn from them? Was it explicit (they specifically told you how to behave) or implicit (you figured it out by observing what they did)?
- Have you ever been in a situation where you saw someone behaving badly and made it clear that you disapproved of it? How did you do this?

These questions all have to do with the process of socialization. During your studies, if you are unclear about a key concept in your studies, you might watch a simple “explainer” video on YouTube to get a basic, overall idea. Please listen to the following overview video about agents of socialization.

<https://www.youtube.com/watch?v=1sv6aneeLZw>

1. Which of the following would **NOT** be influenced by socialization according to the beginning of the video?
 - a. How loudly someone speaks while travelling on a bus or train
 - b. How easily a person is able to interact at a family dinner
 - c. The social class that a person belongs to in childhood
 - d. Whether a person thinks that their country is the best in the world
2. Socialization
 - a. prepares people for social situations.
 - b. occurs when institutions interact with each other.
 - c. happens only early in life.
 - d. takes place only in certain contexts.
3. Which of the following family members are **NOT** mentioned?
 - a. Brothers and sisters
 - b. Cousins
 - c. Grandparents
 - d. Parents
4. At schools, students
 - a. become socialized by special agents .
 - b. only learn academic knowledge.
 - c. need to be strictly disciplined by their teachers.
 - d. navigate situations where they need to work with others.
5. Peer groups
 - a. might go against what authority wants them to do.
 - b. are encouraged to dress in a specific style.
 - c. speak their own unique language.
 - d. do whatever is popular in their friend group.
6. Which of the following would **NOT** be an example of secondary agents of socialization?
 - a. A person's friends the same age as them
 - b. Parents
 - c. Social media
 - d. Teachers

Check your answers with a partner. Then, discuss the following question: How does the process of socialization happen for students when they begin studies at a university? Please give specific examples.

Vocabulary: Socialization

Based on the listening task above as well as your own intuition, match the definitions in the list below with the terms in the chart.

1. Abilities to interact in social situations that are learned from experience
2. Close individuals or groups who guide socialization early in life
3. Contribute to socialization later in life in specific context
4. Established patterns of norms, beliefs, value, etc. that regulate society
5. Period of life between childhood and adulthood
6. Period of life after becoming an adult
7. Period of life between birth and adolescence
8. A person, group or social institution that influences one's socialization
9. The process by which people learn and internalize social norms and values
10. The process of acquiring values, norms, social skills, etc.
11. The process of learning new social behaviour, especially to replace bad and destructive behaviour
12. A situation that significantly disrupts how an individual, group, or society functions
13. A social group where members have similar age, interests, positions, etc.
14. Unwritten expectations of acceptable behaviour shared by a group
15. The way people behave in response to one another

Vocabulary:	Definitions:
Adolescence	
Adulthood	
Agent of socialization	
Childhood	
Crisis	
Moral development	
Peer groups	
Primary agents	
Resocialization	
Secondary agents	
Social institution	
Social interactions	
Social norms	
Social skills	
Socialization	

Now, complete the following paragraph about socialization with the words from the chart.

Everyone who lives in a society has (1)_____ with others every day. There are certain (2)_____ that govern these interactions, and people need (3)_____ in order to navigate them; the way that people learn these is through the long process of (4)_____. (5)_____ such as family and organized religion are major players in this process. (6)_____ of people with similar position, age, and interests also serve as (7)_____. (8)_____

_____ are ones that impact a person earlier life and “set the stage,” while (9)_____ have an influence later in life in specific contexts. This process begins in (10)_____, and continues throughout (11)_____ and even (12)_____. In situations where a (13)_____ such as divorce, death of parents, or other trauma causes a person’s (14)_____ to be impacted a process of (15)_____ might be required so that immoral and undesirable behaviour can be replaced with good behaviour.

Reading: AI-generated article about social institutions

United Way is a major network of fundraising organizations in the United States. On their website, they have an article about social institutions.

<https://unitedwaynca.org/blog/what-are-social-institutions/>

When reading the article, you might notice that certain aspects of it seem a bit strange. After running it through a few different analysis programmes, it seems quite likely that this article was written by an artificial intelligence programme such as ChatGPT or Google Gemini. The following are all pieces of evidence that an actual person did not write it — please find quotes from the text that show examples of these elements and give the section as well. The first one has been given as an example.

Evidence:	Quote from text:	Section:
Experts which are introduced but never mentioned again	<i>“By including perspectives from Jonathan Turner, Anthony Giddens, Rom Harre, and others”</i>	Theoretical Perspectives on Social Institutions
A definition which was already given almost word-for-word only three paragraphs ago		
The reader is mentioned as if they are not actually reading the article		
Nonsensical instructions are being given to the person who is supposed to be writing the article		
The second paragraph of a section incorrectly describes how the section begins		
A definition is mentioned but never given, and makes no sense in the context of the sentence		
A section repeats the section before it in a way that is completely different from the structure of the rest of the article		
Information about the organization is given in the middle of the article out of context		

Another website is mentioned out of nowhere in an incomplete sentence that makes no sense		
A link is given that does not work for some reason		
Two sections do almost exactly the same thing with slightly different information		

Please check your answers with a partner. Then, discuss the following questions:

- Is it ethical to write an article with AI tools without mentioning that they have been used? Why or why not?
- Why do you think the author has posted this article in this form?
- What could be done to improve the article to make it more useful for potential readers?

Writing: Summarizing an article

Although AI tools might not always produce high-quality articles that are ready to post on a website without modifications, they are generally very good at summarizing information in a longer text. While it might be tempting to just ask AI tools to do this for you, summarizing is still a useful skill that develops/ improves your writing skills.

A summary should never be as long or longer than the text it is summarizing. An effective length is one paragraph long, as that is enough to contain the most key information: answers to the questions “who, what, when, where, and why.” A summary should not critique or evaluate the article – you are only giving the key information, and not your opinion about it.

When writing a summary, it can be difficult to not accidentally plagiarize by keeping too much of the wording and structure of the original text. This is why it is best to not have the article directly in front of you when you are writing the summary.

Choose an English language news article from a website such as CNN, BBC, etc. Write a one paragraph summary of the article answering the questions “who, what, when, where, and why,” focusing on only the key information.

Here are a few phrases you can use:

- In the article....
- The author mentions...
- It is pointed out that...
- Examples of _____ are given
- The impact of _____ is shown
- The most important point is...
- Overall...

Speaking: Describing words that you cannot remember

Sometimes it can happen that in a conversation or even a presentation, there might be a word that is stuck “on the tip of your tongue” but that you just cannot quite remember. This is a situation that everyone faces from time to time — not just those learning a language, but native speakers as well. This can cause a person to become “stuck” and not be able to continue speaking.

To avoid this, it is important to become better at “talking around” words. Instead of wasting time trying to remember the word, you can keep the conversation or presentation moving by describing the meaning instead. For example, if you somehow forget the word “insurance,” you can simply say “the thing that people buy in case something bad happens.”

Together with a partner, take turns choosing vocabulary words from the last few chapters and try explaining the word to the other person without using the word itself or any form of it. The other person must guess what the word is. This will also help you practice remembering the meaning of different words.

As an extra challenge, you can try to describe the words without using the “words to not use” in the right column.

Word to describe:	Words to not use:
Adolescence	Teenager, young
Adulthood	Old, mature
Childhood	Kid, young
Counterculture	Mainstream, against
Crisis	Bad, difficult
Culture shock	Travel, place
Cultural universal	Same, everyone
Ethnocentrism	Best, culture
Language	Words, meaning
Moral	Good, ethical
Norm	Agreed, understood
Peer	Same, age
Resocialization	Improve, morals
Social institution	Family, religion
Social skills	Situations, manners
Socialization	Learn, behavior
Subculture	Small, section
Symbol	Meaning, understood
Technology	Useful, item
Values	Understood, beliefs

Group collaboration: The journey of socialization

1. Work in groups of 3–4. Create a visual diagram or mind map showing how socialization happens throughout a person’s life.
2. Your diagram should include:
 - at least three stages of life (e.g., childhood, adolescence, adulthood),
 - primary and secondary agents of socialization,
 - at least one example of resocialization or a crisis that changes behavior.
3. Use at least four terms from the glossary (e.g., *peer groups*, *social norms*, *social institution*, *resocialization*).
4. Present your diagram to the class in 1–2 minutes, explaining how these agents influence individuals at different stages.

Section VII: Social Structure, Status, and Inequality

“In the social jungle of human existence, there is no feeling of being alive without a sense of identity.”
- Erik Erikson

Vocabulary: Social status and structure

Please match the vocabulary with the definitions below.

Vocabulary:	Definitions:
Achieved status	
Ascribed status	
Group	
Master status	
Negotiated order	
Role conflict	
Social role	
Social status	
Social structure	

1. Expectations of behaviour associated with a specific social status
2. People who interact and have similar norms and values
3. Patterns and arrangements of groups and societies
4. A person's position or rank in a group of society — ascribed or achieved
5. The primary status a person has that overrides the others
6. A social position one earns through efforts and accomplishments
7. A social position one is born with or cannot control
8. A social structure that exists based on interactions between people
9. When a person experiences conflicting demands from two or more of their different roles

Then, fill in the missing spaces with the terms from above, changing the form of the word if necessary.

(1)_____ are the way that the relationships that make up society are organized. The way that a structure can be defined and redefined by changing social interactions is called (2)_____. These structures are made up of both individuals and (3)_____ of people with similar norms, values, beliefs, etc. All people who interact in a society have (4)_____; these include both (5)_____ which people get at birth or cannot control (such as ethnicity, sex, and physical ability) and (6)_____ which people earn throughout their life (such as marital status, job title, and homeowner). The status that takes precedence over all others is known as (7)_____, as this one impacts the way that others see them in society and how they are treated. The behaviour that is expected from someone with a specific status is called a (8)_____; for example, people with the status of “student” are expected to complete course work regularly, while someone with the status of “mother” is expected to care for her children's needs. When the expectations of these roles clash with one another, it is known as (9)_____.

After checking with a partner, please answer the following questions:

- What are three different statuses that you have, and what are the roles that go along with them?
- What is your “master status” and why?

- To what extent do you experience role conflict in your own life? Please give some specific examples.

Speaking: Giving advice on how to manage role conflict

Giving advice can be difficult in any language. Before anyone can effectively give someone advice, they have to be good at listening. In fact, sometimes being an active listener can be even more helpful than any actual advice you might give; we all have a need to feel heard from time to time. Here are some important points to keep in mind when listening actively:

- Ask open questions, and not ones that can be answered simply with “yes” or “no”.
- Make sure to keep eye contact — avoid using a phone or any other distractions while listening.
- Do not interrupt unless absolutely necessary — if something is unclear, make a mental note and ask later.
- Make sure not to seem judgmental — try to control your facial expressions so that you do not accidentally end up doing so.
- Instead of just immediately launching into advice, paraphrase what they have said in your own words, as this both makes sure you have understood everything and helps show them that you have indeed been listening actively.
- Don’t make it about yourself — it can be tempting to launch into your own experiences that you see as similar, but they might not want to hear about you right now.
- Only give advice if asked — many times, people aren’t looking for someone to fix their problems, but simply want to be heard and empathized with.

Here are some phrases you can use to express empathy:

- It seems like that must...
- I understand why you feel like that.
- That sounds like a very difficult situation.
- I can understand why you feel so frustrated.
- I’m so sorry to hear that you are going through this.
- I would feel bad about that as well.
- You are totally justified to feel that way.
- Your feelings are valid.
- I’m here for you.
- I can’t imagine how you must feel.
- Is there anything I can do to help?

If they have actually expressed interest in hearing your advice, here are some phrases that you can use:

- Have you considered...
- You might want to think about...
- Have you ever thought about...
- If I were you, I might...
- How about you...
- Personally, I might think about...
- If I were in your shoes, I’d probably...
- If it were me...
- The sooner you _____ the better.
- I’ve heard that...

Now, work together with a partner. You are going to take turns listening to one another and providing advice. Please choose from the following situations below that all involve some sort of role conflict. First, discuss which statuses are in conflict with one another in each situation. Then, take turns actively listening to each other using the advice and phrases above and afterwards provide advice to them using the necessary phrases.

- Your parents expect you and your new spouse to spend Christmas with them, but your spouse's parents expect you to spend Christmas with them on the other side of the country.
- You are the only person who can work the shift on Friday at work since everyone else is either sick or on vacation, but you have an exam at university.
- Your choir has an important concert this weekend that your director requires you to be at, but your young child is sick.
- Your best friend keeps inviting you to spend time together, but you have been far too busy volunteering at an animal shelter.

Reading: Horizontal and vertical structures

In sociology, "horizontal" social structures refer to less formal, egalitarian ones in a community, whereas "vertical" structures are more formal one, hierarchy-based ones. Please read the following blog post by an Australian sociology professor:

<https://sustainingcommunity.wordpress.com/2012/05/24/vertical-and-horizontal-community-engagement/>

As you are reading, "check" which of the following things that the author does and doesn't do throughout the article.

The author...	Does	Doesn't
discredits an idea proposed by another sociologist		
explains the main ideas in a primarily visual way		
offers the reader further material to read		
portrays horizontal & vertical engagement as totally separate approaches		
poses a central question		
provides sources using a formal citation system		
supports horizontal engagement and not vertical		

Check your answers with a partner. Then, discuss the following questions:

- What seems to be the goal of the article? Does he succeed? Why or why not?
- Who seems to be the target audience for this article?
- What could he have expanded on to make the article more effective?

Listening: Is inequality inevitable?

With a partner, come up with a list of at least five different types of social inequality that you can observe in the society of your country. Then, together with another group, discuss whether you agree or disagree with the items on their list and why.

Then, watch the following video essay about whether inequality is inevitable:

https://www.youtube.com/watch?v=rEnf_CFoyv0

As you are watching, please complete the missing phrases with up to three words or numbers per space from the video. Please use the same exact words and do not paraphrase.

1. In South Africa, a small fraction of the population owns _____ of the country's worth.
2. The closer a country's Gini index is to 0, the closer it is to having _____ equality.
3. The Gini index is unable to reflect equality among _____ such as race, gender, educational background, etc.
4. The types of inequality mentioned in the video that are related to economic inequality still are issues _____.
5. According to the video, the _____ of the USSR was partially due to its choice of an economic system.
6. The first method mentioned that countries with low Gini indexes use is _____.
7. The amount of money someone can _____ without paying taxes varies significantly between Germany and the United States.
8. _____ are two factors mentioned by the narrator that people should have access to in an equal society
9. People with _____ can use their money to help benefit themselves in ways that others cannot.
10. At the end of the video, the narrator mentions _____ that stop people from being able to move from a lower social class to a higher one.

After checking your answers with a partner, please predict what your country's Gini index number is (do not look it up yet). To help, you can watch the part of the video which mentions the index of other countries as a reference. Then, look up what the index number is for your country. Discuss with your partner whether you are surprised by this and why.

Writing: An argumentative essay about reducing income inequality

An argumentative essay seeks to prove a point by making specific, well-structured arguments like the ones you made in the writing task of Section III. An argumentative essay takes things a few steps further; instead of making just one argument to prove your point, you will be including 2-3 as well as counterarguments. A common structure for an argumentative essay might look like this:

Section:	What to do	Paragraphs
Introduction	Introduce the main overall point you are trying to argue (thesis) as well as any important definitions.	1
Main arguments	For each paragraph, include a separate statement, reasoning, example, and implication.	2-3
Counterarguments	Predict what someone who disagrees with your main argument might say, and then explain why they are mistaken.	1
Conclusion	Summarize the main argument and give suggestions for what could be done going forward as well as implications for what might happen if not.	1

Before writing any essay, it is important to come up with a plan. The plan should outline how many paragraphs there will be and what will be in those paragraphs.

Please write an argumentative essay that argues either that reducing social inequality should or shouldn't be a top priority for society.

Group discussion: Understanding status and inequality

1. Work in groups of 3–4. Discuss and agree on answers to these questions:
 - Which statuses in your society give the most power or privilege? Which ones lead to discrimination or disadvantage?

- How does role conflict affect people's daily lives? Can you think of an example from your own or someone else's experience?
 - Do you think social inequality is inevitable? Why or why not?
2. Use terms from this section (e.g., *master status*, *role conflict*, *social structure*, *inequality*).
 3. Choose one student to summarize your group's ideas to the class.

Section VIII: Deviance and Social Control

“Without deviance from normality, there can be no progress.”

-Frank Zappa

Vocabulary: Deviance

Please try to match the words in the table with the definitions below.

Vocabulary:	Definitions:
Anomie	
Crime	
Degradation ceremony	
Deviance	
Formal norm	
Formal social control	
Informal norm	
Informal social control	
Primary deviance	
Secondary deviance	
Stigma	

- An aspect of identity associated with negative stereotypes
- Behaviour that goes against formal norms (laws)
- Behaviour that goes against social rules and norms
- A breakdown of moral values and standards of a group or an individual
- Casual "unwritten rules" that people expect to be followed by the members of a group or society
- Established, written rules that must be followed or there will be consequences
- Initial rule breaking that does not impact a person's social standing
- The integration of deviance into a person's social identity
- Legal action taken against a group or individual for breaking formal norms such as laws
- Negative reactions expressed by other people
- A ritual which publicly shames a person and lowers their social status

Now, use the terms from above and match them with the examples below.

Examples:	Vocabulary:
At the dinner table, no one should start eating until the host is seated	
At the end a public court case, a person is sentenced to time in prison in front of TV cameras	
Audience members at the theatre give angry looks and saying “shush” to a couple who refuse to stop chatting during a play.	
Due to high unemployment, crime and drug use are rising quickly	
No one is allowed to drive the wrong way down a one-way street	
People are afraid to give a job to an immigrant because they are worried, they will steal money from the cash register	
A person who was labelled as a “cheater” in school starts trying to scam people out of money over the phone	
A police officer gives a driver a fine for speeding on the highway	
A student cheats a few times on their exam without getting caught	

Teenagers smash people's mailboxes with a baseball bat while driving	
Wearing clothing that is considered inappropriate for the situation	

Check your answers with a partner. Then, discuss the following questions:

- What are some examples of formal and informal norms that students in your study programme follow?
- What are the examples of informal social control that the members of your course group use when someone breaks an informal norm?
- What are the examples of formal social control that the university can use if someone has broken a formal norm?
- What are some aspects of identity that carry a stigma for students?
- What are some examples of behaviour that might be considered formally deviant by a university administration but acceptable among a student group?

Reading: Comparing sociological perspectives on deviance

In sociology, there are different perspectives that sociologists adopt to understand a certain phenomenon. Please read these pages from a sociology textbook chapter about theories of deviance: <https://ej.uz/devianceperspectives>

As you are reading, please fill out the following chart. Make an “x” for each of the things that are mentioned if they apply to. Some might have more than one correct answer

	Social strain typology	Structural functionalism	Conflict theory	Labelling theory
People start acting in a deviant way after people start calling them deviant.				
Deviant behaviour is a way to achieve something that society values.				
Deviant behaviour is the result of an unequal society.				
Deviance is a necessary part of society to help improve cohesion and effect change.				
A specific place is mentioned to help give an example.				
The name of a sociologist associated with the theory is provided.				
Those involved with the deviant behaviour are influenced to do so by society				

Check your answers with a partner. Then, discuss the following questions:

- Which of the theories do you find the most compelling and why?
- Can someone who has had a pattern of deviant behaviour for a long amount of time change their ways? Why or why not?
- Should more resources be spent in funding services to try to prevent criminal behaviour or to enforce laws and punish criminals? Why?

Writing: Describing deviance with social theories

Choose an example of behaviour that is considered deviant in the society that you come from. Write a paragraph first explaining what about the behaviour makes it deviant and then write an explanation of how the deviance could be explained by each of the four theories mentioned in the reading task

above. Conclude with which theory you most agree with and why. Make sure to explain whether it violates primarily formal or informal social norms, and how it is prevented by formal and/or informal social control. For example:

Shoplifting is an example of a behaviour that violates formal social norms, as there are strict laws against it. It is regulated through informal social control when friends and family members show disapproval, and it is regulated through formal social control when shoplifters are caught by police and made to pay a fine. Social strain typology might explain shoplifting by pointing out that while the act of stealing is considered deviant, it is a means to having fancy and expensive clothing, which is valued by society. Structural functionalism might explain shoplifting by pointing out that shoplifters provide members of society with an example of how not to act. Conflict theory would focus on how due to economic inequality, not everyone can afford expensive clothing, and those with less resources have to use different means to acquire what those with more resources can. Labelling theory might argue that those who shoplift are often people who have already been labelled as “troublemakers” or “thieves,” and they are just behaving the way society expects them to.

Listening: Taking notes using outlining and mapping

Together with a partner, come up with at least three different things that a person might commonly do at work that could be considered “deviant” in a way that breaks either formal or informal social norms. What are some common forms of social control that a manager might use in those situations?

In the first chapter of this book, you were shown how to take notes using the “Cornell Method” of having two columns of information. However, there are many other strategies that people use to take notes.

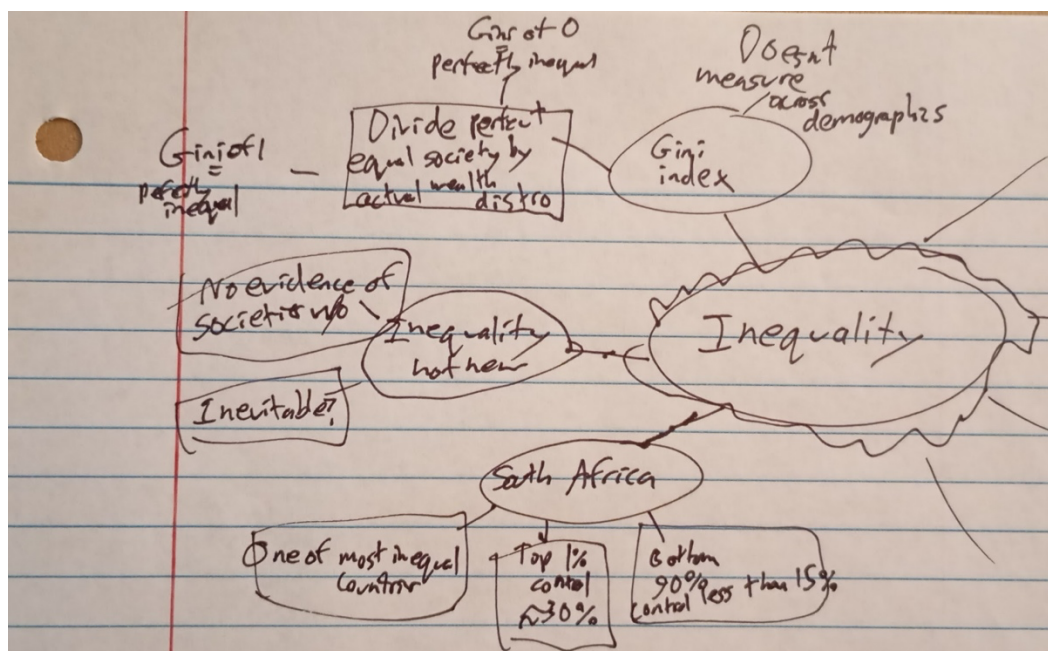
Outlining

One of the most common systems that people use is called “outlining.” Instead of using two columns, you organize your notetaking into sections and subsections, jotting down only the most important key elements (not word-for-word transcriptions). Traditionally, the highest headings use Roman numerals (I, II, III), then the next level headings use capital letters (A, B, C), then numbers (1, 2, 3), and then lowercase letters (a, b, c). Each line is indented a bit further to the right, so that it is visually clear which larger section each part falls into. The beginning of an outline for the listening task about inequality from the previous chapter might look like this:

- I. South Africa
 - A. One of most inequal countries in world
 - B. Top 1% control almost 30%
 - C. Bottom 90% control less than 15%
- II. Inequality not new problem
 - A. Economists and historians have not found societies without
 - B. Is it inevitable?
- III. Gini Index measurement of inequality
 - A. Calculated by dividing perfectly equal society by actual wealth distribution
 - 1. Gini of 1=perfectly inequal society
 - a) 1 person with everything, everyone else nothing
 - b) Not possible in real life
 - 2. Gini of 0=perfectly equal society
 - a) Everyone same exact income
 - b) Doesn't happen even in communist countries
 - B. Gini does not measure across demographics

Mapping

Unlike the Cornell method and outlining, mapping is a visual way to organize information. With the main topic in the centre, the beginning of mapping-based notes about the previous listening task might look like this:



Imagine that you work at a company which has been dealing with issues of employee deviance, and you are beginning to do some basic research about the issue. You have come across this TEDx talk by a workplace psychologist about deviance at work.

<https://www.youtube.com/watch?v=cQYeMkuFMok>

Please use one of these two methods to take notes about the video on deviance at work. You will need these notes for the speaking task.

Speaking: An elevator pitch

If you're interested at all in the world of business, you might have heard of the idea of an "elevator pitch." Basically, you imagine that if you happened to be in the same elevator as a billionaire investor for a 15-60 second ride, what would you tell them in this short time to grab their attention and make them interested in investing in your idea?

Although the idea comes from business, the concept of an "elevator pitch" is now used in all kinds of different fields. Every day, we find ourselves in situations where we want to convince someone of something and want to do so as effectively and efficiently as possible in a short amount of time before they have lost interest in listening to us.

There are many different ways to structure an elevator pitch, and you can find many different guides about the best way to do so. One common piece of advice is instead of starting by giving a traditional introduction of yourself and the idea, to frame it around a story to make it more compelling and engaging. This can be an actual story, or a hypothetical one. It is best to start out by outlining the problem, then giving the suggested solution, providing evidence of how it will work, and ending with a call to action.

Here is an example of this story-based structure with a pitch that you might use to try to convince your professor to move the deadline to an essay to a later date.

Section:	Example:
Problem	Imagine that next week you are staying late at your office trying to finish grading an entire class worth of essays on top of all of the other work that you have to do getting ready for lectures, grading other tests, writing research papers, and so much more. As you are reading them, you're frustrated by how badly half-baked some of the papers are that could have been a lot better if there had been just a bit more time. Is this really how you want to spend an entire evening?
Solution	Luckily, there's a simple solution to avoid this unpleasant situation. By granting our class an extension, not only will you be able to manage your time more flexibly and have more time this week to get done all of the other things you need to, but your students will also have time to create and edit far better work that you will actually enjoy reading and grading.
Evidence	According to a study by Cornell University in 2024, students who are granted an extension often have better outcomes than if they have to rigidly stick to an unmanageable deadline.
Call to action	We strongly suggest that you make a decision that will benefit all of us, especially yourself!

Based on the notes that you took in the previous task, imagine that there has been the same kind of tendencies towards workplace deviance that David Zweig described in his video at your workplace, and you would like to convince your boss to implement the advice that was given in the video. Please plan a 15-60 second "pitch" using the techniques above.

When you are ready, practice giving the "pitch" with a partner or in a small group. Please give each other constructive feedback on the pitches so that you could improve them and give even better versions of them next time.

Group discussion: understanding deviance

1. Work in groups of 3–4. Discuss the following questions:
 - Which behaviors in your society are considered deviant but are not necessarily harmful?
 - Can labeling someone as "deviant" make the behavior worse? Give examples.
 - In your opinion, which sociological theory (strain, functionalism, conflict, labeling) best explains deviance in today's world? Why?
2. Use at least three terms from this section (e.g., *stigma*, *primary deviance*, *informal social control*).
3. Choose one student to summarize your group's discussion for the class.

Section IX: Nation and Globalization

"Patriotism is supporting your country all the time, and your government when it deserves it." -Mark Twain

Vocabulary: Nation and globalization

Please match the following vocabulary with the correct definitions.

Vocabulary:	Definition:
Assimilation	
Conquest	
Discrimination	
Ethical relativism	
Ethnicity	
Expulsion	
Genocide	
Hybridity	
Indigenous	
Majority group	
Minority group	
Multiculturalism	
Nation	
Nationality	
Nationalism	
Patriotism	
Prejudice	
Race	
Radicalization	
Segregation	
Stereotype	

- Acceptance of various minority groups within a country
- Belonging formally to a certain nation, usually through citizenship
- A classification of people based on certain biological appearance
- A feeling of love and commitment to a certain country
- Forced removal of a group of people due to their identity
- A group in a society that has less power and influence than a majority group
- The group that has the most influence and power in a society
- A group with a shared culture, practices, history, etc.
- The idea that morals are not universal and depend on cultural context
- The idea that one's own nation's interests are more important than others
- A large group of people living in a certain place with a common identity
- Mixing of aspects of cultures to create a new cultural identity
- Negative feelings toward a group or individual based on their identity
- The original ethnic group that inhabited a certain area
- The physical separation of people based on the aspects of identity
- The process of becoming gradually more extreme in beliefs and methods
- The process of norms, values, and practices of a majority group being adopted by a minority group

- Purposeful destruction of a group of people based on their identity
- Simplified, generalized, usually inaccurate belief about a group or identity
- Taking control of a territory by force, usually imposing culture on that place
- Unfair treatment of people or groups based on their identity

Then, use the words and phrases to fill in the blanks for the following sentences:

1. One a group has completed a _____ of an area, they might remove the _____ group through the process of _____ or destroy the group through the process of _____; however, it is possible that the group will be absorbed through the process of _____.
2. People who believe in _____ about a _____ and feel _____ against them, might support the _____ of society, such as separate schools, and the rejection of _____.
3. After undergoing the process of _____, a person who feels very _____ about their country might feel increasingly _____.
4. A person's _____ is usually the same as their citizenship, whether their _____ is related to their cultural background and their _____ is based on physical attributes.

Reading: Opinion article about nationalism

Before reading the article, discuss with a partner: What are some different examples of nationalism that you see in your country?

The following article is an editorial, or opinion article. The goal is not to objectively report the news without bias, but to express a specific point of view and support it, similar to how you wrote an argumentative essay a few chapters ago.

<https://www.theguardian.com/commentisfree/2025/jan/09/schengen-area-open-borders-europe-rising-nationalism-passport-checks>

Please answer “True,” (T) “False,” (F) or “Not Mentioned” (NM) for each of the following statements about the article.

Statement	T	F	NM
1. The author has an overwhelmingly positive outlook on the EU in 2025.			
2. The author points out contrast between nationalism and more open borders.			
3. The author supports expanding funding for the Erasmus programme.			
4. The author initially viewed the Schengen zone as nothing special.			
5. When the author first visited Europe, nationalism did not seem relevant.			
6. The author had problems with border officials when they asked for his ID.			
7. Residents of Luxembourg complained about French Police to the EU.			
8. The author supports maintaining the Schengen Agreement.			
9. Countries should prioritize fighting crime over freedom of movement.			

Check your answers with a partner. Then, please discuss the following questions:

- How well did the author justify his opinions about the Schengen Agreement? To what extent were his points convincing?
- Do you agree that the benefits of “soft borders” outweigh the other concerns that people with nationalist opinions have?

- Do you think that Europe is likely to become more closely integrated? Why or why not?

Listening: Globalization is fracturing

Discuss with a partner the following questions: what five different signs of globalization can be observed in your country?

Then, watch the following video:

<https://www.youtube.com/watch?v=ttaaMw8wAy0>

Read through the following points. If they were made by a speaker in the video, mark them with an “x”.

Point:	In video?
1. Globalization has been an important part of the way the world works.	
2. Economic integration helped to end the Cold War.	
3. The interests of businesses and governments aligned when it came to globalization.	
4. Globalization helped maintain peace between major countries.	
5. The world is continuing more or less as it has been for years.	
6. The financial crisis was solved by the traditional western economic model.	
7. Major recent events have impacted globalization.	
8. The United Nations had a unified response to the Russian invasion of Ukraine.	
9. Reducing globalization would have a major economic impact.	
10. China’s manufacturing is no longer as important to the world as it used to be.	
11. Certain countries hope to have good relations with both sides of the divide.	
12. Major economic changes are happening in countries such as Vietnam.	
13. Vietnam is picking sides in the economic battle between the US and China.	
14. Indonesia has become important despite a lack of its own natural resources.	
15. Mexico’s economy has been transformed by globalization.	
16. Infrastructure is a mostly irrelevant aspect of global trade.	
17. Countries are interested in globalization continuing into the future.	

Then, discuss with a partner:

- Which of these points seemed the most compelling (believable), and why? Explain your opinion.
- Do you believe that globalization has overall been more of a positive or a negative thing for the world? Justify your opinion.
- Do you think that globalization will continue, or will the world increasingly fracture? Justify your opinion.

Speaking: Debate about globalism

In the writing section of the third chapter, you learned about how to structure an argument. As a reminder, there are four major components to an effective argument.

Statement	The main idea you are trying to make in a nutshell
Reasoning	A detailed explanation of the statement using a chain of logic
Example/evidence	A specific example (hypothetical or real life) to illustrate your point, or evidence that you can provide from a trustworthy source
Implication	The “so what” — why does this matter?

In the seventh chapter, you wrote an argumentative essay which also used the same structure of effective arguments. Now, you will have a class debate where you will have to make arguments,

question your opponents, and make counterarguments. Since this will be a spoken activity, you will need to know your arguments well and also think quickly to counter your opponents.

There are many different formats for competitive debates that one can take part in, both at the national and international level. Most competitions take place between teams of two to four participants, and the topics are ones that can be either prepared for ahead of time or ones that can be found out only a few minutes before the debate starts, giving limited time to prepare. Participants are almost never able to choose which “side” they are arguing, which means that they must become good at thinking of issues from both perspectives.

Pick one of the following topics:

- Young people (should/shouldn’t) be taught that their country is the greatest in the world.
- Globalization has done (more harm than good / more good than harm) to the world.
- Governments should / shouldn’t take steps so that people buy local goods instead of ones made in other countries.
- Immigration from other countries should be restricted to protect national identities.
- Globalization should be encouraged in order to ensure world peace.

Here is a simple format that you can use for the debate:

- Two teams (“positive” and “negative”), four people per team
- Teams are given the topics ahead of time but find out which side they will be arguing only on the day of the debate
- Each member of each team has a very specific role
 - Speaker 1 – introduces the topic, gives definitions, makes team’s first argument
 - Speaker 2 – gives counterarguments against the previous team’s argument and makes own team’s second argument
 - Speaker 3 – sums up the entire debate and argues why their own team’s points are better than the other team’s
 - Questioner – asks questions to the first and second speakers that will help point out the other team’s flaws and help support their own team’s arguments
- The “positive” side of the debate starts the debate
- The “negative” side finishes the debate
- Time limits should be strictly observed
- The team who the judge (most likely the instructor) decides has made the strongest arguments and counterarguments and has most effectively pointed out the flaws of the other team’s arguments is the winner of the debate.

Here is an overview of the different “steps” of the debate:

Step	Time	Who speaks	What happens
1	3 min	+ speaker 1	The first “positive” speaker introduces the topic, gives important definitions, and makes the team’s first main argument
2	1.5 min	- questioner and + speaker 1	The “negative” questioner asks questions to the first “positive” speaker
3	3 min	- speaker 1	The first “negative” speaker makes counterarguments against the first “positive” speaker’s argument and gives their own team’s first argument

4	1.5 min	+ questioner and - speaker 1	The “positive” questioner asks questions to the first “negative” speaker
5	3 min	+ speaker 2	The second “positive” speaker makes counterarguments against the first “negative” speaker’s argument and gives their own team’s second argument
6	1.5 min	- questioner and + speaker 2	The “negative” questioner asks questions to the second “positive” speaker
7	3 min	- speaker 2	The second “negative” speaker makes counterarguments against the first “positive” speaker’s argument and gives their own team’s second argument
8	1.5 min	+ questioner and - speaker 2	The “positive” questioner asks questions to the second “negative” speaker
9	2 min	+ speaker 3	The third “positive” speaker gives counterarguments against the second negative speaker’s arguments and sums up the whole debate, arguing why their team has made better points
10	2 min	- speaker 3	The third “negative” speaker sums up the whole debate, arguing why their team made the better points

Of course, there are many different other debates you can try — check out some others on the internet and see what you would like to use! The most important thing is that you make strong, well-built arguments, give good counterarguments, and engage the other team respectfully but competitively.

Writing: Paraphrasing and quoting information

At the end of this course, you will learn how to write the kinds of research papers that you will need to write throughout your time as a student. Regardless of what you write about, you will need to include information from other sources. Doing so without giving information about where it came from is an example of plagiarism. However, even if you give information about the source, it can still be considered plagiarism if you use too much of the wording and structure of the original text.

The two ways you can ethically use information from other sources are paraphrasing and quoting. Here is a breakdown of the differences between the two.

	Quoting:	Paraphrasing:
Made up of	The exact words of the original author	The information in your own words
Punctuation	Uses quotation marks “”	Does not use quotation marks
Used for	A short fragment of text that cannot be effectively rephrased in any other way	A longer passage of text where the exact wording is not important, but the information is worth including

Like with the summarizing task in the sixth chapter, the best way to paraphrase is not to have the information directly in front of you but just write down the information as well as you can remember it — you can always go back and check it later to make sure the details are correct. Make sure that the citation is not only given at the end of the paper in the bibliography, but also directly after the information you have paraphrased or quoted. For a quotation, it is important that you give the exact page where the fragment came from.

Group collaboration: World cafe—nations in a globalized era

For this activity, the classroom is divided into three discussion tables, each with a different question:

- Table 1: How is globalization changing national identities?

- Table 2: What are the advantages and disadvantages of multiculturalism?
- Table 3: How can countries balance patriotism with global cooperation?

Please do the following:

1. Form small groups and start at one table.
2. Discuss the question at your table for 5–7 minutes.
3. One student remains as the host to summarize key points to the next group. Others rotate to a new table and continue the discussion, building on what the previous group said.
4. At the end, each table host shares a summary of ideas with the whole class.

Chapter X: Public Administration

“The best way to find yourself is to lose yourself in the service of others.”

- Mahatma Gandhi

Vocabulary:

Please match the following definitions with the public administration words in the list below.

Definition:	Vocabulary:
The area of responsibility given to an agency or government	
As needed or necessary, usually on a temporary basis	
Authority given, often by voters, to carry out official action	
A change to some kind of law or regulation	
Dishonest, unethical behaviour by people in power	
Distributing resources in a way that is considered fair	
An employee of an organization who reports unethical behaviour	
A legal act requiring EU member countries to achieve a goal by changing laws	
To give tasks to other people	
A government employee who investigates and resolves complaints	
A group temporarily set up to solve a certain task	
A list of items to be discussed at a meeting or achieved by a group	
Money given by a government or organization for a certain reason	
An organization which provides a specific service	
An organization with a certain mission independent of governments	
An individual or group with an interest in or affected by something	
The part of the economy owned and controlled by the government	
The part of the economy owned and controlled by private individuals	
The process of a public agency becoming a private organization	
A request to change an official decision, such as by a court	
A rule by a government to control something in a certain way	
A set of ideas by a government or other organization about an issue	
A small group of usually wealthy people with control of a country	
A system of non-elected government officials with certain functions	
A system where people are in authority based on talent and ability	
Voters in a certain area to whom elected officials are responsible	
The way a government raises and spends money	

- Ad hoc
- Agency
- Agenda
- Amendment
- Appeal
- Bureaucracy
- Constituency
- Corruption
- Delegate
- Directive
- Equity
- Fiscal policy

- Grant
- Jurisdiction
- Mandate
- Meritocracy
- Non-government organization
- Oligarchy
- Ombudsman
- Policy
- Private sector
- Privatization
- Public sector
- Regulation
- Stakeholder
- Task force
- Whistleblower

Listening: Whistleblowing in the EU

Talk with a partner: have you ever seen something happening that you thought was wrong? Did you speak up against it? Why or why not?

Whistleblowers are an important “check” against unethical behaviour in a workplace, both in the private and public sectors. In many countries, there are special policies designed to shield whistleblowers from possible consequences and keep them from “staying silent.” In the EU, there is a policy called “DIRECTIVE (EU) 2019/1937 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 23 October 2019 on the protection of persons who report breaches of Union law.”

Although any given organization or agency will most likely have a dedicated legal team that works to understand all laws that apply and make sure that everyone is in compliance, it is still important for everyone to know the law. This is why the EU and other government organizations make “explainer videos” that help people understand complicated laws in plain, clear language. Please watch the following video about EU Whistleblowing policy:

<https://www.youtube.com/watch?v=y6dYqpP6U1o>

Please complete the following sentences with up to three missing words or numbers.

1. At the beginning of the video, the narrator mentions examples of corruption that were discovered by _____.
2. Whistleblowers have to take a major _____ to bring to light bad behaviour.
3. One report calculated that whistleblowing protection has saved _____ euro per year in the government procurement process.
4. In 2022, the vast majority of people who see wrongdoing take place fail to _____.
5. Since people are afraid of potential _____, they often turn a blind eye to corruption in their workplace.
6. Since 2019, _____ throughout the EU have been established.
7. The _____ of whistleblowers are also protected by the EU directive.
8. At the end of the video, the narrator encourages people not to _____ of becoming a whistleblower if ever necessary.

Check your answers with a partner. Then, discuss the following questions:

- Who, in your opinion, was the target audience of this video? Explain your answer.
- Why do you think this person was chosen to narrate the video? Explain your answer.
- What was the specific goal of the video? Do you think that it achieved the goal effectively? Explain your answer.

Reading: Research on workplace whistleblowers

As mentioned in the previous video, despite the protections that many countries offer, the vast majority of wrongdoing is not reported. The following article summarizes research that was done by organizational behaviour researchers about others' views on whistleblowers.

<https://web.archive.org/web/20250429044300/https://insight.kellogg.northwestern.edu/article/are-whistleblowers-seen-as-heroes-or-snitches>

At the end of this course, you will learn about how to put together your own sociological research paper in English. Please answer the following questions about the research that is summarized in the article.

1. The target audience for this article in KelloggInsight seems to be
 - a. Sociological researchers
 - b. People working in management
 - c. The general public
2. The main goal of the researchers was
 - a. Discovering why some people become whistleblowers and why others don't.
 - b. Encouraging people to become whistleblowers and report corruption they see.
 - c. Understanding how people feel about those who become whistleblowers.
3. The research was based on
 - a. A number of related practical studies.
 - b. An analysis of theoretical sources.
 - c. A single experiment repeated a number of times.
4. According to the results of the research, whistleblowers are generally viewed as
 - a. Immoral betrayers when reporting their friends.
 - b. Attempting to be seen more positive by the organization's leadership.
 - c. Doing the right thing in most situations.
5. Respondents found that it was most acceptable to report
 - a. Incompetent behaviour in the workplace.
 - b. Moral transgressions.
 - c. People who they did not tend to like.
6. Human resources students saw employees who become whistleblowers as
 - a. Good potential hires.
 - b. Overly concerned with morality.
 - c. Questionable friends.
7. People in management can take away from the study that
 - a. Loyalty should be promoted at all costs in order to maintain the company's unity.
 - b. Whistleblowers are still generally viewed as questionable people.
 - c. Up and coming human resources professionals seem to appreciate whistleblowers.

Check your answers with a partner. Then, discuss the following questions:

- The research in the reading task took place in the United States. Do you think that the results would be different in your country? Why or why not?
- If you were in a situation where you saw corruption taking place at the organization or company you were a part of, how likely would you be to become a whistleblower? Explain your answer.

- If you were asked to update your organization's policy about whistleblowing, what is something you might do in order to encourage people to report corruption?

Writing: Press releases

One of the ways that an agency or organization informs the general public about something they want to advertise (such as a new product, service, policy, etc.) is by writing a press release. A press release looks almost identical to a news article, but instead of being created by a journalist, it is made by the company, organization, or agency themselves. Here are a few examples of press releases:

<https://prlab.co/blog/examples-of-press-release-by-type/>

Imagine that the company or organization that you work for has hired a new leader. You have been tasked with writing a press release about the hire. The press release should have the following sections:

1. **Logo or letterhead** of the company/organization (you can make this up yourself).
2. **Headline** – used to grab the attention of journalists and briefly summarize the news in a few words. For the grammar of writing a headline, you can look at this explanation by libguides here: <https://spcollege.libguides.com/c.php?g=254319&p=1695321>
3. **Dek** – a sub-headline that describes the headline in more detail. While a headline is not written as a complete sentence, the “Dek” might be.
4. **Dateline** – contains the release date and usually the originating city of the press release (wherever the organization is located).
5. **Introduction** – just like in an ordinary news article, the first paragraph in a press release gives basic answers to the questions of who (your organization), what (the hiring of the new leader), when, where and why. “Why” in this case can either be “why did it happen” or “why is this interesting/important
6. **Body** – further explanation, statistics, background, or other details relevant to the news. In the body, there should be at least one quote written using indirect reported speech. For a reminder on reported speech, please check the section at the end of the book.
7. **Boilerplate** – generally a short “about” section, providing independent background on your organization.
8. **Media Contact Information** – name, phone number, email address, mailing address, or other contact information for the public relation (PR) or other media relations contact person.

Generally, a press release should be between 300 and 500 words. Do not be afraid to read the examples from the link above for inspiration.

Speaking: Diplomatically resolving a conflict

In any organization that has humans working for it, there will naturally be conflict from time to time. To solve a conflict effectively and not escalate it, many people use what is known as “diplomatic language.” A diplomat is a country's official representative of a whose goal is to find a peaceful resolution to an international issue, and the language they use attempts to defuse conflict, stay respectful, and avoid appearing aggressive.

As discussed in the chapter about intercultural communication, what is considered “diplomatic” in one culture might not be considered so at all in another. Here are some of the most important things to keep in mind when trying to sound “diplomatic” while using English with English speakers.

1. **When in doubt, use more (small) words.** Native English speakers are sometimes stereotyped as being overly talkative, but this is considered polite in English speaking culture. While in

some cultures it is considered more polite to simply “get to the point,” don’t ever be afraid to “pad the conversation” with extra words while speaking with native English speakers.

Instead of:	Try:
I need you to print out the report for me.	Excuse me, I was wondering if you might be able to print out the report for me?
Black coffee please.	Would you happen to still have any black coffee left?

2. **Focus on the positive instead of the negative.** This is also common advice when it comes to modern parenting; instead of telling a child “stop tracking mud through the house with your dirty shoes,” it’s preferred to say “could you please leave your shoes by the door so the floors can stay clean. The main idea is to not focus on what you want *not to be done* but instead what you *want to be done* instead.

Instead of:	Try:
Please stop coming to work late.	Could you please try your best to start coming to work on time from now on?
You shouldn’t eat at your desk.	Perhaps it would be more comfortable to eat in the cafeteria?

3. **Use rhetorical questions.** Although it might seem passive aggressive, using a rhetorical question such as the examples below feels like less of an attack and still gets the message across in a clear way.

Instead of:	Try:
You have to reschedule the meeting.	Wouldn’t it be better to reschedule the meeting?
Stop taking personal calls at work.	Might it be better to save those calls for after work?

4. **Use modal verbs.** In general, asking “could you help me with this, please” already sounds more polite to English speakers than “can you help me with this, please?” For diplomatic language, using could, would, may, and might is even more important.

Instead of:	Try:
I need more time.	It would be very helpfully if I could have a bit more time.
Where is the extra toner?	Would you happen to know where I might find the extra toner?

5. **Use quantifiers.** Adding words and phrases such as a bit, a little, quite, very, highly, extremely, etc. are another way of making the language sound more polite.

Instead of:	Try:
This isn’t done.	It would be massively beneficial if you could spend a bit more time on this.
Stay until you’re done.	I would hugely appreciate it if we could work a little longer to get it finished.

6. **In particularly difficult situations, default to the passive voice.** As mentioned in an earlier section, the passive voice is very useful in removing the “who” out of the equation and focusing on the “what.”

Instead of:	Try:
You haven’t finished the task!	The task doesn’t seem to have been completely finished.
You agreed to sign the contract!	The terms of the contract were already agreed to.

There are also a few “softener” phrases which also help to make language sound more diplomatic. Here are some common ones that you can use:

- To be honest...
- It seems to me that...
- I’m afraid that...
- Unfortunately...
- Actually...
- Perhaps...
- Well...

Please choose some scenarios from the following list to role play with a partner, using the advice from above to solve the conflicts diplomatically.

- Speaker 1 has been bringing yogurts to work that regularly go missing and sees Speaker 2 eating the same exact type of yogurt in the break room.
- Speaker 1 loves to listen to a country music radio loudly at their desk, but it is beginning to drive Speaker 2 insane.
- Speaker 1 and Speaker 2 have been working on a project together, but both of them feel like that they are doing almost all of the work by themselves.
- Speaker 1 is a manager whose new employee Speaker 2 has been coming to work increasingly late every day of the week with a cup of latte macchiato in hand.
- Speaker 1 has been eating microwaved fish sandwiches in the office they share with Speaker 2 who is beginning to feel seasick from smelling them.

Group collaboration: Solving an organizational crisis

Work in small groups. Your group is a task force created to address a crisis in a public agency: A whistleblower has revealed corruption involving the misuse of public funds. The media is covering the story, and public trust is falling.

1. Discuss and decide:
 - What immediate actions should the agency take to control the situation?
 - What policies should be updated or introduced to prevent this from happening again?
 - How would you communicate the agency’s response to the public?
2. Use at least three terms from this section (e.g., whistleblower, regulation, public sector, equity).
3. Prepare a short action plan and present it to the class in 2 minutes.

Section XI: Media Literacy

“If you believe that your thoughts originate inside your brain, do you also believe that television shows are made inside your television set?”

— Warren Ellis

Vocabulary: Mass media

Please match the following media vocabulary with the definitions below:

Definition:	Vocabulary:
A social media account which attempts to create conflict	
An article which gives an opinion instead of simply reporting news	
False or inaccurate information about a topic	
False or inaccurate information meant to trick people	
Favouring one group or side of an issue over others	
Including a brand or product in a media work in order to promote it	
Non-interactive mass communication such as newspapers, TV, radio, etc.	
Owned by a country and independent of direct government control	
Owned by a private company or individuals	
Owned or controlled by a government with no editorial independence	
A person who manages and improves material before publishing it	
A person who others trust about a certain issue and who influences them	
A piece of writing published in media about a certain topic	
Preventing an idea or information from being communicated	
A self-employed worker who takes assignments from different companies	
The spread of (dis)information to influence and/or manipulate the public	
Internet services used by individual users to interact and spread content	
Working with media to improve an individual or organization's image	

- Article
- Bias
- Censorship
- Disinformation
- Editor
- Editorial
- Freelancer
- Misinformation
- Opinion leader
- Private (commercial) media
- Product placement
- Propaganda
- Public media
- Public relations
- State controlled media
- Social media
- Traditional media
- Troll

Then, use the words above to fill in the following gaps:

1. While _____ sources such as TV channels, radio stations, etc. still have a large impact on society, the role of _____, such as TikTok, X, and Instagram, have had an increasingly large impact.
2. Although anyone can accidentally share untrue _____, in recent years _____ accounts, sometimes automated, have been sharing more and more _____ to intentionally mislead users.
3. Although _____ outlets often get funding from a country's budget, they are allowed to report objectively and do not spread _____ the way that _____ sources do.
4. Media experts often worry that _____ sources have a _____ when it comes to reporting on the companies or individuals who own them.
5. Instead of working full-time for a specific company, a _____ will be given something to write about by an _____ and work on an individual basis.
6. Companies wanting to promote a product will often pay to include it in a TV show or film as a form of _____ or have an online _____, also known as an influencer, promote it via social media.

Check your answers with a partner. Then, answer the following questions:

- Compared with people from your parents' generation, do you consume more or less traditional media? Social media? Why do you think this is so?
- How often do you come across misinformation and disinformation online? What kinds of topics does it tend to be about?
- In your opinion, will the importance of opinion leaders such as social media influencers increase, decrease, or stay the same over the next decade? Why?

Reading: Analysing a social media text

Media literacy is the ability to critically analyse, evaluate, and create different types of media. It does not simply mean to cynically reject all media and assume that it is “fake” or “biased” — however, recognizing falsehoods and manipulation is an important part of media literacy.

The main thing to remember is that all media, whether it is a major Hollywood film or a picture posted on social media, is constructed in a specific way with a specific goal by a specific individual or group. As a media consumer, you can “deconstruct” any media content with the following guiding questions:

- Who created the content?
- What is the genre (type) of this content?
- What are the different individual elements of the content? (pictures, video, sound, music, text, comments, etc.)
- How many people did it take to make this, and what were their roles?
- What creative techniques (colours, sounds, clothing, etc.) were used to catch the attention of the audience?
- What emotional response does the content give?
- Does it seem “realistic?” If so, how?
- How could different people react differently to it?
- What kind of behaviour and consequences are being shown?
- Who is the audience supposed to identify/sympathize with?
- What idea is being sold in this content?
- Which information or perspectives are being left out of the content?
- Who controls the creation and publication of this content?

- Who is the target audience of this content?
- What is the overall goal of this content?
- Who benefits from this content (company, individuals, society)?

Please open a social media application and find an example of content that is interesting to you. Answer all of the questions above, then look through the content together with a partner and tell them about your answers.

Listening: Analysing techniques used in advertisements

Similar to how you tried to convince someone of your point of view on an issue when writing your argumentative essay and taking part in the debate, an advertisement tries to convince the audience either that they need a certain product, service, or idea.

In the 4th Century BCE work *Rhetoric*, the Greek philosopher Aristotle described three major persuasive techniques that can be used to convince an audience.

Pathos: Appeal to emotion		Ad #
Appeal to emotion	Creates a strong (positive or negative) emotional reaction	
Appeal to patriotism	Shows how it supports your country — maybe it is made there	
Complimenting the client	Makes the client feel good through flattery	
Ideal family	Shows a usually close, happy family	

Ethos: Appeal to credibility		Ad #
Appeal to celebrity	Shows a famous person having a positive experience with it	
Bandwagon	Shows that lots of other people are using it, so you should too!	
Client testimonials	Describes the positive experiences of other customers using it	

Logos: Appeal to logic		Ad #
Bribing the client	Since there's a special gift or discount, it makes sense to buy it	
Facts and statistics	Uses scientific sounding language to justify using it	
Product demonstration	Shows how helpful the product is when being used	
Symbolism	Uses a symbolic comparison or analogy to make the main point	

Other advertising techniques		Ad #
Humour	Includes humour to help connect with the audience	
Repetition	Repeats a word or phrase multiple times to help remember it	
Questioning the client	Includes a question to the audience to help get their attention	

Please watch all of the following advertisements. Then, match each one with one of the advertising techniques above.

1. https://www.youtube.com/watch?v=7jY_ZP6gQiQ
2. <https://www.youtube.com/watch?v=InGvD2fR1qs>
3. https://www.youtube.com/watch?v=o4_oRFV6haM
4. <https://www.youtube.com/watch?v=03KQTCeM08k>
5. <https://www.youtube.com/watch?v=8ULR68LTmbw>
6. https://www.youtube.com/watch?v=UukD_cIw08E
7. <https://www.youtube.com/watch?v=7rtlVYXXVbE>
8. <https://www.youtube.com/watch?v=FoPU8S-J-8U>
9. <https://www.youtube.com/watch?v=8ULR68LTmbw>
10. <https://www.youtube.com/watch?v=X0JdbZEKz7k>

11. <https://www.youtube.com/watch?v=xhFfDA-nf78>
12. <https://www.youtube.com/watch?v=8iXdsvglpwc8>
13. https://pbs.twimg.com/media/B1nAVdgIcAAGKm_?format=jpg&name=small
14. <https://www.youtube.com/watch?v=L0KmvWL6Dfw>

Check your answers with a partner. Then, open up a social media application such as Instagram or TikTok and take a look at the first few advertisements that appear. Which of these techniques, if any, do they use? How?

Writing: Creating an advertisement script for a study programme

Imagine that you have been asked by your university to create a 30-second social media advertisement about your study programme to convince new students to apply for it and learn to be sociologists. Please write the script for the advertisement, use at least one pathos-based, one ethos-based, and one logos-based advertising technique from the list above, as well as one extra technique of your choice. Show it to a partner to get their feedback about how effectively you have used the advertising techniques. Then, try saying it aloud. Revise the script so that it sounds more natural when spoken.

Speaking: Creating a short social media advertisement

Now it is time to record yourself speaking the script out loud. In order to sound natural and engaging, it is best to imagine that you are speaking directly to the customers you are recording the advertisement for. You might try having someone else in the room, such as a classmate, that you can pretend you are talking to. It helps also to smile, as you will naturally sound more positive and engaged while doing so.

If you need to rerecord the audio, do not hesitate to do so. Make sure to practice the pronunciation of all words that you are unsure of ahead of time so that you do not get stuck on any words or phrases.

Once you have recorded your script, it is time to create the rest of the advertisement. Please use an application such as CapCut or Canva to edit together video clips and/or images that you can use in the background as you read the script. You can use AI-generated video clips or images as long as it is clearly indicated that they are such, but the voice recording should be your own. Most applications will allow you to use the microphone built into your phone or camera to record it.

Group collaboration: Detecting media manipulation

1. Work in groups of 3–4. Your group will act as a media watchdog team. Choose one of the following to analyse (or use a teacher-provided example):
 - a recent news article,
 - a viral social media post,
 - an advertisement.
2. Discuss and identify:
 - What techniques (bias, propaganda, product placement, emotional appeal, etc.) are being used?
 - What information might be missing or manipulated?
 - Who benefits from this media content?
3. Prepare a short “Media Alert” (2–3 sentences) summarizing what you found, and share it with the class.

Section XII: Sustainability

"The greatest threat to our planet is the belief that someone else will save it."

- Robert Swan

Vocabulary: Sustainability

Sustainability means being able to continue at a certain rate for a long period of time; however, it is nowadays most commonly connected with environmentalism and being able to keep Planet Earth healthy enough for humans and other species to survive and thrive on it. Please match the following definitions with sustainability terms from the list below.

Definition:	Vocabulary:
Action taken to limit the amount of greenhouse gasses emitted	
The amount of greenhouse gases a person or group is responsible for	
Atmospheric gasses that trap heat and increase global temperatures	
A business that helps solve a social or environmental issues	
Can be broken down naturally by bacteria in a way that is not harmful	
A business model where producers in developing countries are paid fairly	
Climate change where temperatures increase due to greenhouse gasses	
An economic system based on minimum waste and more recycling	
Not emitting more greenhouse gasses than are offset or captured	
Energy from a source that is replenished as fast as it is used	
Extremely small pieces of plastic that can damage living things	
False advertising that portrays something as environmentally friendly	
Processing waste into useable material	
Removing carbon dioxide from the atmosphere and storing it	
Reusing an object in a new and higher-value way	
The transition away from using greenhouse gasses	
The sustainable use of biotechnologies and biomass to create products	
The variety of types of life in a certain area (including the planet in general)	

- Biodegradable
- Biodiversity
- Bioeconomy
- Carbon footprint
- Carbon neutral / Net zero
- Carbon sequestration
- Circular economy
- Climate mitigation
- Decarbonization
- Fair trade
- Global warming
- Greenhouse gasses
- Greenwashing
- Microplastics
- Recycling
- Renewable energy
- Social enterprise
- Upcycling
- Zero waste

Reading: Environmental commitment

Many companies have put out statements over the past few decades about their commitment to sustainability and environmental protection. ExxonMobil is one of the largest oil companies in the world, and puts out yearly reports about their commitment to the environment:

<https://corporate.exxonmobil.com/-/media/global/files/sustainability-report/2024/sustainability-report-executive-summary.pdf>

As you are reading, check (x) which of the following claims the company makes.

The company wants to:	Makes?
reduce the human population by 2050.	
reduce the amount of pollution that it creates.	
stop selling oil in the near term.	
do the bare minimum that is required of them as a company.	
work together with other groups on environmental issues.	
continue being a profitable company for its investors.	
use the same approach to environmental protection all throughout the world.	
provide free energy to those who need it.	
help provide education to those in need.	
give funding for community history projects.	
create a safe working environment.	
recycle plastic waste	

Check your answers with a partner. Then, discuss the following questions:

- Why would a company that sells the kind of fossil fuel responsible for global warming have an entire section of their website about sustainability?
- To what extent are specific details and evidence given to back up their claims of commitment to the environment?
- From the 1980s until the mid 2000s, ExxonMobil spent millions of dollars on trying to prevent environmental regulations in the United States and convincing people that climate change is not real. Why do you think they no longer do this?

Listening: Greenwashing

Discuss with a partner: to what extent does a company's environmental actions matter to you when you decide whether to buy something from them?

“Greenwashing” is a term used when companies highly exaggerate their commitments and actions towards protecting the environment. Please watch the following video by the Wall Street Journal:

<https://www.youtube.com/watch?v=2NsBcVrPQok>

Then, answer the following questions as you watch the video:

1. What are the examples of phrases that companies have been using more recently?
2. What percentage of customers said they would pay more for sustainable packaging?
3. What was H&M's response to the allegations of greenwashing?
4. What kind of companies do investors want to invest in?
5. What common claim does companies make about reducing their carbon footprint?
6. What do critics claim that carbon offsets not really do?

7. What do companies need in order to actually meet their long-term goals?
8. How does the journalist describe the negative outcomes that result from greenwashing?
9. What does the EU want companies to provide about their environmental claims?

Check your answers with a partner. Then, discuss the following questions:

- To what extent do you think that greenwashing is a problem in your country? Why?
- What do you think should be done about companies that take part in greenwashing?
- What steps should companies take in order to be actually sustainable?

Writing: Research questions

In the final two chapters of the book, you will get ready to put together a research paper in English. One of the most important things about conducting research is having a clear and concise research question that you can base your project around. Bachelor's papers usually have multiple research questions that are being answered. For a general overview of forming questions in English, please take a look at the grammar reference section.

Here are a few important things to keep in mind when writing a research question:

- **Phrase it as an open question.** "Yes or no" questions are not good research questions, as research can almost never be boiled down to a simple "yes" or "no." Instead, think about other questions words such as "how," "why," and "to what extent."
- **Make sure that the scope is appropriate.** If your question is too broad, it will be impossible for you to answer properly. If your question is too narrow, it will be difficult to write an entire research paper about it.
- **Make it the centre of your research.** Make sure that your research question is not only related to your research in terms of topic, but the central basis of (at least part of) your research.
- **Avoid "double barrelled" questions.** Make sure that your question is asking just one thing.
- **Keep it short and sweet.** Try to phrase your question in as few words as possible.

With a partner, please try to improve the following research questions so that they are more effective and appropriate.

1. Why do people do the things they do?
2. Is social media a good or a bad thing for teenagers?
3. To what extent does returning from a holiday in the Canary Islands impact the relationships between colleagues in the workplace?
4. Why should the government have stricter laws against corruption?
5. When is the best time to get married?

Now, write your own research question that you might be able to use as the basis of a research paper in the field of sociology regarding a topic that interests you. Show it to your partner and give each other feedback about your questions.

Speaking: Conducting a research interview

Sociologists often use interviews as a data collection method. Like with research questions, there are certain things that should be kept in mind not just when coming up with questions for the interview but also when conducting the interview itself. First, it is important to understand the different types of interviews:

- One-on-one — there is only one interviewer asking the questions and one interviewee answering the questions
- Panel interview — there is more than one interviewer asking the interviewee questions
- Group interview — there is one or more interviewers asking questions to a group of interviewees, with interviewees answering individually in front of the group
- Focus group — similar to a group interview, but the discussion is “moderated” by the interviewer, allowing the group to discuss the topic more naturally
- Structured interview — all of the questions are decided ahead of time with no changes.
- Semi-structured interview — there are questions decided ahead of time, but the interviewer is free to ask other questions that come up, including follow-up questions
- Unstructured interview — questions are not determined ahead of time and the interview is free-flowing

Discuss with a partner whether the following pieces of advice about interviews seem reasonable:

- Make sure to let your interviewee know all of the questions ahead of time.
- Pilot (test out) the questions ahead of time with someone to make sure the questions are understandable and effective.
- Use only the language of the paper that you are writing in, even if the interviewee doesn’t understand the language well.
- Instead of many shorter questions, use longer, more complicated questions that ask two different things at once.
- If the interviewee doesn’t want to answer, do not force them to.
- Do not reveal the reason why this interview is taking place.
- Start with the most difficult, intensive questions and then ask lighter, more friendly questions at the end.

Group collaboration: Designing a sustainable campus initiative

1. Work in groups of 3–4. Imagine your university wants to launch a new sustainability initiative to reduce its environmental impact.
2. Create a proposal that includes:
 - three concrete actions (e.g., recycling programs, renewable energy use, reducing waste),
 - how the university can avoid greenwashing and show real results,
 - how students and staff will be involved in the initiative.
3. Use at least three terms from this section (e.g., carbon footprint, renewable energy, circular economy, greenwashing).
4. Present your proposal to the class in 2 minutes as if you are pitching it to the university administration.

Section XIII: Global and Personal Problems

“You cannot fix a problem in the world unless you've already resolved the underlying conflict within yourself.”

- Oscar Auliq-Ice

Vocabulary: Global and personal problems

There are many different issues that sociologists might make the centre of their research. In your own words, please come up with a definition for each of these following issues that have not been covered yet elsewhere in the other sections. There are also five extra spaces for you to fill in with extra words and phrases that are not on this list or elsewhere in the book.

Vocabulary:	Definition:
Access to health care	
Addiction	
Body image	
Bullying	
Digital divide	
Domestic abuse	
Extremism	
Food insecurity	
Gender inequality	
Generation gap	
Gentrification	
Human trafficking	
Income inequality	
Language barrier	
Polarization	
Poverty	
Public trust in institutions	
Social effects of AI and automation	
Unemployment	

Reading: Evaluating a source of information

When conducting your research at the university level, you will often be using peer reviewed articles available in academic databases such as EBSCO. However, other times you will need to determine whether a source seems high-quality and trustworthy enough to use and cite in your paper. Here are a few “good signs” and “bad signs” as to whether it should be trusted. **REMEMBER:** just because one or more of these signs is true, it doesn’t mean that the source you have found is automatically trustworthy. You must look at the source as a whole, take into consideration multiple aspects, and only then conclude whether there are more good signs or bad signs overall.

Good signs:

The author provides their information sources (references) — This is a good sign because the author is not afraid of you checking the sources yourselves. This also shows that the information actually came from somewhere. However, you cannot automatically assume that the sources are

real, reliable, or used correctly unless you check them yourself. It is also important to make sure that they are not misquoting the original information, either accidentally or in a manipulative way.

The author is well qualified to write about the topic — See what you can find out about the author of the information. Just because they might have a doctoral degree in economics doesn't mean they are experts in medicine or public health. On the same note, just because they are doctors doesn't necessarily mean that all other doctors agree with them. Use a search engine and see what you can find out about the reputation of the author and the website on which their work is published.

The overall tone of the article is neutral and professional — Of course, it is possible to write all kinds of nonsense in a neutral and professional style. However, experts usually write in a neutral and professional tone as doing otherwise can harm their reputation (which is very important to them) and make them seem overly emotional.

The web address (URL) ends with .gov (government institution) or .edu (accredited educational institution) — Although you shouldn't just automatically trust everything that a government says, governments provide a lot of funding for independent scientific research and are generally interested in informing their citizens with quality information. This, of course, depends on the government — the government of North Korea might have some strange information when it comes to human rights, whereas the government of Russia has a different idea about the history of Ukraine than most of the world does.

Only governments can use the “.gov” top-level domain, and only accredited educational institutions can use the “.edu” one. Websites that use other domains, such as .com, .org, and .lv, can be created by pretty much anyone. Although there are plenty of trustworthy websites that use “.org” or “.co.uk”, be extra sure to check who is behind the website — search engines are very helpful for this purpose.

Educational institutions also fund high quality independent research and are freer of pressure to find results that fit a certain narrative than research funded by private companies — a study on the environmental impact of plastic bottles funded by the EU or the University of Latvia is likely to have more trustworthy results than a study funded by a company that makes plastic bottles. Make sure that what you are reading is not student work that has been uploaded.

The information has been “peer reviewed” by other experts — this means that other people have checked the information and confirmed that it is correct. Articles that are published in scientific and academic journals generally must go through a peer review process which can take quite some time. This ensures that the results that they found are accurate and that their analysis is correct. Although it can be hard to read these sources since they are written for an academic and not a general audience, the information quality is usually very high. You can find peer reviewed articles on databases like Scopus, Web of Science, JSTOR, and EBSCO, and via search engines like Google Scholar.

Bad signs:

The author or website is attempting to sell a product or service related to the topic — Some “experts” will write about how terrible and profit-driven the mainstream healthcare and medicine industry is, but at the same time are trying to sell “alternative products” such as herbal and homeopathic remedies. Although some of their criticisms might be legitimate, they have a financial interest in trying to get people to trust mainstream medicine less and use their own products more.

The author heavily uses anecdotal evidence — An example of this would be “my grandfather smoked a full pack of cigarettes every day and lived until he was 110, which is why I think that smoking isn't actually bad”. Although it may be true that your grandfather smoked and lived a very long time, is this true of most people who smoke? Is one person's experience really strong evidence that smoking isn't bad for you?

The author makes bold or extreme claims about the topic — Shocking headlines and extreme claims make it more likely that you will open a page or article, which is good for the website's owner since more clicks means more money from advertisements. However, if something sounds too crazy to be real, your first instinct should be to pause and see if you can find that same information from other trustworthy sources as well. If you cannot, then it is a very bad sign that the information can be relied on.

The author attacks other people or organizations — If you notice that a source is attacking a person as much as or even more than they are attacking the points or arguments that person is making, it is a sign that they might not actually have a good counter-argument. This is called “ad hominem” and is a common logical fallacy.

The author is interested in promoting themselves — Respectable authors, especially scientists, are extremely careful to focus on their work and not themselves. They even go so far as using the passive voice when they write or call themselves “the author of this paper” instead of using “I”. The more an author seems self-important and focuses on their supposedly impressive achievements and background, the less likely it is that this is actually a respected and credible expert in their field.

The information cannot be found anywhere else, or only in other suspicious sources — If there is some information that you find and really want to use in your research but cannot find it mentioned anywhere else, this might be a red flag that the information is not actually credible. However, you must be careful — just because there are many websites you can find that have “evidence” that the world is flat, it does not mean that this is credible information.

Now, find three sources of information that you might use in a research question about the research question you wrote at the end of the previous chapter (or a different one you have come up with since then). Show them to a partner and explain why you think that they fit the criteria above.

Writing: A theoretical overview

In any research paper, including ones that professors write to submit to academic journals and present at international conferences, it is important to have a theoretical overview of the topic. This almost always comes after the introduction to the paper and before the section describing the practical research that was done. In the theoretical overview, you will be including paraphrased information from the sources you have found about the topic to give an overview of what previously has been done and is known about the topic. Here is some advice to keep in mind when writing the theory overview:

- Always cite your sources regardless of if you are paraphrasing or quoting the material you found the information in — these citations don't only come at the end of the paper, but also in the text as they are mentioned.
- Use mostly the present tense when discussing what is known.
- Be careful not to make claims that cannot be backed up by research or that misquote the research you have read.
- Use last names, not first names, of researchers.
- Avoid language such as “Hall's landmark study” or “the well-known researcher Smith.”
- Stay focused, make sure that all of the sources you have included and what you are writing about are directly related to the topic at hand.
- As with when writing formal letters, make use of the passive voice to describe what has been done, is known, etc. so that you can avoid using pronouns such as “I” or “we.”
- Paraphrase more than you use quotations — only quote when the wording is so perfect or important that changing it will make it lose its power.

Having found your sources, write a few paragraphs of the theoretical overview of your topic based on the information. Remember to follow the advice about paraphrasing information from a few sections ago.

Speaking: Giving feedback to a peer

Now that you and your partner have written a first draft of the theoretical section of research paper, it is time to look at each other's work and give constructive feedback. From a practical perspective, if you are given a digital file to look at, make sure to never actually edit the document itself — use comments instead.

Here are some useful feedback phrases that you can use to give feedback to your peers:

- Excellent work so far!
- Could you please explain this part?
- I would explain this part a bit more.
- You might be able to use a synonym here.
- I like how you explained this.
- I would think about combining these sentences together.
- Can you check the grammar of this sentence?
- Have you had a chance to use spell check yet?
- I would expand this section a bit more.
- I think you might have forgotten the source for this information.

Please give each other feedback about your research papers as effectively and constructively as possible.

Listening: Survey questions

In addition to interviews, it is likely that your research might include a questionnaire with questions for people to answer individually. Traditionally, these questionnaires were completed in person on paper or over the phone, but nowadays it is more common to do so using a digital platform such as Qualtrics, Onedrive, Google Forms, LimeSurvey, SurveyMonkey, or many others.

Please watch the following video about writing survey questions for a questionnaire. As you are watching, mark (x) whether the following advice about questions is “true” or “false.”

<https://www.youtube.com/watch?v=MPerVNXjiuE>

Statement	True	False
The quality of research questions must be carefully considered.		
Flowery language should be used in the wording of questions.		
Be as specific as possible with the wording of the questions.		
Questions that are too long should be broken down into smaller ones.		
“How satisfied are you with the service” is an excellent example of a question.		
Offered ranges of numbers should never overlap.		
Participants need to answer every single question whether they want to or not.		
A single, unified type of question should be used for each question.		
A mix of qualitative and quantitative information should be gathered.		
The most important, difficult-to-answer questions should come at the beginning.		
The more questions in the survey, the better.		
Participants can skip a question depending on how they answered a previous one.		

Questions should be as neutral and objective as possible.		
A good question pushes respondents to answer a certain way.		
Questions should always be edited for language before publishing.		

Check your answers with a partner. Then, help each other come up with questions that you could use for a questionnaire about your chosen research topic. Make sure to consider the research sample that you are writing the questions for so that they can be as effective as possible.

Group collaboration: Global problem, local solutions

1. Work in groups of 3–4. Choose one global problem from the vocabulary list (e.g., poverty, food insecurity, unemployment, gender inequality, digital divide).
2. Prepare a mini-roundtable discussion where you:
 - identify how this problem appears in your country or community,
 - discuss at least two causes and two consequences,
 - propose one realistic solution that could be implemented locally.
3. Use at least three terms from this section (e.g., income inequality, polarization, public trust in institutions).
4. Present a 1-minute summary of your group’s discussion to the class.

Section XIV: Sociological Research

"Research is seeing what everybody else has seen and thinking what nobody else has thought."

- Albert Szent-Györgyi

Vocabulary: Research

As part of your studies in sociology, you will need to read research papers by others and also carry out your own research. Below there are some of the most common terms in English that you will come across time and again. Please match the terms with the definitions in the list.

Vocabulary:	Definition:
Case study	
Control group	
Ethnography	
Experiment	
Hypothesis	
IMRAD	
Interview	
Longitudinal study	
Focus group	
Observation	
Population	
Qualitative	
Quantitative	
Questionnaire	
Sample	
Survey	
Systematic review	
Triangulation	

1. A comprehensive method to evaluate existing research about a topic
2. A data collection method where a researcher asks questions to a respondent
3. A data collection method where a small group takes part in a discussion
4. A data collection method where participants answer written questions
5. An educated prediction about the outcome of a research study
6. The full group of individuals a researcher is interested in finding out about
7. In an experiment, the group that is not exposed to the variable being studied
8. A method where researchers watch participants and record notes about them
9. A research method examining a single case rather than a larger sample
10. A research method that tests the impact of variables against a control group
11. A research method where a researcher spends a significant time with a group
12. A research method where data is collected about many respondents
13. Research that collects and analyses statistical data about an issue
14. Research that focuses on in-depth information rather than statistics
15. A smaller group of individuals that represents the population being studied
16. The structure of "introduction, methods, results, analysis, and discussion"
17. A type of research that studies a group for an extended period of time
18. The confirmation of research results by using different methods, researchers, etc

Check your answers with a partner. Then, discuss the following questions:

- Would quantitative or qualitative methods better suit the research question(s) you have chosen? Explain why.
- What ethical concerns do sociologists have to consider when carrying out a study on live humans? Please explain your answer.
- Which method(s) would be most difficult for you to use as a university student? Explain why.

Reading: IMRAD

When reading about academic research, you will often come across the acronym “IMRAD.” This stands for:

- Introduction (Background about the topic, research questions(s), aim(s), etc.)
- Methods (A detailed explanation of how exactly the research was carried out)
- Results (The data that were collected by using the previously described methodology)
- Analysis (An interpretation of the data collected in the results section)
- Discussion (Conclusions and implications about the research along with limitations)

“IMRAD” is the most common format for structuring both a paper and the abstract that summarizes the research beforehand. Please read the following two abstracts for articles published in peer reviewed sociology journals. As you are reading, divide the abstracts into each of the parts of the IMRAD format and determine to what extent they follow it.

Article 1:

The Role of Parents in Schooling: Focus Groups as a Tool for Reflecting on Social Expectations and Individual Perceptions
Manuela Ulrich

In this article, I discuss how parents understand and perceive their role in secondary school education. With increasing expectations in contemporary society regarding successful life courses, most parents feel pressured to support their child's education and well-being in schooling. To examine the dynamic of social expectations and the perceptions of individuals' roles I used data from a German focus group study (N=25) and deliberately selected a group of three mothers with contrasting social and educational backgrounds. In addition to grounded theory methodology, I opted for methodological triangulation and included theoretical concepts from symbolic interactionism. Regardless of their background, I found the mothers had internalized the same high role expectations, but they differed in their perceptions of being able to fulfil them. Role conflicts were most obvious when there was a lack of knowledge and social resources. In these cases, help from the fathers as well as tutor and teacher contact supported meeting the demands of schooling. However, the mothers preferred to solve problems by themselves before contacting teachers. This could be due to distant or distrustful feelings towards teachers, which is important because the mothers' satisfaction with the school's performance was related to their concern for their child's well-being.

Ng, K. U. (2025). Gender Differences in Fertility Ideals among Muslim and Non-Muslim Immigrants and Their Children in France. *Socius*, 11. <https://doi.org/10.1177/23780231251351671> (Original work published 2025)

Article 2:

Gender Differences in Fertility Ideals among Muslim and Non-Muslim Immigrants and Their Children in France
Ka U Ng

Differences in family values between Muslims and non-Muslims have been widely debated in Europe, but gender differences within Muslims remain less explored. Using survey data from immigrants and children of immigrants in France, this study investigated the gender differences in ideal family size among Muslims and non-Muslims. Poisson regression models show that male Muslim children of immigrants tend to prefer larger families, like their foreign-born parents, and that their female counterparts, like non-Muslim men and women, prefer smaller families. Decomposition analysis shows that differences in education and friendship networks explain only a small part of this gender gap. Notably, religiosity does not explain the gap. Instead, the stronger influence of in-group friendship networks and residential segregation on men's fertility ideals accounts for most of the observed difference. These findings contribute a gender perspective to acculturation research on family values.

Ulrich, M. (2025). The Role of Parents in Schooling: Focus Groups as a Tool for Reflecting on Social Expectations and Individual Perceptions. *Forum Qualitative Sozialforschung Forum: Qualitative Social Research*, 26(2). <https://doi.org/10.17169/fqs-26.2.4198>

Together with a partner, answer the following questions:

- What are at least two key differences in terms of the language used by the two abstracts?
- Which of the two abstracts follows the IMRAD structure the most closely? Explain with examples.
- Which of the two abstracts gives the clearest and most understandable overview of the research conducted? Explain why.

Writing: Conclusions

Aside from the abstract, the conclusion (or “discussion”) section is the very last section that you will write. Although you might have been taught before that a conclusion section of an essay primarily restates the points that have already been made, the conclusion to a research paper should have a few certain things to be considered effective:

- **Highlight the key points of the research and explain the significance of the findings.** Do NOT exaggerate the importance of them.
- **Explain the limitations of the research.** This can include the size of the survey, the methodology used, or the scope of the research in general.
- **Suggest areas for future study.** Even if you are not planning on continuing to study this topic, you should suggest how others could expand on the findings you have outlined in the paper.

Listening: Research presentation mistakes

Together with a partner, remember back to some of the most effective presentations or lectures you have ever seen. What do you remember about them the most?

Now, please watch the following research presentation given to a group of first year university students in science programmes: <https://www.youtube.com/watch?v=nSGqp4-bZQY>

Together with a partner, come up with a list of at least ten things that the presenter could have done to make the presentation more effective for her audience. Then, come up with a list of at least three things that you will do better when giving a presentation about your own research than you have ever done before.

Speaking: Asking questions at an academic conference

When giving a presentation about the research that you have conducted, you will want to follow the advice given in Section IV, especially about signposting language. The most common place for

presentations to be given about academic research is at scientific conferences. Most of the time, researchers submit a paper that gets published in the “proceedings” of the conference which is similar to an academic journal, and they give a talk to an in-person or virtual audience of other presenters either before or after the article is published.

At such conferences, it is important not only to be able to answer questions about your own research, but to ask useful and constructive questions to other participants. Here are some phrases that you can use when listening to your course mates’ research presentations and asking questions:

- Thank you for the talk!
- I wanted to ask...
- I was wondering if you could explain...
- Could you please go back to...
- How do you explain...
- If I remember correctly...
- I couldn’t help but notice...
- Is there any chance you could give another example of...
- Based on my understanding...
- Can you please clarify...
- If I understand correctly...

Remember that if there is not enough time to ask your questions immediately following the presentation, you can also find the presenter and ask later — perhaps over coffee! This is a good option especially if you are worried that the question could prove difficult to answer publicly, particularly if there is a language barrier and the presenter needs a bit more time to formulate their answer.

Group collaboration: Mini research conference

1. Work in groups of 3–4. Imagine you are a team of sociologists presenting at an international conference.
2. Choose a research topic connected to sociology (e.g., digital divide, gender inequality, social effects of AI).
3. Prepare a short research outline including:
 - a title and research question,
 - the methods you would use (qualitative/quantitative, interviews, surveys, etc.),
 - what results you might expect and why,
 - one limitation of your study.
4. Present your outline to the class in 2 minutes as if you were giving a conference talk.

After each presentation, other students should ask one academic question using the phrases from this section (e.g., “Could you clarify...?”, “How do you explain...?”).

Grammar Reference

Articles (indefinite, definite and zero article)

Why Are Articles Important?

In English, articles help clarify whether we are referring to something specific, general, or abstract - a distinction that is crucial in academic writing. Incorrect article use is a common error in student writing, especially in disciplines like sociology where we refer to both abstract concepts and concrete cases.

Types of Articles

Article	Used with...	Example
a / an (<i>indefinite</i>)	Singular, countable nouns when mentioning for the first time or not specific	A theory was introduced in the seminar. An NGO participated in the survey.
the (<i>definite</i>)	Specific nouns that are known to the reader, already mentioned, or unique	The results confirm the hypothesis. The state has a role in redistribution.
zero article	Uncountable or plural nouns when speaking in general	Research requires time. Policymakers often ignore local voices.

Article Use in Academic and Sociological Contexts

Context	Correct Usage	Explanation
Generic statements (general truth)	<i>Social mobility is influenced by class.</i>	No article with abstract, uncountable nouns used generally
Abstract concepts (uncountable)	<i>The inequality observed in urban areas is systemic.</i>	" <i>The</i> " used when referring to a specific instance of an abstract concept
Singular countable noun introduced first	<i>A sociologist presented a new approach. The method was well received.</i>	First mention = <i>a</i> , then <i>the</i> for specific reference
Institutions, fields of study	<i>Sociology examines power structures.</i>	No article before academic fields
Unique or commonly known items	<i>The media plays a role in shaping opinion.</i>	<i>The</i> for unique and culturally understood nouns
Proper nouns with modifiers	<i>The United Nations, The Ministry of Welfare</i>	<i>The</i> used with specific institutions or organizations
Academic processes	<i>The data were collected using a mixed-method approach.</i>	Definite article <i>The</i> for known data set or process
Uncountable noun used wrongly	Incorrect: <i>A research was conducted.</i> Correct: <i>Research was conducted.</i>	No article with uncountable nouns like research, evidence, information

Practice Time!

A. Choose the correct article: a / an / the / no article.

1. ____ theory discussed in the article challenges traditional views.
2. ____ education is a key factor in social mobility.
3. The report focused on ____ NGO working in rural communities.
4. I read ____ article on gender norms in mass media.
5. ____ trust between citizens and the state must be restored.
6. They proposed ____ hypothesis to explain the findings.
7. ____ capitalism produces unequal outcomes.
8. We need to improve access to ____ healthcare.
9. The study analysed ____ data from four municipalities.
10. I'm writing ____ literature review on migration patterns.

B. Correct the article usage in these sentences.

1. A democracy requires the transparency and participation.
2. The researchers used a data from national statistics.
3. An inequality was explored through interviews.
4. The sociology explores how norms shape behaviour.
5. They presented a findings in the conference.

C. Write your own sentences. Use correct article usage in each sentence:

General statement about inequality

→ _____

A specific method you used in a project

→ _____

General truth about education or class

→ _____

D. Choose the correct article for each sentence and explain your choice.

1. ____ sociologist from Sweden gave a guest lecture on migration theory.
→ Article: _____ | Why? _____
2. We discussed ____ inequality that was highlighted in the national report.
→ Article: _____ | Why? _____
3. In ____ modern society, access to digital technology is crucial.
→ Article: _____ | Why? _____
4. The speaker argued that ____ education is a powerful tool for change.
→ Article: _____ | Why? _____
5. The committee reviewed ____ proposal submitted by the students.
→ Article: _____ | Why? _____
6. Researchers must base conclusions on ____ evidence.
→ Article: _____ | Why? _____
7. I found ____ useful framework in the journal *Social Theory Today*.
→ Article: _____ | Why? _____
8. Many NGOs operate without ____ official funding from the government.
→ Article: _____ | Why? _____
9. We need to rethink ____ role of public institutions in crisis management.
→ Article: _____ | Why? _____
10. ____ social research often explores complex interactions between systems.
→ Article: _____ | Why? _____

Conditionals

What Are Conditionals?

Conditionals are sentences that talk about situations and their possible results. These situations can be real, unreal, or imaginary — in the present, future, or past. Most conditionals use “if” to show the condition.

Types of Conditionals

◆ Zero Conditional (facts and rules) - we use it for things that are always true.

If + present simple, present simple

Example: If you mix red and blue, you get purple.

◆ First Conditional (real future possibility) - we use it when something might really happen in the future.

If + present simple, will + base verb

Example: If it rains tomorrow, we'll stay at home.

◆ Second Conditional (unreal present or future) - we use it for imaginary or unlikely situations now or in the future.

If + past simple, would + base verb

Example: If I were a bird, I would fly around the world.

◆ Third Conditional (unreal past) - we use it for things that didn't happen in the past.

If + past perfect, would have + past participle

Example: If I had studied harder, I would have passed the exam.

◆ Mixed Conditionals (past and present mixed) - used when the time of the condition and result are different.

1. Past → Present

If + past perfect, would + base verb

Example: If I had gone to bed earlier, I wouldn't be tired now.

2. Present → Past

If + past simple, would have + past participle

Example: If I were more careful, I wouldn't have lost my keys.

Quick Tips!

Don't use “will” in the if-part of the sentence.

Incorrect: If it will rain... → Correct: If it rains...

In Second Conditional, we often say “If I were...” (even though it's singular).

Correct: If I were you, I'd talk to her.

Practice Time!

A. Write the correct form of the verbs. Use the appropriate conditional form (First, Second, or Third Conditional).

1. If students _____ (engage) more actively in policy debates, they _____ (develop) stronger argumentation skills.
2. If my group _____ (submit) our research proposal on time, we _____ (receive) earlier feedback.
3. If the municipality _____ (consult) sociologists during the planning phase, the programme _____ (address) social needs more effectively.
4. If we _____ (analyse) the community survey data earlier, we _____ (present) more accurate results.
5. If I _____ (have) more fieldwork experience, I _____ (feel) more confident during my internship.

B. Change the sentences to use the correct conditional.

I didn't attend the sociology seminar. I missed valuable insights.

→ _____

She doesn't speak in meetings. She doesn't get noticed by the team leader.

→ _____

I might enrol in a master's programme. It depends if I get a scholarship.

→ _____

C. Finish the sentences in your own words.

1. If I could interview a leading public administrator, I ...
2. If I had prepared better for our field trip to the municipality, I ...
3. If I don't complete my thesis draft this month, I...
4. Our student engagement would increase if...

D. Rewrite the sentences using the conditional structure shown in brackets.

1. I didn't study relevant case studies. My policy report lacked real-world examples. → (Third Conditional)
2. He doesn't understand how NGOs operate, so he can't evaluate their impact. → (Second Conditional)
3. We might attend the sociology conference in Riga. It depends on university funding. → (First Conditional)
4. If I had followed the lecture on organizational theory, I wouldn't be lost during the seminar now. → (Mixed Conditional – Structure 1)

Future Perfect & Future Continuous

We use Future tenses to talk about actions that will happen or will be in progress at a specific time in the future. Two advanced future forms are Future Perfect and Future Continuous. These are often used in academic or professional contexts, such as describing planned work, deadlines, or ongoing projects.

Future Continuous

We use the Future Continuous to describe actions that will be in progress at a specific time in the future.

Structure: will + be + verb + -ing

Example: This time next week, I will be conducting interviews for my field study.

Future Perfect

We use the Future Perfect to describe actions that will be completed before a specific time in the future.

Structure: will + have + past participle

Example: By the end of the semester, the team will have analysed all the survey data.

Quick Comparison

Future Continuous: focuses on the process or activity happening at a moment in the future.

Future Perfect: focuses on the result or completion of an activity by a future time.

Practice Time!

A. Complete the sentences using Future Continuous or Future Perfect.

By 2028, the researchers _____ (complete) their 5-year longitudinal study.

At 10 AM tomorrow, I _____ (present) our findings to the committee.

By next month, the department _____ (revise) the ethics policy.

This time next week, we _____ (discuss) the new curriculum changes.

By the time the conference starts, the students _____ (submit) their abstracts.

B. Write your own sentences.

1. Future Continuous: What will you be doing at this time next week?

→ _____

2. Future Perfect: What will you have completed by the end of this semester?

→ _____

C. Choose the correct form – Future Perfect or Future Continuous.

1. By next year, she (will finish / will have finished) her thesis on social inequality.
2. At this time tomorrow, we (will be meeting / will have met) with the local community leaders.
3. By the end of the week, our group (will be submitting / will have submitted) the project proposal.
4. This time next semester, I (will study / will be studying) migration trends in Eastern Europe.
5. They (will conduct / will be conducting) interviews all day tomorrow.

D. Rewrite the sentences using Future Perfect or Future Continuous.

1. We plan to finish coding the survey by Friday.

2. → _____

3. Tomorrow at 3 PM, we will attend a webinar on social policy.

4. → _____

5. I aim to complete my field notes before the supervisor's visit.
6. → _____
7. Next week at this time, they will collect feedback from participants.
8. → _____

Gerunds and Infinitives

In English, verbs can be followed by either gerunds (verb + -ing) or infinitives (to + base verb). Using the correct form is important for clarity, especially in academic and sociological writing.

What is a Gerund?

A gerund is the -ing form of a verb used as a noun.

Example: Interviewing participants requires patience.

What is an Infinitive?

An infinitive is 'to' + the base form of a verb.

Example: It is important to understand social dynamics.

Verbs followed by a Gerund

avoid, enjoy, consider, suggest, discuss, finish, practice, recommend, delay, risk, admit, deny, mind, resist, postpone, keep, tolerate, recall

Example: They discussed conducting interviews in rural areas.

Verbs followed by an Infinitive

decide, plan, hope, expect, want, need, agree, offer, choose, promise, afford, learn, refuse, fail, prepare, attempt

Example: The researchers decided to expand the sample group.

Verbs followed by Gerund or Infinitive (with a change in meaning)

Some verbs can take both forms, but the meaning changes.

Examples:

- I remembered to record the interview. (I did it.)
- I remember recording the interview. (I have a memory of it.)

Practice Time!

A. Fill in the blanks using the correct form of the verb (gerund or infinitive) based on the context of each sentence.

1. We agreed _____ (participate) in the policy workshop.
2. She avoided _____ (make) generalizations in her report.
3. The professor encouraged us _____ (apply) theoretical frameworks to real cases.
4. _____ (Complete) the stakeholder analysis required extra coordination.
5. I suggested _____ (organize) a roundtable with municipal leaders.
6. The committee postponed _____ (approve) the new public service strategy.
7. The team considered _____ (expand) the scope of their community survey.
8. It's important _____ (follow) ethical guidelines in all fieldwork.
9. He refused _____ (sign) the updated consent form.
10. We managed _____ (collect) data from three municipalities within the deadline.
11. The policy team avoided _____ (use) biased survey questions in the community study.
12. We plan _____ (visit) several municipalities for stakeholder interviews.
13. She suggested _____ (revise) the problem statement in our research proposal.
14. They decided _____ (conduct) the public opinion poll online.
15. The lecturer recommended _____ (read) articles on organizational legitimacy.

B. Complete the sentences.

1. I enjoy _____

2. We need _____
3. They agreed _____
4. I suggest _____
5. It's important to _____

C. Match the verbs to the correct form (gerund or infinitive).

Match the verbs (1–5) with the correct structure (A–E):

Verbs:

1. enjoy
2. need
3. recommend
4. decide
5. consider

Forms:

- A. to revise the questionnaire
- B. conducting more interviews
- C. to conduct a field study
- D. reading additional literature
- E. to meet the deadline

D. Writing Task

Write a short paragraph (5–7 sentences) describing a recent academic or project-related experience from your studies. Use at least 5 gerunds or infinitives. You may write about preparing for a presentation, participating in a group project, conducting fieldwork, or any academic activity. Underline or highlight the gerunds and infinitives in your writing.

Modal Verbs

Modal verbs (modals) are auxiliary verbs that express ability, possibility, necessity, permission, obligation, advice, and necessity. They are followed by the base form of the main verb (without 'to'). Common modals include can, could, may, might, must, shall, should, will, and would.

Ability: Use 'can' or 'could' to talk about general or past abilities. 'Can' is used for present/future, while 'could' is for past or polite form.

Example:

She can analyse complex theories. / He could explain social constructs clearly.

Possibility: Use 'may', 'might', or 'could' to express something that is possible but not certain. These verbs imply different degrees of certainty.

Example:

The results might indicate a trend. / The project could lead to policy change.

Permission: Use 'can', 'may', or 'could' to ask for or give permission. 'May' is more formal, and 'could' is more polite or tentative.

Example:

Participants may withdraw at any time. / Could I ask a question about the interview protocol?

Obligation: Use 'must', 'have to', or 'need to' to express strong necessity. 'Must' often shows personal obligation; 'have to' shows external rules.

Example:

Researchers must follow ethical guidelines. / You have to submit informed consent forms.

Advice: Use 'should' or 'ought to' to give advice or recommendations. These are less strong than 'must'. 'Ought to' is more formal than 'should'.

Example:

You should review the latest literature. / We ought to discuss cultural differences more deeply.

Necessity: 'Need to' is used to express a requirement or necessity. It can be used in affirmative and negative forms.

Example:

We need to validate our findings before publication.

Practice Time!

A. Match the modals (1–5) to the correct meaning (A–E):

Modals:	Uses:
1. must	A. possibility
2. might	B. obligation or rule
3. should	C. strong advice
4. can	D. ability
5. have to	E. necessity

B. Identify the function. Decide whether each sentence expresses logical possibility, ability, necessity, or permission.

1. You must submit your research ethics form before collecting data.

2. We might need to adjust the policy based on community feedback.
3. Students can access academic journals through the university database.
4. The report could influence future municipal decisions.
5. May I invite a guest speaker to our next class session?

C. Choose the best modal to complete the sentence.

1. You (should / must / might) always cite your sources in academic writing.
2. This policy (could / shall / ought to) be updated to reflect current social trends.
3. Field researchers (may / must / would) obtain permission before entering the site.
4. The results (can / should / will) help explain the shift in attitudes.
5. We (have to / could / should) submit our findings by Friday.

D. Complete the Sentences. Use a modal verb that fits the context (logical possibility, ability, necessity, or permission).

1. The committee _____ meet again next week to finalize recommendations. (logical possibility)
2. _____ I schedule an interview with the NGO representative? (permission, formal)
3. We _____ include a case study to support our argument. (necessity/advice)
4. The intern _____ draft reports independently. (ability)
5. It _____ be necessary to revise the proposal after the stakeholder meeting. (logical possibility)

E. Rewrite the sentences using modal verbs.

It is necessary to include multiple sources in your literature review.

→ _____

It is possible that the interviewees misunderstood the question.

→ _____

It is not allowed to record participants without their consent.

→ _____

It is advisable to double-check all references before submission.

→ _____

It is important to stay neutral during the observation process.

→ _____

F. Write one sentence for each of the following modals to show their use in a sociology or public administration context:

- can:
- could:
- must:
- should:
- may:

Narrative Tenses

Narrative tenses are used to describe events in the past. They help us organize stories or reports about what happened, especially when describing research activities, fieldwork, or historical trends.

Past Simple

Use: To describe completed actions in the past.

Form: Subject + past verb (e.g., studied, collected, visited)

Example: The researchers conducted interviews in three municipalities.

Past Continuous

Use: To describe ongoing actions in the past, often interrupted by another action.

Form: Subject + was/were + verb-ing

Example: While we were analysing the data, the software crashed.

Past Perfect

Use: To describe an action that was completed before another action in the past.

Form: Subject + had + past participle

Example: They had already published the article before the conference began.

Past Perfect Continuous

Use: To emphasize the duration of an action before another action in the past.

Form: Subject + had been + verb-ing

Example: We had been studying public opinion for several months before presenting our findings.

Combine Them to Show Time Relationships

Past Perfect shows what happened **before** another past action.

Past Continuous shows what was **in progress** when something else happened.

Past Simple is used for the **main timeline** of events.

Past Perfect Continuous shows the **duration** of an earlier ongoing action.

Tips for Writing with Narrative Tenses

Use Past Simple for the main sequence: *We conducted surveys in three towns.*

Use Past Continuous for background: *While we were analyzing the data, the power went out.*

Use Past Perfect to refer to earlier events: *We had completed the consent forms before the fieldwork began.*

Use Past Perfect Continuous to emphasize ongoing effort: *They had been collecting responses for weeks before drawing conclusions.*

Example from Sociology Fieldwork

We had been preparing the interview questions (past perfect continuous) for several days before we finally conducted the field study (past simple). While we were interviewing local officials (past continuous), we noticed that some participants were hesitant to answer sensitive questions (past simple). One of the NGOs had already shared their findings (past perfect), which helped us refine our approach.

Practice Time!

Task 1: Choose the correct verb form (past simple, past continuous, past perfect, or past perfect continuous).

1. When we arrived at the town hall, the local officials _____ (already start) the discussion.
2. While the students _____ (conduct) the survey, the fire alarm went off.
3. By the time we submitted the report, we _____ (analyse) all the responses.
4. The professor _____ (give) a lecture on policy evaluation when the guest speaker entered.
5. They _____ (review) the literature before designing their questionnaire.

Task 2: Rewrite the sentences using appropriate narrative tenses.

1. First, we collect the data. Then we present the results. → (use past simple and past perfect)
2. We were halfway through the interview. Suddenly, the respondent left. → (use past continuous and past simple)
3. The research assistant worked for several months. Then she got a scholarship. → (use past perfect continuous and past simple)
4. The students prepare their presentation. Then the class began. → (use past perfect and past simple)
5. I watch the video on institutional reform when the internet stopped working. → (use past continuous and past simple)

Task 3: Use the correct narrative tense to complete each sentence.

1. We _____ (discuss) the ethical implications when the lights went out.
2. Before the field trip, the team _____ (research) the local governance structure.
3. She _____ (not complete) the survey before the deadline passed.
4. They _____ (work) on the case study all week when they found a critical error.
5. While I _____ (review) the focus group notes, I noticed a pattern.

Task 4: Write a Short Narrative

Describe a research or academic experience (real or imagined) using all four narrative tenses. Your paragraph should be 6–8 sentences and show how the tenses create a logical sequence of events.

Order of Adjectives

When using more than one adjective before a noun, adjectives follow a specific natural order. This helps your writing sound smooth, logical, and native-like. It's especially important in descriptive or academic writing, such as when describing social groups, living conditions, or research materials.

Standard Order of Adjectives

Position	Adjective Type	Question It Answers	Examples
1	Quantity / Number	How many?	three, several, many
2	Opinion	What do you think?	beautiful, boring, important
3	Size	How big/small?	large, tiny, tall
4	Age	How old?	old, modern, young
5	Shape	What shape?	round, square, narrow
6	Colour	What colour?	blue, red, dark
7	Origin	Where is it from?	Latvian, African, British
8	Material	What is it made of?	wooden, silk, plastic
9	Purpose	What is it used for?	writing (as in "writing desk"), sleeping (as in "sleeping bag")

Examples in Context

A few interesting large modern wooden sculptures were placed in the public square. → (Quantity + Opinion + Size + Age + Material + Noun)

The organization distributed several useful small plastic food containers to families. → (Quantity + Opinion + Size + Material + Purpose + Noun)

She moved into a beautiful spacious old red brick house in the countryside. → (Opinion + Size + Age + Colour + Material + Noun)

Quick Tips!

Use commas only if the adjectives are of the same type (e.g., opinion + opinion: 'a boring, silly movie'). Don't use more than 2–3 adjectives in most academic writing unless absolutely necessary.

If you're unsure about the order, use a simpler structure (e.g., 'a red wool coat' instead of a long chain).

In formal or scientific writing, be precise: prioritize factual adjectives (size, material) over vague opinions.

Practice Time!

A. Put the adjectives in the correct order.

an (leather / old / black) bag used for carrying questionnaires

a (small / African / rural) community

an (interesting / old / political) theory

a (metal / rectangular / heavy) survey box

some (wooden / traditional / Latvian) tools

B. Describe the following using 3–5 adjectives in correct order.

1. A house you visited during fieldwork

→ _____

2. A research participant

→ _____

3. A tool or item used during data collection

C. Choose the correct adjective order.

1. We observed a (tiny / beautiful / old) ritual performed by locals.
2. She used a (steel / modern / large) frame for displaying her research results.
3. They interviewed a (Mexican / inspiring / young) activist.
4. I took notes in a (blue / small / spiral-bound) notebook.
5. He documented a (rural / fascinating / historical) case study.

D. Write full sentences using the correct adjective order.

1. Write a sentence describing a traditional object from your research using at least 4 adjectives.
2. Write a sentence about a participant's clothing in your field study using at least 3 adjectives.
3. Write a sentence describing the setting of an interview location using at least 4 adjectives.

Passive Voice

What Is the Passive Voice?

In passive sentences, the focus is on the action or the receiver of the action, not the person who performs it. The doer of the action is often unknown, unimportant, or obvious.

Active: The researcher collected the data.

Passive: The data was collected (by the researcher).

When Do We Use the Passive?

When the doer is unknown or not important:

New regulations were introduced last year.

When we want to focus on the action/result:

The survey results were published in the journal.

When the agent (doer) is obvious or general:

The law is enforced by the police. → (We know it's the police.)

How Do We Form the Passive?

Form:

be (in the correct tense) + past participle of the main verb

Tense	Active Voice	Passive Voice
Present Simple	Researchers analyse data.	Data is analysed .
Present Continuous	They are conducting interviews.	Interviews are being conducted .
Present Perfect	They have implemented a policy.	A policy has been implemented .
Past Simple	The university funded the study.	The study was funded .
Past Continuous	They were discussing the policy.	The policy was being discussed .
Past Perfect	She had completed the report.	The report had been completed .
Future Simple	The government will introduce reforms.	Reforms will be introduced .
Future Perfect	They will have finished the study by 2030.	The study will have been finished by 2030.
Modal Verbs	They must consider ethical issues.	Ethical issues must be considered .

Only transitive verbs (verbs that take an object) can be used in the passive.

Quick Tips!

The word “by” is used when we want to say who did the action.

The data was collected by sociology students.

In academic writing, the passive is often used to sound objective or formal.

The hypothesis was tested using mixed methods.

Practice Time!

A. Rewrite the sentences in the passive voice.

1. Sociologists conduct surveys on social inequality.
→ _____
2. The committee will review the proposals next week.
→ _____
3. The researcher has published the findings in a journal.
→ _____
4. The students presented their group project in class.
→ _____
5. The government should address housing issues.
→ _____
6. They are analysing the feedback from the participants.
→ _____
7. The city council had approved the new community plan.
→ _____
8. NGOs often organize educational campaigns in rural areas.
→ _____
9. The professor is going to announce the results tomorrow.
→ _____
10. By 2026, the university will have established a new sociology department.
→ _____

B. Complete the sentences using the passive voice and the correct verb tense.

1. The interview transcripts _____ (analyse) using thematic coding.
2. A new questionnaire _____ (develop) for the upcoming fieldwork.
3. The results _____ (not include) in the final report.
4. Policies on migration _____ (debate) in the recent symposium.
5. The online platform _____ (use) by many NGOs for outreach.

C. Choose the correct form (active or passive).

1. The participants (interviewed / were interviewed) by a team of sociologists.
2. We (conducted / were conducted) a series of in-depth interviews.
3. Ethical approval (obtained / was obtained) before starting the study.
4. The project coordinator (sent / was sent) a summary to all team members.
5. Fieldwork activities (monitor / are monitored) regularly.

D. Write 2–3 sentences in the passive voice to describe each situation:

1. A community project you participated in
2. A policy report or article you read recently
3. A university activity or procedure (e.g., enrolment, grading)

Present Perfect & Present Perfect Continuous

What Are These Tenses?

We use the present perfect and present perfect continuous to talk about actions that are connected to the present.

Present Perfect (have/has + past participle)

We use it to:

Talk about experiences

Talk about actions with a result in the present

Talk about changes over time

Examples

I have studied social theory for three years.

She has just submitted her research proposal.

They have attended several management workshops.

Present Perfect Continuous (have/has been + -ing)

We use it to:

Focus on the duration of an activity

Emphasize that an action started in the past and is still happening now or has just finished

Examples

We have been analysing survey data all morning.

He has been working on his thesis since September.

The team has been discussing policy reforms for hours.

Quick Tips!

Use present perfect to focus on results.

Use present perfect continuous to focus on duration or activity.

Time expressions: *since, for, ever, never, just, already, yet, recently, so far*

Practice Time!

A. Error Correction: Each sentence contains a mistake. Identify and correct it.

1. We have been attended three policy forums this semester.
2. She has work in the NGO sector for several years.
3. They have just interviewing public administrators for their research.
4. I has been collecting data since January.
5. The students have never been prepare a project proposal before.

B. Complete the sentences using Present Perfect or Present Perfect Continuous

1. Our group _____ (attend) lectures on Regional Development for two semesters.
2. She _____ (not/participate) in social projects yet.
3. I _____ (read) this sociology article all morning.
4. They _____ (organize) student extracurricular activities since last semester.
5. We _____ (analyse) policy documents since the beginning of our studies.

C. Choose the correct tense

1. The researchers (have worked / have been working) on social inequality since last year.
2. I (have written / have been writing) my paper and it's finally finished.
3. We (have collected / have been collecting) enough responses to start analysis.

D. Answer the questions using your experience

1. Have you ever written a group report in sociology? What was it about?
2. How long have you been studying at university?
3. What topics have you recently been discussing in class?

E. Rewrite the sentences using the correct tense (Present Perfect or Present Perfect Continuous)

1. I started researching gender roles two weeks ago. I'm still working on it.
→ _____
2. She started organizing the focus group yesterday. She's still doing it.
→ _____
3. They finished their group report. Now they are preparing a presentation.
→ _____
4. We completed three modules of our sociology course this semester.
→ _____
5. He started volunteering at the community centre last year and still continues.
→ _____

F. Use the prompts to make sentences

1. (I / study / sociology theories / for two months)
→ _____
2. (They / already / conduct / interviews for the research project)
→ _____
3. (We / not / analyse / the data / yet)
→ _____
4. (My team / work / on group project / since last week)
→ _____
5. (She / never / attend / academic conference)
→ _____

H. Sociological Field Notes: Write 5–6 sentences describing your experience participating in a field trip, project, or sociological observation using Present Perfect and Present Perfect Continuous. Include:

- What you have done
- How long you've been doing it
- Your reflections

Example: I have visited two municipal institutions this month. I've been taking notes on their organizational structures since the trip. It has helped me understand the complexity of public administration.

Quantifiers

What Are Quantifiers?

Quantifiers are words we use before nouns to indicate quantity or amount — how much or how many. In academic and sociological writing, quantifiers help describe data, trends, opinions, and social groups. Examples: *many, much, few, several, some, all, most, a large number of, a little, none, every, each*, etc.

Countable vs. Uncountable Nouns

Countable nouns: we can count (e.g., *student, theory, interview*)

Uncountable nouns: we cannot count (e.g., *information, advice, data*)

Quantifiers for Countable Nouns	Quantifiers for Uncountable Nouns
many students, a few participants, several interviews, each respondent, a number of NGOs	much information, a little evidence, some research, no data, a great deal of money

Common Quantifiers in Academic Contexts

Quantifier	Used with	Example
many	Plural countable nouns	<i>Many respondents disagreed with the proposed reforms.</i>
much	Uncountable nouns	<i>Much research focuses on social inequality.</i>
a few	Plural countable nouns	<i>A few students missed the seminar on public policy.</i>
few	Plural countable nouns	<i>Few communities had access to public health services.</i>
a little	Uncountable nouns	<i>A little information was gathered during the pilot study.</i>
little	Uncountable nouns	<i>Little attention was given to rural education.</i>
some	Countable and uncountable nouns	<i>Some data was incomplete. / Some experts raised concerns.</i>
any	Countable and uncountable nouns	<i>Were there any objections? / We didn't find any evidence.</i>
all	Countable and uncountable nouns	<i>All participants signed the consent form.</i>
most	Countable and uncountable nouns	<i>Most citizens supported the new social initiative.</i>
each	Singular countable nouns	<i>Each theory offers a different perspective.</i>
every	Singular countable nouns	<i>Every student must complete a methodology course.</i>
the majority of	Plural countable nouns	<i>The majority of NGOs welcomed the policy changes.</i>
a number of	Plural countable nouns	<i>A number of experts contributed to the final report.</i>
a lot of	Countable and uncountable nouns	<i>A lot of funding was allocated to education reform.</i>
no	Countable and uncountable nouns	<i>No evidence supported the original hypothesis.</i>

Practice Time!

A. Fill in the blanks with an appropriate quantifier. Choose from: *many, much, a few, a little, some, any, none, most, all, every*

1. _____ sociologists believe in structural explanations of inequality.
2. We didn't find _____ evidence to support the claim.
3. The researchers conducted interviews in _____ communities.
4. _____ student must complete the ethics training.
5. Do you have _____ data from the pilot study?
6. There was only _____ resistance to the policy.
7. _____ of the respondents were from rural areas.
8. I spoke to _____ colleagues about the new proposal.
9. _____ NGO received funding this year.
10. _____ information was disclosed in the report.

B. Choose the correct option.

1. There isn't (many / much) interest in the proposal.
2. We only had (a little / a few) time to prepare.
3. (Each / Every) theories were discussed in class.
4. (Most / All) of the evidence points to the same conclusion.
5. I don't have (some / any) experience with qualitative coding.

C. Correct the quantifier errors.

1. Much respondents preferred the online format.
→ _____
2. A little participants skipped the demographic questions.
→ _____
3. Each data point was analysed twice.
→ _____
4. We didn't collect some survey results.
→ _____
5. Many of the information is outdated.
→ _____

D. Write one sentence for each quantifier in a sociology-related context:

1. most
→ _____
2. a few
→ _____
3. every
→ _____
4. a lot of
→ _____
5. none
→ _____

Question Formation

What Are Questions?

We ask questions to get information, confirm details, or clarify meaning. In English, word order changes depending on the type of question.

There are Yes/No questions, Wh- questions, Question Tags, embedded questions and questions with modals

Types of Questions

1. Yes/No Questions

These questions begin with an auxiliary or modal verb (do, be, have, can, will, etc.) and expect a "yes" or "no" answer.

Structure: Auxiliary/Modal + subject + base/verb?

Do you work in the public sector?

Is she writing her thesis?

Have they finished the report?

Can you explain this policy?

2. Wh- Questions

These ask for specific information and start with a question word like who, what, when, where, why, how.

Structure: Wh-word + auxiliary + subject + verb?

Where do you study?

Why did the team change their strategy?

What has she decided?

How can we improve our results?

If the Wh-word is the subject, no auxiliary is needed!

Who made this decision?

What happened yesterday?

3. Question Tags

Used to confirm information or ask for agreement. A positive sentence is followed by a negative tag, and vice versa.

Structure: Statement + tag (auxiliary/modal + subject pronoun)?

You've submitted the report, haven't you?

The survey wasn't clear, was it?

She can present it, can't she?

4. Embedded (Indirect) Questions

Used in polite or formal situations. The word order becomes subject + verb (not inverted), and no auxiliary is placed before the subject.

Structure: Introductory phrase + question word + subject + verb

Can you tell me where the meeting is?

I'd like to know why he left.

Correct: *Do you know what the results mean?*

Incorrect: *Do you know what does it mean?*

5. Questions with Modals

These are used to ask about possibility, obligation, or past events. **To form questions with modal verbs**, use this structure: **Modal + subject + base verb**

Can you help me?

Should we start now?

May I ask a question?

Must we submit it today?

Quick Tips!

Use inversion (auxiliary + subject) for normal questions.

Use normal word order (subject + verb) in embedded questions.

Don't forget question marks!

Question tags must match the verb tense and subject.

Practice Time!

A. Form Yes/No questions from these statements.

1. They have completed the group project.
→ _____
2. She is meeting the advisor today.
→ _____
3. You can analyse the data tomorrow.
→ _____
4. He was working on the policy paper.
→ _____
5. Did the professor review the abstract?
→ _____

B. Write Wh- questions for the underlined parts.

1. Maria gave the presentation.
→ _____
2. The students submitted the report last Friday.
→ _____
3. They're discussing social housing.
→ _____
4. I chose this university because of the programme.
→ _____
5. The conference took place in Riga.
→ _____

C. Add the correct question tag.

1. You've read the article, _____?
2. He doesn't like statistics, _____?
3. We should revise our proposal, _____?
4. The mayor will attend the session, _____?
5. The data wasn't accurate, _____t?

D. Correct the word order in these questions.

1. *What you did learn in the workshop?*
→ _____
2. *She is working where?*
→ _____

3. *Have completed they the task?*
→ _____
4. *Do you know what means this word?*
→ _____
5. *When the new course does begin?*
→ _____

E. Rewrite these as embedded questions.

1. Where is the meeting?
→ *Can you tell me...* _____
2. Why did she leave the group?
→ *I'd like to know...* _____
3. What time does the lecture start?
→ *Do you know...* _____
4. Did he approve the budget?
→ *Could you tell me...* _____
5. How long did the lecture last?
→ *Do you remember...* _____

Relative Clauses

What Are Relative Clauses?

Relative clauses add extra information about a noun in a sentence. They help us describe or identify people, things, places, or times more precisely. Most relative clauses begin with relative pronouns like:

- ◆ who (for people)
- ◆ which (for things)
- ◆ that (for people or things in defining clauses)
- ◆ whose (to show possession)
- ◆ where (for places)
- ◆ when (for times)

Types of Relative Clauses

1. Defining Relative Clauses (essential information)

We use these clauses to define exactly which person or thing we mean.

No commas are used!

Structure:

Noun + relative pronoun + clause

Relative pronouns used: who, which, that, whose, where, when

The student who asked the question is in my class.

This is the report that we discussed yesterday.

A town where the conference took place is very small.

2. Non-Defining Relative Clauses (extra information)

We use these to add extra, non-essential information.

Commas are used!

We cannot use that in non-defining clauses.

Structure:

Noun + , + relative pronoun + clause + ,

My supervisor, who has written several articles, encouraged me to apply.

The presentation, which was very engaging, focused on sustainability.

Special Cases and Usage Notes

Omitting the Relative Pronoun: In defining clauses, you can omit the relative pronoun if it is the object of the clause.

The book (that) I borrowed was fascinating.

This is the seminar (which) we attended.

Whose (Possession): Used instead of *his/her/their* to show possession.

The student whose project won got a scholarship.

That's the company whose logo we redesigned.

Where / When: Used for places and times in both defining and non-defining clauses.

The city where I studied is beautiful.

2020 was the year when the lockdown started.

Quick Tips!

Use that only in defining clauses.

Don't use that in non-defining clauses.

Use commas in non-defining clauses. Don't use commas in defining clauses.

Practice Time!

A. Complete the sentences with a relative pronoun.

1. The sociologist _____ we invited gave a fascinating lecture.
2. This is the dataset _____ includes the urban population numbers.
3. I have a colleague _____ research focuses on smart cities.
4. The article, _____ was published last month, is already widely cited.
5. The year _____ the programme was launched was 2024.

B. Combine the sentences using relative clauses.

1. The woman is my tutor. She helped me with my thesis.
→ _____
2. We visited a community centre. It supports young entrepreneurs.
→ _____
3. The professor gave us advice. His books are in the library.
→ _____
4. I stayed in a city. The city had a very active youth council.
→ _____
5. That's the article. I told you about it yesterday.
→ _____

C. Rewrite and punctuate the sentences. Identify if they are defining or non-defining.

1. The university that offers this programme is based in Sweden.
→ _____
2. My classmate who studied in Denmark shared useful tips.
→ _____
3. The project which received the most funding focused on education.
→ _____
4. The conference that we attended last year was inspiring.
→ _____
5. Our supervisor who has extensive experience in urban policy reviewed our proposal.
6. → _____

D. Tick the sentences that are correct. Correct the ones that are wrong.

1. The man, that visited our class, is an urban planner.
→ _____
2. This is the school where I studied sociology.
→ _____
3. That's the researcher which specializes in migration.
→ _____
4. We met a consultant whose ideas were innovative.
→ _____
5. My supervisor who speaks five languages is very kind.
→ _____

E. Finish the sentences in your own words.

1. The speaker who impressed me the most...
2. I live in a city where...
3. I'll never forget the year when...
4. The book which helped me understand the topic...
5. The person whose advice I value...

Reported Speech

What Is Reported Speech?

Reported speech (also called indirect speech) is used to tell someone what another person said, without quoting their exact words.

Direct speech: “We conducted the interviews last month,” said the researcher.

Reported speech: The researcher said that they had conducted the interviews the previous month. We often use reported speech in academic writing, research summaries, and field reports.

How Do We Form Reported Speech?

Usually, we change the tense of the verb and adjust time/place expressions when reporting.

Verb Tense Changes

Direct Speech	Reported Speech
Present Simple →	Past Simple
“We use surveys.” →	She said (that) they used surveys.
Present Continuous →	Past Continuous
“We are collecting data.” →	He said (that) they were collecting data.
Present Perfect →	Past Perfect
“They have analysed the results.” →	She said (that) they had analysed the results.
Past Simple →	Past Perfect
“We visited five communities.” →	He said (that) they had visited five communities.
Future (will) →	would
“We will publish the report.” →	They said (that) they would publish the report.

Pronoun and Time Changes

Direct Speech (original words) Reported Speech (changes)

I	he / she
we	they
my	his / her
this	that
here	there
today	that day
tomorrow	the next day / the following day
yesterday	the day before
next week	the following week
last month	the previous month

Example: “*I will complete my field notes tomorrow,*” said the student.

→ *The student said (that) she would complete her field notes the next day.*

Reporting Verbs

Common reporting verbs: say, tell, explain, mention, report, suggest, recommend, claim, state

Use “tell” with an object:

Correct: She told me that the results were ready.

Incorrect: She told that the results were ready.

Reporting Questions in Reported Speech

There are two main types of questions in reported speech:

1. Yes/No Questions

Use *if* or *whether* to report yes/no questions.

Direct: "Did you attend the seminar?"

Reported: He asked *if* I had attended the seminar.

2. Wh- Questions

Keep the question word (e.g. *what*, *where*, *when*, *how*), but change the verb tense and do not use question word order.

Direct: "What methods did you use?"

Reported: She asked *what* methods I had used.

Direct: "Where are the documents?"

Reported: They asked *where* the documents were.

Don't use question word order or question marks in reported questions!

Practice Time!

A. Rewrite the sentences in reported speech.

1. "We are planning a new field study," said the supervisor.
→ _____
2. "I completed the interview transcripts yesterday," said the intern.
→ _____
3. "Do you think the policy will change?" the professor asked.
→ _____
4. "Where did you collect this data?" the evaluator asked.
→ _____
5. "They haven't published the results yet," she said.
→ _____
6. "I will attend the sociology workshop next week," he told me.
→ _____
7. "How can we increase community engagement?" the coordinator asked.
→ _____
8. "This theory supports our argument," the student explained.
→ _____
9. "Will you help with the presentation?" she asked.
→ _____
10. "We observed major changes in social behaviour," they reported.
→ _____

B. Identify and correct the errors in these reported speech sentences.

1. She told that she was analysing the data.
→ _____
2. He said that they are going to publish the article soon.
→ _____
3. The professor asked what was the findings.
→ _____
4. They said that they will attend the meeting.
→ _____

5. She asked me where did I place the questionnaires.
→ _____

C. Write your own reported speech sentences based on each prompt:

1. A public statement from a mayor or city official
→ _____
2. A peer talking about a sociology group project
→ _____
3. A question your professor asked in a recent seminar
→ _____
4. Something you told your classmate about your thesis
→ _____
5. An announcement from your department head
→ _____
6. A question you asked during a fieldwork meeting
→ _____
7. A comment made during a focus group discussion
→ _____
8. A message from your supervisor about deadlines
→ _____
9. Something a guest lecturer said about social change
→ _____
10. A remark your classmate made after a group presentation
→ _____

Answer key:

Section I:

Vocabulary:

1. Academia
2. Bachelor's degree
3. Courses
4. Credits
5. Lectures
6. Academic
7. Curriculum
8. Alumni
9. Enrol
10. Master's Degree
11. Doctoral degree
12. Dissertation
13. Campus
14. Dormitory
15. Term
16. College
17. University

Listening: Study habits for university students

1. C
2. B
3. D
4. A
5. D
6. B
7. A
8. C

Section II:

Vocabulary:

1. Sociology
2. Social sciences
3. Anthropology
4. Geography
5. Economics
6. History
7. Psychology
8. Social interactions
9. Social phenomena
10. Sociological perspectives
11. Functionalism
12. Conflict theory
13. Symbolic interactionism

Reading:

1. T
2. F
3. F
4. NM

5. T
6. F
7. F
8. NM
9. T
10. T

Listening:

- Advocacy group
- Graduate school
- Large companies
- Marketing
- Researcher
- Studies in Law
- Studies in Medicine
- Think tanks

Section III:

Vocabulary:

- Both: Group of people, Organized in some way
- Community: Members are likely to have something in common with each other, Smaller and less complex
- Society: People are less likely to know one another, Larger and more complex

Listening:

1. B
2. C
3. A
4. D
5. B
6. B
7. C
8. D
9. C
10. A

Reading:

1. Not supported
2. Supported
3. Supported
4. Not supported
5. Not supported

Section IV:

Vocabulary:

1. Non-material culture
2. Language
3. Material culture
4. Technologies
5. Culture traits
6. Symbols
7. Values
8. Norms
9. Mores

10. Folkways
11. Culture complex
12. Culture patterns
13. Subcultures
14. Countercultures
15. Cultural universals
16. Cultural relativism
17. Culture shock
18. Ethnocentrism
19. Cultural imperialism

Reading:

Honeymoon – 4, B
Negotiation – 1, E
Adjustment – 5, D
Adaptation – 3, C
Re-entry shock – 2, A

Listening:

1. Supported
2. Not supported
3. Not supported
4. Supported
5. Supported
6. Not supported
7. Not supported
8. Supported
9. Supported
10. Not supported
11. Supported
12. Not supported
13. Supported
14. Not supported

Section V:

Vocabulary:

Aspects:	High-context	Low-context
Attitude toward change	Tradition-based	Open to taking new risks
Communication style	Non-verbal	Verbal
Disagreement style	Avoids confrontation	Confrontational
Feedback style	Implied (indirect)	Direct
Leadership	Hierarchical	Egalitarian
Importance of relationships	Strong bonds between people	Less sense of loyalty
Sense of time	Relative and flexible	Highly organized
Work style	Collectivist	Individualistic

Listening:

1. A
2. D
3. A
4. C
5. B
6. B
7. D

8. B

9. C

Reading:

1. B

2. C

3. A

4. C

Section VI:

Listening:

1. C

2. A

3. B

4. D

5. A

6. B

Vocabulary:

Vocabulary:	Definitions:
Adolescence	Period of life between childhood and adulthood
Adulthood	Period of life after becoming an adult
Agent of socialization	A person, group or social institution that influences one's socialization
Childhood	Period of life between birth and adolescence
Crisis	A situation that significantly disrupts how an individual, group, or society functions
Moral development	The process of acquiring values, norms, social skills, etc.
Peer groups	A social group where members have similar age, interests, positions, etc.
Primary agents	Close individuals or groups who guide socialization early in life
Resocialization	The process of learning new social behaviour, especially to replace bad and destructive behaviour
Secondary agents	Contribute to socialization later in life in specific context
Social institution	Established patterns of norms, beliefs, value, etc. that regulate society
Social interactions	The way people behave in response to one another
Social norms	Unwritten expectations of acceptable behaviour shared by a group
Social skills	Abilities to interact in social situations that are learned from experience
Socialization	The process by which people learn and internalize social norms and values

1. Social interactions

2. Social norms

3. Social skills

4. Socialization

5. Social institutions

6. Peer groups

7. Agents of socialization

8. Primary agents

9. Secondary agents

10. Childhood

11. Adolescence

12. Adulthood

13. Crisis

14. Moral development

15. Resocialization

Reading:

Evidence:	Quote from text:	Section:
Experts which are introduced but never mentioned again	<i>"By including perspectives from Jonathan Turner, Anthony Giddens, Rom Harre, and others"</i>	Theoretical Perspectives on Social Institutions
A definition which was already given almost word-for-word only three paragraphs ago	<i>"Social institutions are the established patterns of beliefs, behaviours and relationships that organize social life."</i>	What are Social Institutions?
The reader is mentioned as if they are not actually reading the article	<i>"we can deepen the reader's understanding of the complexity of social institutions."</i>	Theoretical Perspectives on Social Institutions
Nonsensical instructions are being given to the person who is supposed to be writing the article	<i>"On the Helpful Professor page, focus on the section that lists the diverse examples of social institutions."</i>	Diverse Examples of Social Institutions
The second paragraph of a section incorrectly describes how the section begins	<i>"This part begins with the explanation of how institutional bias affects nonprofit organizations and the importance of racial equity and inclusion (REI) in shaping strategies for marginalized groups."</i>	Addressing Institutional Bias and Promoting Equity
A definition is mentioned but never given, and makes no sense in the context of the sentence	<i>"It is paramount to understand how social institutions shape these norms and values to work toward promoting inclusivity and the social justice definition."</i>	What are Social Institutions?
A section repeats the section before it in a way that is completely different from the structure of the rest of the article	<i>This section will highlight the responsibilities of educational institutions in modern society...</i>	The Role of Educational Institutions in Society
Information about the organization is given in the middle of the article out of context	<i>"United Way NCA works to create a more equitable future for all by reducing disparities and increasing access to health, education, and economic opportunities for the ALICE..."</i>	Addressing Institutional Challenges
Another website is mentioned out of nowhere in an incomplete sentence that makes no sense	<i>"The UNESCO page titled 'Transforming lives through education.'"</i>	The Role of Educational Institutions in Society
A link is given that does not work for some reason	http://unitedwaynca.org/take-action .	Addressing Institutional Challenges
Two sections do almost exactly the same thing with slightly different information	Both have four questions that people supposedly ask	People Also Ask Queries and Frequently Asked Questions about Social Institutions

Section VII:

Vocabulary:

Achieved status	A social position one earns through efforts and accomplishments
Ascribed status	A social position one is born with or cannot control
Group	People who interact and have similar norms and values
Master status	The primary status a person has that overrides the others
Negotiated order	A social structure that exists based on interactions between people
Role conflict	When a person experiences conflicting demands from two or more of their different role
Social role	Expectations of behaviour associated with a specific social status
Social status	A person's position or rank in a group of society — ascribed or achieved
Social structure	Patterns and arrangements of groups and societies

1. Social structures
2. Negotiated order
3. Groups
4. Social statuses
5. Ascribed statuses
6. Achieved statuses
7. Master status
8. Social role
9. Role conflict

Reading:

The author...	Does do	Doesn't do
Discredits an idea proposed by another sociologist		x
Explains the main ideas in a primarily visual way		x
Offers the reader further material to read	x	
Portrays horizontal & vertical engagement as totally separate approaches		x
Poses a central question	x	
Provides sources using a formal citation system	x	
Supports horizontal engagement and not vertical		x

Listening:

1. 1%
2. Perfect
3. Demographics
4. To this day
5. Collapse
6. (Personal income) taxes
7. Inherit
8. Education and healthcare
9. Extreme wealth
10. Power structures

Section VIII:

Vocabulary:

Term	Definition
Anomie	A breakdown of moral values and standards of a group or an individual
Crime	Behaviour that goes against formal norms (laws)
Degradation ceremony	A ritual which publicly shames a person and lowers their social status
Deviance	Behaviour that goes against social rules and norms
Formal norm	Established, written rules that must be followed or there will be consequences

Formal social control	Legal action taken against a group or individual for breaking formal norms such as laws
Informal norm	Casual "unwritten rules" that people expect to be followed by members of a group or society
Informal social control	Negative reactions expressed by other people
Primary deviance	Initial rule breaking that does not impact a person's social standing
Secondary deviance	The integration of deviance into a person's social identity
Stigma	An aspect of identity associated with negative stereotypes

Examples:	Terms:
At the dinner table, no one should start eating until the host is seated	Informal norm
At the end a public court case, a person is sentenced to time in prison in front of TV cameras	Degradation ceremony
Audience members at the theatre give angry looks and saying "shush" to a couple who refuse to stop chatting during a play.	Informal social control
Due to high unemployment, crime and drug use are rising quickly	Anomie
No one is allowed to drive the wrong way down a one way street	Formal norm
People are afraid to give a job to an immigrant because they are worried he will steal money from the cash register	Stigma
A person who was labelled as a "cheater" in school starts trying to scam people out of money over the phone	Secondary deviance
A police officer gives a driver a fine for speeding on the highway	Formal social control
A student cheats a few times on their exam without getting caught	Primary deviance
Teenagers smash people's mailboxes with a baseball bat while driving	Crime
Wearing clothing that is considered inappropriate for the situation	Deviance

Reading:

	Social strain typology	Structural Functionalism	Conflict theory	Labelling theory
People start acting in a deviant way after people start calling them deviant.				x
Deviant behaviour is a way to achieve something that society values.	x			
Deviant behaviour is the result of an unequal society.			x	
Deviance is a necessary part of society to help improve cohesion and effect change.		x		
A specific place is mentioned to help give an example.	x		x	x
The name of a sociologist associated with the theory is provided.	x			
Those involved with the deviant behaviour are influenced to do so by society	x		x	x

Section IX:

Vocabulary:

Term:	Definition:
Assimilation	The process of norms, values, and practices of a majority group being adopted by a minority group
Conquest	Taking control of a territory by force, usually imposing culture on that place
Discrimination	Unfair treatment of a people or groups based on their identity

Ethical relativism	The idea that morals are not universal and depend on cultural context
Ethnicity	A group with a shared culture, practices, history, etc.
Expulsion	Forced removal of a group of people due to their identity
Genocide	Purposeful destruction of a group of people based on their identity
Globalization	The increasing connection of countries exchanging goods, information, culture, etc across national borders
Hybridity	Mixing of aspects of cultures to create a new cultural identity
Indigenous	The original ethnic group that inhabited a certain area
Majority group	The group that has the most influence and power in a society
Minority group	A group in a society that has less power and influence than a majority group
Multiculturalism	Acceptance of various minority groups within a country.
Nation	A large group of people living in a certain place with a
Nationality	Belonging formally to a certain nation, usually through citizenship
Nationalism	The idea that one's one nation's interests is more important than others
Patriotism	A feeling of love and commitment to a certain country
Prejudice	Negative feelings toward a group or individual based on their identity
Race	A classification of people based on certain biological appearance
Radicalization	The process of becoming gradually more extreme in beliefs and methods
Segregation	The physical separation of people based on aspects of identity
Stereotype	Simplified, generalized, usually inaccurate belief about a group or identity

1. Conquest, indigenous, expulsion, genocide, assimilation
2. Stereotypes, minority group, prejudice, segregation, multiculturalism
3. Radicalization, patriotic, nationalistic
4. Nationality, ethnicity, race

Reading:

1. F
2. T
3. NM
4. F
5. T
6. NM
7. NM
8. T
9. F

Listening:

1, 3, 4, 7, 9, 11, 12, 15, 17

Chapter X:

Vocabulary:

Definition:	Term:
The area of responsibility given to an agency or government	Jurisdiction
As needed or necessary, usually on a temporary basis	Ad hoc
Authority given, often by voters, to carry out official action	Mandate
A change to some kind of law or regulation	Amendment
Dishonest, unethical behaviour by people in power	Corruption
Distributing resources in a way that is considered fair	Equity
An employee of an organization who reports unethical behaviour	Whistleblower
A legal act requiring EU member countries to achieve a goal by changing laws	Directive
To give tasks to other people	Delegate
A government employee who investigates and resolves complaints	Ombudsman

A group temporarily set up to solve a certain task	Task force
A list of items to be discussed at a meeting or achieved by a group	Agenda
Money given by a government or organization for a certain reason	Grant
An organization which provides a specific service	Agency
An organization with a certain mission independent of governments	Non-governmental organization
An individual or group with an interest in or affected by something	Stakeholder
The part of the economy owned and controlled by the government	Public sector
The part of the economy owned and controlled by private individuals	Private sector
The process of a public agency becoming a private organization	Privatization
A request to change an official decision, such as by a court	Appeal
A rule by a government to control something in a certain way	Regulation
A set of ideas by a government or other organization about an issue	Policy
A small group of usually wealthy people with control of a country	Oligarchy
A system of non-elected government officials with certain functions	Bureaucracy
A system where people are in authority based on talent and ability	Meritocracy
Voters in a certain area to whom elected officials are responsible	Constituency
The way a government raises and spends money	Fiscal policy

Listening:

1. Ordinary citizens
2. Risk
3. 9 Billion
4. Report it
5. Retaliation
6. Common minimum standards
7. Family and colleagues
8. Be afraid

Reading:

1. B
2. C
3. A
4. C
5. B
6. A
7. C

Chapter XI:

Definition:	Term:
A social media account which attempts to create conflict	Troll
An article which gives an opinion instead of simply reporting news	Editorial
False or inaccurate information about a topic	Misinformation
False or inaccurate information meant to trick people	Disinformation
Favouring one group or side of an issue over others	Bias
Including a brand or product in a media work in order to promote it	Product placement
Non-interactive mass communication such as newspapers, TV, radio, etc.	Traditional media
Owned by a country and independent of direct government control	Public media
Owned by a private company or individuals	Private media
Owned or controlled by a government with no editorial independence	State controlled media
A person who improves material before publishing it	Editor
A person who others trust about a certain issue and who influences them	Opinion leader

A piece of writing published in media about a certain topic	Article
Preventing an idea or information from being communicated	Censorship
A self-employed worker who takes assignments from different companies	Freelancer
The spread of (dis)information to influence and/or manipulate the public	Propaganda
Internet services used by individual users to interact and spread content	Social media
Working with media to improve an individual or organization's image	Public relations

1. Traditional media, social media
2. Misinformation, troll, disinformation
3. Public media, propaganda, state-controlled media
4. Private media, bias
5. Freelancer, editor
6. Product placement, opinion leader

Listening:

1. Repetition
2. Bandwagon
3. Product demonstration
4. Appeal to emotion
5. Facts and statistics
6. Humour
7. Ideal family
8. Questioning the client
9. Client testimonials
10. Complimenting the client
11. Bribing the client
12. Appeal to patriotism
13. Symbolism
14. Appeal to celebrity

Section XII:

Vocabulary:

Definition:	Term:
Action taken to limit the amount of greenhouse gasses emitted	Climate mitigation
The amount of greenhouse gases a person or group is responsible for	Carbon footprint
Atmospheric gasses that trap heat and increase global temperatures	Greenhouse gasses
A business that helps solve a social or environmental issues	Social enterprise
Can be broken down naturally by bacteria in a way that is not harmful	Biodegradable
An business model where producers in developing countries are paid fairly	Fair trade
Climate change where temperatures increase due to greenhouse gasses	Global warming
An economic system based on minimum waste and more recycling	Circular economy
Not emitting more greenhouse gasses than are offset or captured	Carbon neutral
Energy from a source that is replenished as fast as it is used	Renewable energy
Extremely small pieces of plastic that can damage living things	Microplastics
False advertising that portray something as environmentally friendly	Greenwashing
Processing waste into useable material	Recycling
Removing carbon dioxide from the atmosphere and storing it	Carbon sequestration
Reusing an object in a new and higher-value way	Upcycling
The transition away from using greenhouse gasses	Decarbonization
The sustainable use of biotechnologies and biomass to create products	Bioeconomy
The variety of types of life in a certain area (including the planet in general)	Biodiversity

Reading:

The company wants to:	Made?
Reduce the human population by 2050.	
Reduce the amount of pollution that it creates.	x
Stop selling oil in the near term.	
Do the bare minimum that is required of them as a company.	
Work together with other groups on environmental issues.	x
Continue being a profitable company for its investors.	x
Use the same approach to environmental protection all throughout the world.	
Provide free energy to those who need it.	
Help provide education to those in need.	x
Give funding for community history projects.	
Create a safe working environment.	x
Recycle plastic waste	x

Listening:

1. Sustainable, made from recycled material, and eco-conscious
2. 60%
3. They were taking the allegations very seriously
4. Ones with a lower carbon footprint
5. Buying carbon offsets
6. Remove emissions
7. Intermediary goals
8. Quite limited
9. Scientific claims

Section XIII:

Listening:

Statement	True	False
The quality of research questions must be carefully considered.	x	
Flowery language should be used in the wording of questions.		x
Be as specific as possible with the wording of the questions.	x	
Questions that are too long should be broken down into smaller ones.	x	
“How satisfied are you with the service” is an excellent example of a question.		x
Offered ranges of numbers should never overlap.	x	
Participants need to answer every single question whether they want to or not.		x
A single, unified type of question should be used for each question.		x
A mix of qualitative and quantitative information should be gathered.	x	
The most important, difficult-to-answer questions should come at the beginning.		x
The more questions in the survey, the better.		x
Participants can skip a question depending on how answered a previous one.	x	
Questions should be as neutral and objective as possible.	x	
A good question pushes respondents to answer a certain way.		x
Questions should always be edited for language before publishing.	x	

Section XIV:

Vocabulary:

Terms:	Definition:
Case study	A research method examining a single case rather than a larger sample
Control group	In an experiment, the group that is not exposed to the variable being studied
Ethnography	A research method where a researcher spends a significant time with a group

Experiment	A research method that tests the impact of variables against a control group
Hypothesis	An educated prediction about the outcome of a research study
IMRAD	The structure of “introduction, methods, results, analysis, and discussion”
Interview	A data collection method where a researcher asks questions to a respondent
Longitudinal study	A type of research that studies a group for an extended period of time
Focus group	A data collection method where a small group takes part in a discussion
Observation	A method where researchers watch participants and record notes about them
Population	The full group of individuals a researched is interested in finding out about
Qualitative	Research that focuses on in-depth information rather than statistics
Quantitative	Research that collects and analyses statistical data about an issue
Questionnaire	A data collection method where participants answer written questions
Sample	A smaller group of individuals that represents the population being studied
Survey	A research method where data is collected about many respondents
Systematic review	A comprehensive method to evaluate existing research about a topic
Triangulation	The use of multiple data collection methods to confirm research results

Grammar reference:

Articles:

Task A: 1. the 2. Ø 3. an 4. an 5. the 6. a 7. Ø 8. Ø 9. Ø 10. a

Task B: 1. Ø democracy 2. Ø data 3. Ø inequality 4. Ø sociology 5. the findings

Task C: student's own answers

Task D:

1. a | "Sociologist" starts with a consonant sound and is mentioned for the first time.
2. the | Refers to specific inequality already mentioned or known from the national report.
3. a | "Modern society" is a singular countable noun mentioned for the first time.
4. Ø | "Education" is an uncountable noun used in a general sense.
5. the | Refers to a specific proposal that was submitted by the students.
6. Ø | "Evidence" is uncountable and used in a general sense.
7. a | "Framework" is countable and mentioned for the first time.
8. Ø | "Official funding" is uncountable and used in a general sense.
9. the | "Role" is specific and refers to a defined function of institutions.
10. Ø | "Social research" is uncountable and used in a general, academic sense.

Conditionals:

Task A: 1. engaged, would develop 2. had submitted, would have received 3. had consulted, would have addressed 4. had analyzed, would have presented 5. had, would feel

Task B: 1. If I had attended the sociology seminar, I would have gained valuable insights. 2. If she spoke in meetings, she would get noticed by the team leader. 3. If I get a scholarship, I might enrol in a master's programme.

Task C: student's own answers

Task D: 1. If I had studied relevant case studies, my policy report wouldn't have lacked real-world examples. 2. If he understood how NGOs operate, he could evaluate their impact. 3. If the university provides funding, we might attend the sociology conference in Riga. 4. If I had followed the lecture on organizational theory, I wouldn't be lost during the seminar now.

Future Perfect and Continuous:

Task A: 1. will have completed 2. will be presenting 3. will have revised 4. will be discussing 5. will have submitted

Task B: student's own answers

Task C: 1. will have finished 2. will be meeting 3. will have submitted 4. will be studying 5. will be conducting

Task D: 1. We will have finished coding the survey by Friday. 2. Tomorrow at 3 PM, we will be attending a webinar on social policy. 3. I will have completed my field notes before the supervisor's visit. 4. Next week at this time, they will be collecting feedback from participants.

Gerunds and Infinitives:

Task A: 1. to participate 2. making 3. to apply 4. Completing 5. organizing 6. approving 7. expanding 8. to follow 9. to sign 10. to collect 11. using 12. to visit 13. revising 14. to conduct 15. reading

Task B: student's own answers

Task C: 1-D 2-E 3-B 4-C 5-A

Modals:

Task A: 1-B 2-A 3-C 4-D 5-E

Task B: necessity 2. logical possibility 3. ability 4. logical possibility 5. permission

Task C: must 2. ought to 3. must 4. can 5. have to

Task D: might 2. May 3. should 4. can 5. might

Task E: 1. You must include multiple sources in your literature review. 2. The interviewees might have misunderstood the question. 3. You must not record participants without their consent. 4. You should double-check all references before submission. 5. You should stay neutral during the observation process.

Task F: student's own answers

Narrative Tenses:

Task A: had already started 2. were conducting 3. had analysed 4. was giving 5. had reviewed

Task B: 1. We had collected the data before we presented the results. 2. We were conducting the interview when the respondent suddenly left. 3. The research assistant had been working for several months before she got a scholarship. 4. The students had prepared their presentation before the class began. 5. I was watching the video on institutional reform when the internet stopped working.

Task C: 1. were discussing 2. had researched 3. had not completed 4. had been working 5. was reviewing

Task D: student's own answers

Order of Adjectives:

Task A: 1. an old black leather bag used for carrying questionnaires 2. a small rural African community 3. an interesting old political theory 4. a heavy rectangular metal survey box 5. some traditional Latvian wooden tools

Task B: student's own answers

Task C: 1. beautiful old tiny 2. large modern steel 3. inspiring young Mexican 4. small spiral-bound blue 5. fascinating historical rural

Task D: student's own answers

Passive Voice:

Task A: 1. Surveys on social inequality are conducted by sociologists. 2. The proposals will be reviewed by the committee next week. 3. The findings have been published in a journal by the researcher. 4. The group project was presented in class by the students. 5. Housing issues should be addressed by the government. 6. The feedback from the participants is being analysed. 7. The new community plan had been approved by the city council. 8. Educational campaigns are often organized in rural areas by NGOs. 9. The results are going to be announced by the professor tomorrow. 10. A new sociology department will have been established by the university by 2026.

Task B: 1. were analysed 2. is being developed 3. were not included 4. were debated 5. is used

Task C: 1. were interviewed 2. conducted 3. was obtained 4. sent 5. are monitored

Task D: student's own answers

Present Perfect & Present Perfect Continuous:

Task A: 1. have attended 2. has worked 3. have just been interviewing 4. have been collecting 5. have never prepared

Task B: 1. has been attending 2. has not participated, 3. have been reading 4. have been organizing 5. have been analysing

Task C: have been working 2. have written 3. have collected

Task D: student's own answers

Task E: 1. I have been researching gender roles for two weeks. 2. She has been organizing the focus group since yesterday. 3. They have finished their group report and are now preparing a presentation. 4. We have completed three modules of our sociology course this semester. 5. He has been volunteering at the community centre since last year.

Task F: 1. I have been studying sociology theories for two months. 2. They have already conducted interviews for the research project. 3. We have not analysed the data yet. 4. My team has been working on the group project since last week. 5. She has never attended an academic conference.

Task H: student's own answers

Quantifiers:

Task A: 1. Most 2. any 3. some 4. Every 5. any 6. a little 7. Many 8. a few 9. Every 10. None

Task B: 1. much, 2. a little, 3. Every, 4. Most, 5. any

Task C: 1. Many, 2. A few, 3. Every, 4. any, 5. Much

Task D: student's own answers

Question Formation:

Task A: 1. Have they completed the group project? 2. Is she meeting the advisor today? 3. Can you analyse the data tomorrow? 4. Was he working on the policy paper? 5. Did the professor review the abstract?

Task B: 1. Who gave the presentation? 2. When did the students submit the report? 3. What are they discussing? 4. Why did you choose this university? 5. Where did the conference take place?

Task C: 1. haven't you 2. does he 3. shouldn't we 4. won't he 5. was it

Task D: 1. What did you learn in the workshop? 2. Where is she working? 3. Have they completed the task? 4. Do you know what this word means? 5. When does the new course begin?

Task E: 1. Can you tell me where the meeting is? 2. I'd like to know why she left the group. 3. Do you know what time the lecture starts? 4. Could you tell me if he approved the budget? 5. Do you remember how long the lecture lasted?

Relative Clauses:

Task A: 1. who 2. that 3. whose 4. which 5. when

Task B: 1. The woman who helped me with my thesis is my tutor. 2. We visited a community centre that supports young entrepreneurs. 3. The professor whose books are in the library gave us advice. 4. I stayed in a city that had a very active youth council. 5. That's the article that I told you about yesterday.

Task C: 1. The university that offers this programme is based in Sweden. (Defining) 2. My classmate, who studied in Denmark, shared useful tips. (Non-defining) 3. The project, which received the most funding, focused on education. (Non-defining) 4. The conference that we attended last year was inspiring. (Defining) 5. Our supervisor, who has extensive experience in urban policy, reviewed our proposal. (Non-defining)

Task D: 1. who visited our class, 2. ✓, 3. who specializes in migration, 4. ✓, 5. , who speaks five languages,

TASK E: student's own answers

Reported Speech

Task A: 1. The supervisor said that they were planning a new field study. 2. The intern said that she had completed the interview transcripts the day before. 3. The professor asked if I thought the policy would change. 4. The evaluator asked where I had collected that data. 5. She said that they hadn't published the results yet. 6. He told me that he would attend the sociology workshop the following week. 7. The coordinator asked how they could increase community engagement. 8. The student explained that that theory supported their argument. 9. She asked if I would help with the presentation. 10. They reported that they had observed major changes in social behaviour.

Task B: 1. She said that she was analysing the data. 2. He said that they were going to publish the article soon. 3. The professor asked what the findings were. 4. They said that they would attend the meeting. 5. She asked me where I had placed the questionnaires.

Task C: student's own answers

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Topic Overview

Ch	Topic	Reading	Writing	Listening	Speaking	Vocabulary
1	Academic language	Study regulations of a university	Taking effective notes	A YouTuber's advice about study habits at university	Participating in a seminar discussion	Higher education, academia, degrees (bachelor's, masters), graduate, post-graduate
2	Sociology as a science and a career	The Field of Sociology	CVs and cover letters to apply for a position related to sociology	"What can I do with a sociology degree?"	Job interview for a position related to sociology	Social sciences, social phenomena, social interaction, sociological perspectives (functionalist, conflict, symbolic interactionist)
3	Communities and societies	The development of modern (post-industrial) society	Structuring an argument about what is "bad" for society	The different types of society	Questioning and replying to an argument	Community, society, hunting-and-gathering, agrarian, horticultural (post)-industrial,
4	Culture and society	The five stages of culture shock	Describing cultural artifacts and norms	Presentation skills (How to sound smart in your TedX talk)	A presentation about the culture of a country's society	(Material/nonmaterial) culture, symbols, values, norms, folkways, mores, traits, complexes, patterns, subculture, counterculture
5	Intercultural communication	Promoting cultural understanding	Writing a formal letter	Analysing misunderstandings between people of different cultures	A roleplay about an intercultural situation	High and low context culture, cultural universals, relativism, ethnocentrism,
6	Socialization and Social Institutions	AI-generated article about social institutions	Writing effective summaries	Agents of socialization	Describing words that you cannot remember	Socialization, moral development, resocialization, primary and secondary groups, Family, religion, education, rituals, beliefs, structures
7	Social structure, status, and inequality	Types of social structures (horizontal and vertical)	Writing an argumentative essay about inequality	Is inequality inevitable?	Providing advice on overcoming role conflict	Ascribed and achieved statuses, master status, roles, role conflict In and out groups, stratification, differentiation
8	Deviance and Social control	Comparing and contrasting sociological perspectives on deviance	Explaining deviance with sociological theories	TEDx Talk: How culture drives behaviour	Elevator pitches	Secondary and primary deviance, strain theory, control theory, crime, Formal and informal social control, direct and indirect control, positive and negative
9	Nation	Opinion article about nationalism	Quoting and paraphrasing information from sources	Analysing a lecture about globalism	Debates about nationalism and globalism	Nation, state, nationalism, globalism, globalization
10	Public administration	EU policy on whistleblowing	Writing a press release	Research about workplace whistle blowers	Diplomatically resolving a situation in the workplace	Ad hoc, jurisdiction, policy, stakeholder, whistleblower
11	Mass media	Analysing a social media text	Creating an advertisement for a study programme,	Analysing marketing techniques used in advertisements	Creating a short social media video	Public media, Private media, State controlled media, Public relations
12	Sustainability	Company environmental policy	Formulating a research question	Greenwashing	Interview questions	Global warming, social enterprise, climate mitigation, circular economy
13	Personal and global problems	Critically evaluating sources of information about a research topic	Writing a theoretical overview	Survey questions	Providing constructive feedback to a peer about their work	unemployment, addiction, automation, etc
14	Sociological research	IMRAD	Concluding a research paper	Analysing a research presentation	Presenting academic research	Abstracts, IMRAD, citation, APA format, research methods, data collection