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English for Sociologists and Anthropologists II

Supatra Wachiracharoenwong

หนังสือที่ได้รับทุนสนับสนุนการเขียนตำราจากมหาวิทยาลัยธรรมศาสตร์ พ.ศ. 2554

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Photocopying instead of using books
is destroying intellectual creativity.

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LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY

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CONTENTS

Preface		(8)
Acknowledgements		(10)
Course Plan		(11)
Unit 1:	**Statuses and Roles**	**1**
	Starter	1
	Reading Passage	2
	Comprehension Check	4
	Vocabulary Check	5
	Reading Focus	7
	Language Focus	11
	Writing	11
	Listening	20
	Speaking	22
Unit 2:	**Human Behaviors**	**23**
	Starter	23
	Reading Passage	24
	Comprehension Check	26
	Vocabulary Check	27
	Reading Focus	29
	Language Focus	39
	Writing	39
	Listening	42
	Speaking	43
Unit 3:	**Family and Kinship**	**45**
	Starter	45
	Reading Passage	46

	Comprehension Check	49
	Vocabulary Check	51
	Reading Focus	53
	Language Focus	57
	Writing	57
	Listening	66
	Speaking	68
Unit 4:	**Social Mobility**	**69**
	Starter	69
	Reading Passage	70
	Comprehension Check	72
	Vocabulary Check	74
	Reading Focus	76
	Language Focus	84
	Writing	84
	Listening	89
	Speaking	90
Unit 5:	**Social Problems**	**91**
	Starter	91
	Reading Passage	92
	Comprehension Check	94
	Vocabulary Check	95
	Reading Focus	97
	Language Focus	99
	Writing	99
	Listening	105
	Speaking	107
Unit 6:	**Culture**	**109**
	Starter	109
	Reading Passage	110
	Comprehension Check	112
	Vocabulary Check	113
	Reading Focus	115

Language Focus 119
Writing 119
Listening 128
Speaking 130

Unit 7: Social Stratification 132
Starter 132
Reading Passage 133
Comprehension Check 136
Vocabulary Check 137
Reading Focus 139
Language Focus 142
Writing 142
Listening 148
Speaking 149

Unit 8: Argumentative Issues 151
Starter 151
Reading Passage 152
Comprehension Check 154
Vocabulary Check 156
Reading Focus 158
Language Focus 162
Writing 162
Listening 167
Speaking 168

Bibliography 171

Photo Credits 173

Listening Scripts 176

PREFACE

English for Sociologists and Anthropologists II is a textbook written for EL381 course by the Language Institute, Thammasat University. This topic-based textbook has been based on an integrated-skill English course that offers various topics in sociology and anthropology. The topics covered range from family, social stratification and mobility, roles, gender to social problems, with argumentative issues in society. The main purpose of this book is to expose learners to structures and expressions in order to improve their four English skills in ways relevant to sociology and anthropology. In this textbook, learners will enhance their reading skills, write many kinds of essays, practice listening for note-taking and speaking at a more advanced level.

English for Sociologists and Anthropologists II consists of eight units that place an emphasis on a wide range of topics in sociology and anthropology. Each unit is divided into six main sections of language learning. It begins with a variety of reading texts, followed by Reading Focus. Each reading is accompanied by exercises to improve students' reading skills as well as their comprehension. This part will also address the terminology specific to each topic so that students can become more familiar with vocabulary items related to the text. Following this practice is Language Focus, the section that presents both basic and advanced grammatical structure, aimed at developing learners' writing proficiency. Essay writing is then the main focus of the writing section. Learners will be able to improve academic writing skills as a foundation for their research writing. The final sections of each unit are Listening and Speaking. Listening is the section that presents a dialogue, a talk, or a lecture on the topic related to the theme of each unit. Before listening, there is a list of some vocabulary words that are needed to be comprehended. After listening,

learners will complete listening comprehension task or listening for note-taking. Along with listening skills is Speaking section that includes activities for individuals, pairs, or group work. An oral presentation is assigned as a project-based learning after in- class discussion.

I believe that this textbook will be one of useful resources that enhance learners' language skills needed in the field of sociology and anthropology. Additionally, learners will find it beneficial for their studies, particularly in more advanced courses in English.

Supatra Wachiracharoenwong
2013

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Apart from my efforts, this textbook would not have been possible without the kind support and help of many individuals and people in the Language Institute, Thammasat University.

All my deep appreciation goes to Associate Professor Supong Tangkiengsirisin (Ph.D), who gave me the opportunity to write this textbook and encouraged me to follow each chapter until the final version.

I would like to express my gratitude towards my reviewer and editor, Ms. Zia Collins Free, who devoted her time in proofreading this textbook. I am highly indebted to the reader who evaluated the quality of this book as well as provided necessary information for the University's Textbook Development Scholarship.

My special thanks also go to my family for their encouragement and my colleagues who taught EL381 in giving feedback or comments and willingly helping me out with their abilities.

Course Plan

UNIT	TOPICS/ READING	READING FOCUS	LANGUAGE FOCUS	WRITING	LISTENING	SPEAKING
1	Statuses and Roles	Using contextual clues	Reviewing sentence structure	Practicing simple, compound and complex sentences	Listening about kinds of sociologists and their roles	Talking about human roles
2	Human Behaviors	Finding topics and main ideas	Writing a topic sentence	Developing a paragraph	Listening about human behaviors	Talking about the use of the Internet
3	Family and Kinship	Using supporting details	Making a paragraph outline	Developing a paragraph with supporting sentences	Finding similarities and differences in family roles and relationships	Interviewing
4	Social Mobility	Recognizing patterns of organization	Recognizing an introduction to an essay	Expanding from a paragraph to an essay	Practicing note-taking	Asking about someone's experiences with social mobility
5	Social Problems	Finding pronoun references	Reviewing transitional words for causes and effects	Writing cause and effect essays	Explaining causes and effects	Discussing social problems
6	Culture	Making inferences	Reviewing transitional words for comparison and contrast	Writing comparison and contrast essays	Comparing and contrasting different cultures	Comparing and contrasting different cultures
7	Social Stratification	Identifying an author's purpose	Reviewing transitional words for classification	Writing classification essays	Describing social classes	Discussing social classes
8	Argumentative Issues	Identifying an author's attitude and tone	Using language for arguments	Writing argumentative essays	Practicing making opposing and supporting arguments	Agreeing and disagreeing

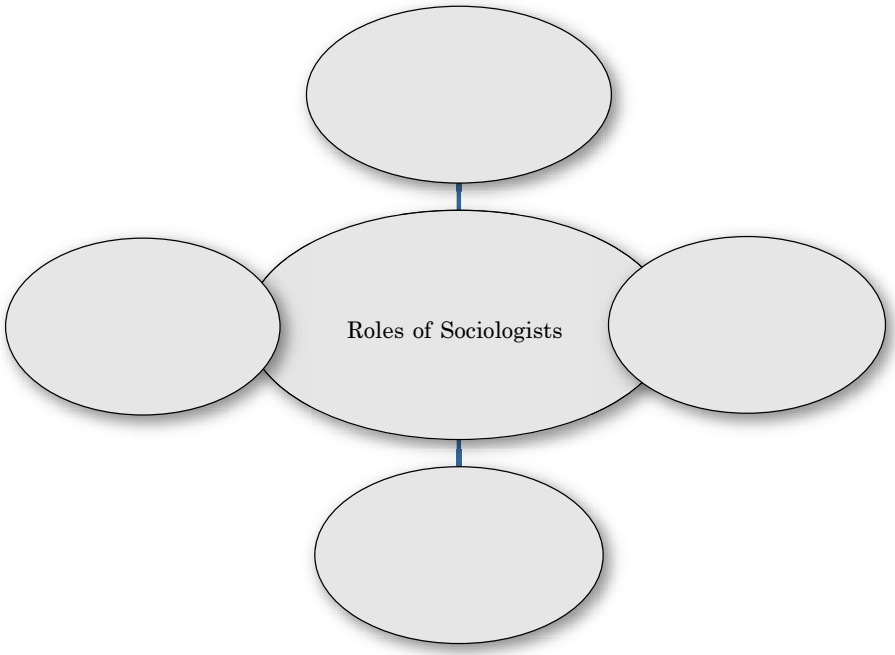
To access all audio files
scan the QR code below.

UNIT

1 STATUSES and ROLES

STARTER

Directions: Discuss what the role of a sociologist is.



Status - the rank and position one holds in a social setting
Role - a set of behavioral expectations associated with a particular status

READING

There are many statuses and roles that people take on throughout life which guide their behaviors. These include status, ascribed status, achieved status, master status, role, role conflict, and role **strain**. Status - a social position that a person holds - typically implies **prestige**. Examples of a status would be a son, father, brother, male, subordinate, etc. It defines relationships among them. Obviously, people can and do have many statuses, and all of an individual's statuses together are referred to as a status set.

An **ascribed** status is a social position a person receives at birth or takes on **involuntarily** later in life. It is a status all the same, but is specifically one that nobody has control of. Being a son or daughter, for example, is a status assigned to everyone at birth without their choosing. Being a senior citizen is also an ascribed status, but one that happens later in life for those who live to see it; it is clearly involuntary.

In contrast with an ascribed status, an **achieved** status is a social position a person takes on voluntarily that reflects personal ability and effort. If a person chooses to attend college for computer programming and takes on a job in that field, their status as a programmer is an achieved status. Other examples of achieved status include being a criminal, getting married (in some cultures), winning the Nobel Prize, etc. The achieved status is voluntary; however, it is affected by ascribed statuses. For example, a person ascribed as a male would find it easier to become a professional football player, or a person born into a **well-off** family is more likely to be able to enter a higher profession such as becoming a doctor.

A master status is a status that has special importance for social identity, often shaping a person's **entire** life. An example of a master status would be a job. While being a doctor or fast food worker is

considered an achieved status, any job may be considered a master status out of an individual's status set. This is because a person's job can say a lot about their background, such as education and income. Having a serious illness such as cancer or AIDS can be a master status as others tend to **regard** such people as dangerous or as people to be avoided **despite** their other statuses. Other examples of master status may include a family name, disability, or drug habit.

Accompanying status, a role is behavior expected of someone who holds a **particular** status. As Linton states, *"a person holds a status and performs a role"*. One with the status of being a computer programmer takes on the role of programming computer software. A status can have many roles; a student, for example, takes on the roles of attending classes, completing assignments, getting prepared for class, studying, being on time, etc. All of the roles **attributed** to any single status are referred to as a role set.

Because people tend to have many different statuses and roles, **conflict** often occurs among the various roles. The concept of role conflict is conflict among the roles connected to two or more statuses. A good example of role conflict **lies** in the working mother; she must take on the responsibilities of taking care of children at home while also taking on the responsibilities of working outside the home in order to earn an income. This conflict involves roles which arise from **separate** statuses, but the same sort of conflict can occur from the roles of a single status. Role strain, then, is tension among the roles connected to a single status. A teacher, for example, can be friendly with his or her students, but must remain **objective** in grading them.

(From Sociology Guide; 2007; John Macionis; Pearson Prentice Hall)

Comprehension Check

EXERCISE 1

Directions: Answer the following questions.

1. What determines people's behaviors?

_____

_____

2. What is the difference between ascribed status and achieved status?

_____

_____

3. How can people get an achieved status?

_____

_____

4. Why does a person born in a well-off family tend to be able to enter a higher profession?

_____

_____

5. Why is a person's job important for master status?

_____

_____

6. What is a role set?

_____

_____

7. What is an effect of having many roles from many statuses?

_____

_____

8. What can occur from the roles of a single status?

_____

_____

Write two questions of your own and ask your classmates to answer them.

9. _____

10. _____

Vocabulary Check

Exercise 2

Directions: Match the words on the left with the definitions on the right.

_____ 1. strain (n) line 5	a. assigned by a quality or characteristic
_____ 2. prestige (n) line 6	b. rich; wealthy
_____ 3. ascribed (adj) line 10	c. in spite of; even
_____ 4. involuntarily (adv) line 11	d. disagreement or controversy
_____ 5. achieved (adj) line 17	e. facts or conditions with no personal feelings
_____ 6. well-off (adj) line 26	f. acting against one's will
_____ 7. entire (adj) line 29	g. consider
_____ 8. regard (v) line 35	h. relating to
_____ 9. despite (prep) line 36	i. set or kept apart; disunited
_____ 10. particular (adj) line 39	j. explain by indicating a cause

_____ 11. attributed (v) line 44	k. stressful life event
_____ 12. conflict (n) line 47	l. performed with success
_____ 13. lie in (v) line 49	m. whole; total
_____ 14. separate (v) line 53	n. the level of respect regarded by others
_____ 15. objective (adj) line 56	o. consist or have as a basis

EXERCISE 3

Directions: Complete the following sentences by using the words from the box.

strain	prestige	ascribed	achieved	involuntarily
regard	particular	attributed	conflict	objective

1. In European, Islamic, and East Asian countries during the 19thcentury, there was a vital role that was _____ to the monarchy in maintaining public welfare.
2. Stress reduction can be _____ by exercise, being with family and friends, and meditation.
3. Some guys are unable to fill any roles as either a husband or father and they face role _____ or stress.
4. Every person in a family has a _____ role; for example, the role of males is usually to lead and protect the family.
5. Judged by peers and experts, the awards provide a/an _____ evaluation of contestants' work.
6. Today it is sad to learn that most people just work for money and _____.

7. When asked about her husband's behavior, she _____ his bad temper to ill health.
8. Employees who receive high salaries are not always happy because they must pay more income taxes _____.
9. Teachers _____ students with learning disabilities as having few options for education.
10. The social _____ paradigm studies disagreements and confrontations that challenge the status quo.

READING SKILLS

Using Contextual Clues

In English, context is the combination of vocabulary and grammar surrounding a word. Context can be a sentence or a paragraph or a passage, which helps readers make a general prediction about meaning. Making predictions from context is very important when reading an English text. In this way, they can read and understand the meaning of a passage without stopping to look up every new word in a dictionary.

There are many different ways to guess the meaning of new words as follows:

1. Definition clues

1.1 Using punctuation

Some punctuation marks used to set off a word are:

comma	,	brackets	[ ]
dashes	--	single quotation marks	'…'
parentheses	( )	double quotation marks	"…"

Example:

Status -- a social position that a person holds - typically implies prestige.

dashes – a signal punctuation