

UNIT 4

YOUTH'S PROBLEMS

Pre-text exercises

EXERCISE 1 *Practise reading*

the following words and collocations

- a) responsibilities, adulthood, psychologists, physically, emotionally, teenagers, youths, alcohol, lawbreaker, curfew, poverty, pregnancies, marijuana, cocaine, commentators, unintentionally, approximately, misconceptions.
- b) period of adolescence, human behavior, searching for self-identity, church group projects, juvenile delinquents the mid-1990s, traditional disagreements., work around the house, leisure time, undisciplined and egocentric, political turmoil, peer pressure, drug abuse, false identification cards; sexually active teens, federal welfare assistance, encourage teenage pregnancies.
- c) values expressed by their friends, difficulties in their relationship with their parents, this period of their lives, according to a national survey/, two-thirds of all American youths, majority of young people, compared to those of earlier times, prohibit the sale of alcohol, a 43 percent increase in the number of teenagers, bad neighbourhood conditions.

WHAT IS IT LIKE TO BE A YOUNG PERSON IN THE UNITED STATES?

1. At 18 years of age, young people in the United States can take on most of the rights and responsibilities of adulthood. Before this occurs, however, the American teenager goes through the period of adolescence. Psychologists say that most young people experience conflict during this period of their lives. They are changing rapidly, both physically and emotionally and they are **searching** for self-identity. As they are growing up and becoming more independent, teenagers sometimes develop different values from those held by their parents. American teenagers begin to be **influenced** by the values expressed by their friends, media (newspapers, television, magazines, etc.) and teachers. During this period of their lives people also begin **to participate** in social activities as well as to do more in the company of members of the opposite sex and fewer things in company of their families.
2. While for most American young people teenage years are nearly free of serious conflict, all youths **face** a certain number of problems. Some young people have difficulties in their **relationships** with their parents or problems at school which may lead to use of alcohol or drugs, the refusal **to attend** school or even running away from home. In extreme cases, some might turn to crime and become juvenile delinquents (a lawbreaker under 18).
3. What do American teenagers think about their families? According to a national survey taken during the mid-1990s, between one-half and two-thirds of all American youths have a "comfortable" or "happy" relationship with their parent or parents. Their traditional disagreements are over such things as curfew (time to come home at night), whether or not to attend religious services, doing work around the house and the friends with whom the young person spends his/her leisure time. A survey entitled "The Mood of American Youth", published by the National Association of Secondary Schools Principals, also indicates that the majority of young people agree with the opinions and values of their parents.
4. To some observers teens today may seem spoiled (undisciplined and egocentric) **compared** to those of earlier times. The reality, however, is different. While poverty has decreased and political turmoil has lessened, young people are still under many types of stress peer pressure, changing family conditions, mobility of families, and unemployment are just a few reasons why some young people may try **to escape** reality by turning to alcohol or drugs. However, most young people in the United States do not have problems with drinking, drug abuse, teen pregnancies or juvenile delinquency. Drug use (marijuana and cocaine are the most commonly used drugs) has decreased among young people in the United States within the last 10 years, though alcohol abuse has **increased**.

5. According to a 1991 government **survey**, about 8 million teenagers are weekly users of alcohol, including more than 450,000 who consume an average of 15 drinks a week. And, although all 50 states prohibit the sale of alcohol to anyone under 21, some 6.9 million teenagers, reported no problems in obtaining alcohol using false identification cards. Although many teenagers say they never drive after drinking, one-third of the students **admitted** they accepted rides from friends who had been drinking.
6. Aside from alcohol and drug abuse, another problem of America's youths is pregnancy among young women. One million teenagers become pregnant each year. Why are the statistics so high? The post-World War baby boom resulted in a 43 percent increase in the number of teenagers in the 1960s and 1970s. The numbers of sexually active teens also increased. And some commentators **believe** that regulations for obtaining federal welfare assistance unintentionally encourage teenage pregnancies.
7. About one million young people run away from home each year. Most return after a few days or a few weeks, but a few turn to crime and become juvenile delinquents. In the 1990s, approximately one-third of those arrested for serious crimes were under 18 years of age. Why are young people committing crimes? Among the causes are poor family relationships (often the children were abused or neglected while growing up), bad neighborhood conditions, peer pressure and sometimes, drug addiction.
8. However, for every teenager experiencing such problems many more are making positive and important **contributions** to their communities, schools and society. Millions of young people in the United States are preparing for the future in exciting ways. Many teenagers are studying for college entrance exams or working part-time jobs after school and at the weekend. Others are doing voluntary work at hospitals, helping the handicapped, **exhibiting** projects at science fairs or programming computers.
9. Most American youths look forward to their future with hope and optimism. According to the survey "The Mood of American Youth", teenagers place a high priority on education and careers. They admit that hard work lies ahead and **claim** they are willing to make the sacrifices needed to reach their goals.
10. Many young people are headed towards four-year college and universities. More than half of all students in the United States plan to earn a college degree. Many others look forward to getting a job after high school or attending a two-year junior college. Others plan on getting married. The median age for males getting married for the first time is 26.2 years old and 23.8 years old for females.
11. Other young people intend to join the armed forces or volunteer organizations. For some, travel is the next step in gaining experience beyond high school. During the early 1990s, career success was the prime goal of most young people, but by the end of the decade attitudes were changing and young people were becoming more idealistic. A 1998 survey of high school leavers showed that "making a contribution to society" was more than twice as important to young people as "making a lot of money".

ACTIVE VOCABULARY

1. to admit (v)

~ smth: to ~ a hypothesis - принимать гипотезу

to ~ an assumption - сделать допущение

to be ~ed to / into the university, the UN - быть принятым в университет, в ООН

It is generally admitted that... - Общеизвестно / общезвестно, что ...

admission (n)

certain ~: free ~, open ~, restricted ~ - свободный / бесплатный, открытый, ограниченный доступ

~ fee - вступительный взнос

to apply for ~ - подать заявление о приеме

to gain ~ - получить доступ

to deny / refuse ~ - отказать в приеме

2. to attend (v)

to ~ a lecture, a meeting, a ceremony - присутствовать на лекции, совещании, церемонии.

to ~ to smb's needs - учитывать ч.-л. нужды

attendance (n)

certain ~: average ~, daily ~, low ~, poor ~, perfect ~ - средняя, ежедневная, низкая, плохая, отличная посещаемость

hours of- - присутственные часы

medical ~ - врачебный уход

3. to believe (v)

to ~ smth: ~ a statement, ~ a lie, ~ smb.'s word - поверить утверждению, выдумке, поверить к.-л. на слово

to ~ in God - веровать в Бога

to ~ in a certain manner: ~ firmly, ~ sincerely, ~ strongly, ~ mistakenly - твердо,

искренне, сильно, ошибочно верить

I believe so. - Думаю, что так / Верно. / Правильно.

belief (n)

certain ~: erroneous / false / mistaken ~ - ошибочное убеждение

firm / strong / unshakeable ~ - твердое, непоколебимое убеждение

popular / prevalent ~ - распространенное убеждение

to express a ~ - выразить убеждение

to hold a ~ - иметь твердую уверенность

to give up one's ~s - отказаться от своих убеждений

To the best of my ~ ... - Насколько мне известно...

4. claim (v)

~ smth: to ~ attention - требовать / заслуживать внимания

to ~ damages - требовать возмещение ущерба

to ~ compensation for the losses - требовать возмещения убытков

to ~ one's right - требовать того, что полагается по праву

claim (n)

certain ~: counter ~, legal ~ - встречный, законный иск

unreasonable ~, undisputed ~ - необоснованное, неоспоримое требование

to acknowledge / to admit a ~ - признать иск

to dismiss / to reject a ~ - отклонить иск / требование

to give up / to withdraw a ~ - отказаться от иска

to contest a ~ - оспорить иск

to make a ~

to put forward a ~

to raise a ~

to submit a ~

} against smb. for / on smth. - предъявить иск кому-либо относительно чего-либо

5. compare (v)

to ~ smth: to ~ the figures, to ~ the values - сравнить цифры, величины

As ~d with ~

Compared to - По сравнению

comparison (n)

to draw / to make a ~ between - проводить сравнение между

to bear / to stand ~ with smth. - выдержать сравнение

in ~ with - в сравнении с ...

by ~ - при сравнении, сравнительно

beyond (all) ~ - вне (всякого) сравнения

6. contribute (v)

to ~ smth: to ~ money - делать вклад

to ~ time - уделять время

to ~ help - оказывать помощь

to ~ to / towards the progress - способствовать прогрессу

contribution (n)

a certain ~: generous ~, monetary ~, outstanding ~, valuable ~ - щедрый, денежный, выдающийся, ценный вклад
to make a ~ - внести вклад

7. escape (v)

~ (from) smth.: to ~ from everyday life - уйти от повседневной жизни
to ~ punishment - избежать наказания

escape (n)

to have a narrow / hairbreadth ~ - едва избежать опасности, быть на волосок от гибели
to make / organize an ~ - организовать побег

8. exhibit (v)

to ~ smth.: to ~ one's ignorance - обнаружить свое невежество
to ~ goods - выставлять товары
to ~ before the public - представить на всеобщее обозрение

exhibit (n)

a certain ~: valuable ~, impressive ~ - ценный, впечатляющий экспонат

9. face (v)

to ~ smth.: to ~ facts, to ~ danger - столкнуться с фактами, опасностью
to be ~d with: to be ~d with difficulties - столкнуться с трудностью
to be ~d with bankruptcy, to be ~d with necessity - оказаться перед угрозой банкротства, перед необходимостью

face (n)

to save ~, to lose ~ - сохранить, потерять репутацию
to laugh in smb.'s ~ - смеяться кому-либо в лицо
~ to ~ - лицом к лицу
in the ~ of serious difficulties - перед лицом серьезных трудностей
on the ~ of (it) - на первый взгляд
~ value - номинальная стоимость

10. increase (v)

to ~ in a certain manner: to ~ in number, to ~ in size, to ~ in price - увеличиваться численно, в размере, в цене
to ~ by two, to ~ by 10 % - увеличиться на два, на 10 %
to ~ two times - увеличиться в два раза

Ant. to decrease

increase (n)

certain ~: considerable, moderate, sharp, sizable, slight, steady ~ - значительный, умеренный, резкий, ощутимый, незначительный, постоянный рост.

11. influence (v)

to ~ in a certain manner: to ~ deeply, profoundly, strongly - глубоко, существенно, сильно влиять.

to ~ the mentality - влиять на менталитет

influence (n)

a certain ~: favourable ~, negative ~, outward ~, powerful ~ - благоприятное, негативное, внешнее, мощное влияние

to exert ~ on smb. - оказывать влияние на кого-либо

to consolidate / to strengthen one's- - усиливать своё влияние

to curb / to neutralize ~ - сдерживать влияние

to come under smb.'s ~ - попасть под чье-либо влияние

influential (adj.)

~ bodies - влиятельные органы

12. participate (v)

to ~ in a certain manner: to ~ actively, to ~ reluctantly - участвовать активно, неохотно

participation (n)

certain ~ : active ~, frequent ~ - активное, частое участие

participant (n)

permanent ~ - постоянный участник

13. relate (v)

to ~ smth.: to ~ events, to ~ prices - соотнести события, цены

to ~ smth. to smth.: to ~ the rise in crime to the increase in unemployment - соотнести рост преступности с ростом безработицы.

to ~ to smth.: to ~ to the subject, to ~ to the time of crisis - иметь отношение к теме, ко времени кризиса.

to ~ to smb.: to ~ well to colleagues, peers - хорошо относиться к коллегам, сверстникам

related (adj)

~ issues - соответствующие / взаимосвязанные проблемы

relation (n)

certain ~: close ~s, distant ~s - близкие, дальние родственники.

relations (n)

certain: friendly~, tense ~, business~, diplomatic ~ - дружественные, напряженные, деловые, дипломатический отношения

to have / enjoy ~ with - иметь / поддерживать отношения с к.-л.

to break off ~ with - разорвать отношения с к.-л.

public relations (PR) - связи с общественностью

relationship (n)

certain ~: close ~, direct ~, indirect ~, solid ~ - тесная, прямая, косвенная, прочная взаимосвязь

to bear / to have a ~ to smth. - иметь отношение к чему-либо

to establish a ~ with smb. - установить отношения с кем-либо

a ~ between / with - отношения между кем-либо, с кем-либо

14. search (v)

to ~ in a certain manner: to ~ thoroughly / carefully - исследовать тщательно

search (n)

certain ~: careful ~, exhaustive ~, thorough - - тщательное, исчерпывающее, глубокое исследование

to conduct a ~ - провести исследование

to make a ~ for smb. / smth. - разыскивать кого-либо / что-либо

search (v)

to ~ after / for the truth - стремиться к истине

to ~ out all the facts - выяснить все факты

to ~ into the causes of smth. - расследовать причины чего-либо

to ~ into a matter - изучить вопрос

15. survey (v)

to ~ smth.: to ~ the situation, to ~ the materials - сделать обзор ситуации, материалов

survey (n)

certain ~: brief ~, comprehensive ~, general ~ - краткий, исчерпывающий, общий обзор

to conduct / do / make a ~ - сделать обзор

CONTENT ANALYSIS

EXERCISE 1 Answer the questions on the text. In each case draw a parallel with the Russian youth

1. At what age do young people at the United States take on the rights and responsibilities of adulthood? What are their rights and their responsibilities?

2. ' Why do young people experience conflict during the period of adolescence?
3. Why do most American teenagers begin to be influenced by the values different from those of their parents?
4. What are the most typical problems young people face?
5. What do American teenagers think about their families?
6. What are the reasons for stress which some young people may experience?
7. What is the tendency in drug and alcohol abuse in the US?
8. Comment on the post-World War baby boom from demographic point of view.
9. Is there a direct connection between federal welfare assistance and teenage pregnancies?
10. What are the causes of juvenile delinquency?
11. Speak on positive contribution of millions of young people to their communities.
12. What are the priorities of most American youths?

EXERCISE 2 *Choose any aspect of youth's life. Collect information and make a 5-minute presentation on the subject*

COMPREHENSION CHECK

EXERCISE 1 *Translate from English into Russian. Analyze the main differences in both languages*

1. As they are growing up and becoming more independent, teenagers sometimes develop different values from those held by their parents.
2. While the teenage years for most American young people are nearly free of serious conflict, all youths face a certain number of problems.
3. To some observers, teens today may seem spoiled (undisciplined and egocentric) compared to those of earlier times.
4. While poverty has decreased and political turmoil has lessened, young people are still under many types of stress.
5. However, for every teenager experiencing such problems many more are making positive, important contributions to their communities, schools and societies.

EXERCISE 2 *Paraphrase and interpret the following sentences in English*

1. They are changing rapidly, both physically and emotionally and they are searching for self-identity.
2. In extreme cases, some might turn to crime and become juvenile delinquents.
3. Between one-half and two-thirds of all American youths have a "comfortable" and "happy" relationship with their parent or parents.
4. Peer pressure, changing family conditions, mobility of families and unemployment are just a few reasons why some young people may try to escape reality by turning to alcohol and drugs.
6. Some 6.9m teenagers reported no problems in obtaining alcohol using false identification cards.
7. Often the children were abused or neglected while growing up.
8. Regulations for obtaining federal welfare assistance unintentionally encourage teenage pregnancies.
9. Others are volunteering at hospitals, helping the handicapped, exhibiting projects at science fairs or programming computers.
10. Teenagers place a high priority on education and careers.
11. Many young people are headed towards four-year colleges and universities.

EXERCISE 3 Find in the text the answers to the following questions. Read them off

1. How do psychologists characterize the period of adolescence?
2. What problems do all youths face?
3. What are the reasons for traditional disagreements between American teenagers and their parents?
4. What are the reasons that make some young people try to escape reality?
5. What is the trend in drug use and alcohol abuse within the last 10 years?
6. Produce the statistics concerning alcohol use.
7. Why are teenage pregnancies so high?
8. Why are young people committing crimes?
9. How are millions of young people preparing for the future?
10. What does the survey "The Mood of American Youth's" reveal?

VOCABULARY AND STRUCTURE

EXERCISE 1 Find the most suitable Russian equivalents for the following English collocations:

to take on most of the rights and responsibilities of adulthood; to go through a period adolescence ; to change rapidly both physically and emotionally; to search for self-identity; to develop different values; to participate in social activities, church group projects; opposite sex; to be free of serious conflict; to lead to running away from home; in extreme cases, to become juvenile delinquents, according to a national survey, to spend one's leisure time, to agree with the opinions and values; to be spoiled (undisciplined and egocentric); to escape reality by turning to alcohol and drugs; weekly users of alcohol; to use false identification cards; to obtain federal welfare assistance; substance abuse programs; to do voluntary work at hospitals; bad neighborhood conditions; to place a high priority on education and careers; to realize the aspirations; to make sacrifices.

EXERCISE 2 Find in the text the English equivalents for the following Russian collocations:

что значит быть молодым; в возрасте 18 лет; прежде чем это случится; по мере того, как они взрослеют; разделять взгляды на ценности своих родителей; сталкиваться с целым рядом проблем; находится под влиянием всевозможных стрессов; согласно данным национального опроса; давление со стороны своих сверстников; пристраститься к алкоголю или наркотикам; государственное пособие по социальному обеспечению; делать работу по дому; уходить от реальности; не заботиться о детях и жестоко обращаться с ними; помогать инвалидам; помимо наркомании.

EXERCISE 3 Consulting the Active Vocabulary

a) give a good Russian variant for the following collocations:

to admit an assumption, to be admitted to the UN, it is generally admitted that, admission fee, to attend to smb.'s needs, poor attendance, to believe a rumour, to believe firmly, erroneous belief, to give up one's beliefs, to claim attention, to claim one's right, unreasonable claim, to put forward a claim against, to dismiss a claim, to withdraw a claim, to stand a comparison with, by comparison, to contribute money, generous contribution, to escape from everyday life, to have a hairbreadth escape, to exhibit goods, to increase by two, slight increase, to influence profoundly, outward influence, to exert influence on smth., to curb influence, influential bodies, frequent participation, close and solid relationship, to establish a relationship with smb., careful search, to search cure to a disease , to search into a matter, to survey the situation, a comprehensive survey, to speak value, to lose face, on the face of it, face value.

b) give the English variant for the following collocations:

ограниченный доступ, подать заявление о приеме, присутствовать на лекции, средняя посещаемость, врачебный уход, верить в Бога, искренне верить, непоколебимое убеждение, насколько мне известно, требовать возмещения ущерба, встречный иск, предъявить иск относительно чего-либо, признать иск, оспорить иск, сравнить величины, по сравнению, вне всякого сравнения, способствовать процессу, выдающийся вклад, создавать сильную организацию, столкнуться с непредвиденными обстоятельствами, последние события, избежать наказания, ценный экспонат, столкнуться с трудностями, потерять репутацию, перед лицом серьезных трудностей, увеличиться в цене, увеличиться на 10 %, увеличиться в два раза, ощутимый рост, сильно влиять, неохотно, косвенная взаимосвязь, иметь отношение к чему-либо, разыскивать кого-либо, стремиться к истине, расследовать причины чего-либо, в поисках чего-либо, краткий обзор, сделать обзор.

EXERCISE 4 Find in the text collocations with the following words:

"value" (paragraphs 1,3) "use" and "abuse" (paragraphs 4,

"to turn" (paragraphs 2,4,9)

b) Give the context in which they are used

c) Consult a dictionary and find more collocations with these words

EXERCISE 5 Translate the following sentences. Consult the Active Vocabulary

1. Если бы вы тогда сделали такое допущение, вы бы выиграли этот раунд. Мы не можем не признать достоверность его рассказа. В том году её не приняли в университет. Общеизвестно, что употребление наркотиков приводит к физической и умственной деградации. Доступ к фондам этой библиотеки ограничен. Вступительный взнос должен быть внесен до первого марта. Почему же вы не подали заявление в другой университет?
2. Все студенты, которые регулярно посещали лекции, получают недифференцированный зачет. Его правительство всегда учитывало нужды беднейших слоев. Ежедневная посещаемость этой выставки была довольно-таки низкой. Вам будет оказан необходимый медицинский уход.
3. Я верю вам на слово. Ему не стоит верить этому утверждению. Мы искренне верим, что он не виноват. Его спросили, верит ли он в Бога. Как вы думаете, это ценный подарок? - Думаю, что да. Это ошибочное убеждение было распространено в середине века. Он высказал свое непоколебимое убеждение в этом вопросе и не отказался от него до самой смерти. Насколько мне известно, он не был экспертом в этом вопросе.
4. Его последняя работа заслуживает особого внимания. Вполне естественно, что фирма потребовала возмещения убытков. Нет нужды говорить, что они требуют того, что им принадлежит по праву. Предъявить компании встречный иск было бы необоснованно. В конечном итоге они были вынуждены признать этот иск, хотя имели все основания отклонить его. Единственная возможность оспорить иск - это обратиться в суд.
5. Мы должны сравнить эти величины за последние десять лет. По сравнению с тем, что было сказано ранее, это совершенно иная картина. Возможно ли провести сравнение между этими показателями? Данная теория не выдерживает сравнения с работами этого ученого. Эти величины вне всякого сравнения.
6. Он отдает этому делу всё своё время и деньги. Это открытие, несомненно, будет выдающимся вкладом в решение проблемы охраны окружающей среды. Их компания первая внесла денежный вклад в этот фонд.
7. Благородная музыка и литература помогают уйти от повседневной жизни. Ему не удастся избежать наказания. Он совсем не сознавал, что был на волосок от гибели.

8. Удивляюсь, как ему удалось не обнаружить свое невежество. Эти товары обычно выставляются на стенде в конце зала. Новые приобретения музея будут представлены на всеобщее обозрение летом будущего года. Это, несомненно, наиболее ценный и впечатляющий экспонат.
9. Мы должны мужественно принять этот факт. Чтобы сохранить репутацию, вам нужны годы упорной работы, а потерять вы её можете в один день. Он просто рассмеялся нам в лицо. Мы столкнулись с ним лицом к лицу всего лишь два дня назад. Славянские народы всегда объединялись перед лицом серьезных трудностей. На первый взгляд это абсолютно объективное суждение. Какова номинальная стоимость этого продукта?
10. Штат компании за последние пять лет численно вырос на 10 %. В 50-е года продукты питания в нашей стране не повышались в цене. Производительность труда возросла в два раза. Значительный постоянный рост ВВП (Gross Domestic Product) — признак здоровой экономики. В конце 90-ых многие европейские страны столкнулись с резким ростом преступности и наркомании.
11. На его решение существенно повлияли отношения с родителями. Мы еще не знаем, окажут ли эти меры благоприятное или негативное влияние. Как мы могли бы усилить свое влияние в этом регионе? Мы делаем всё возможное, чтобы сдержать влияние этих группировок на молодежь. Как он мог попасть под такое сильное внешнее влияние? Он пользовался своими тесными связями с влиятельными органами.
12. Вы недостаточно активно участвовали в семинарах. Он всегда участвовал неохотно в общественной деятельности. Его частое участие в ТВ программе существенно повысило его рейтинг. Сколько участников конференции придет на прием?
13. Существует ли прямая взаимосвязь между этими двумя явлениями? - Не думаю. Такая тесная взаимосвязь между родителями и учителями, несомненно, влияет на успехи учеников. Это не имеет никакого отношения к росту преступности. Мы установили прочные отношения с фондом социальной защиты (social security fund) 3 года назад. Они будут вынуждены разорвать отношения с этой организацией, если контракт не будет подписан в следующем месяце.
14. Они пытаются соотнести эти показания (pieces of evidence). В докладе делается попытка соотнести рост преступности с ростом безработицы. Вы можете соотнести существующие (current) цены с уровнем инфляции? Это не имеет отношения к нашей теме. Такой резкий рост подростковой преступности обычно относится ко времени кризиса. Комиссия рассмотрела секретные документы, относящиеся к предвоенному времени. Цена соотносится непосредственно (directly) с количеством времени, затраченного на эту работу. Он не очень хорошо относится к своим коллегам. А как он относился к своим сверстникам, когда был подростком? Программа затрагивает (deals with) вопросы злоупотребления наркотиками, подростковой преступности и связанные с этим проблемы. Всю свою жизнь он заботился и о близких, и о дальних родственниках. Они пригласили всех своих родственников провести с ними (to stay) Рождество. Мы поддерживаем дружественные отношения со многими странами Юго-Восточной Азии. После этого инцидента мы разорвали дипломатические отношения с их страной. Его отношения с этой девушкой длятся уже более года. Прямая зависимость зарплаты и цен должна учитываться при оценке этих явлений. Необходимо установить тесные отношения с местными органами власти.
15. Им необходимо тщательно изучить этот вопрос, прежде чем принимать такое решение. Только когда мы проведем исчерпывающее исследование, мы опубликуем предварительные результаты. Они разыскивают его родителей уже в течение года. Мы должны выяснить все факты этой катастрофы. Прежде чем расследовать причины этого явления, мы должны разработать необходимую методику (technique). Когда вы сможете начать изучение этого вопроса? К сожалению, они не смогли выявить причины снижения посещаемости.
16. Мы не сможем сделать обзор ситуации, пока не выясним все факты. Краткий обзор займет не более 15-и минут. Исчерпывающий обзор потребует более тщательного исследования. Кто отвечает за проведение обзора?

B.

There is		sense	
		harm	
Smb. sees	no (little)	difficulty	in doing smth.
		point	
		danger	

EXERCISE 8 *Translate the following sentences into Russian*

• 1. If it is settled there is no point in my objecting. 2. I see little harm in your trying to get a better price. 3. There is little point in refusing. 4. It's no use discussing this subject now. 5. The book isn't worth reading. 6. There is no harm in asking her again. 7. The exam isn't worth worrying. 8. It's no use crying about it. 9. It's no good complaining to me. 10. There is no sense in your staying here now.

EXERCISE 9 *According to the model below make up your own sentences with an emphasis on youth's problems:*

Model 3

to think to	}	of		
suspect smb. to				
accuse smb. to be afraid				
to be used to	}	to	doing smth.	
object			being smth.	
to succeed to be engaged	}	in		
to insist to depend	}	on	having done smth.	
to apologize to be grateful to be responsible to thank smb. to blame smb.	}	for	having been smth.	
				doing smth. doing
to be good to be clever				smth.
to prevent smb.		from		

EXERCISE 10 *Translate into English*

1. Я не привыкла обсуждать такие проблемы публично. 2. Наконец им удалось найти нужные документы. 3. Он настаивал на том, чтобы объяснить мне, как это делается. 4. Мы извинились за опоздание. 5. Он был благодарен уже за то, что вы его слушали. 6. Она была занята организацией переговоров. 7. Она настаивала, чтобы ей показали все материалы. 8. Их

обвинили в краже больших денежных средств. 9. Вы подозреваете, что я вам лгу? 10. Он ответственен за выполнение этого проекта. 12. Я не понимал, почему он избегает говорить об этом. 13. За эту программу стоит бороться. 14. Я предпочитаю сделать эту работу сегодня. 15. Преподаватель предложил записать (the record) новые данные. 16. С нетерпением жду, когда снова увижу вас. 17. Нельзя было не рассмеяться при виде того, как он вел себя на презентации. 18. Прежде чем писать об этих событиях, он решил съездить в те места, где они происходили. 19. Он вышел из зала, не дожидаясь конца заседания. 20. Всё надо было обсудить до того, как принимать решение. 21. Беды в том не будет, если мы скажем ему правду. 22. Не делайте этого, не обдумав всё, как следует. 23. Он избегал выражать своё мнение. 24. Я не могу себе позволить тратить столько времени зря. 25. Бесполезно было идти туда так поздно. 26. Он продолжал читать, не обращая внимания на шум. 27. Я не видела смысла в том, чтобы продолжать этот разговор. 28. Терпеть не могу, когда ты возражаешь и споришь. 29. Он не мог не попытаться объяснить, как это делается

EXERCISE 11 Study the models below and compose your own sentences with 'parents - children' relationship in view

Model 4

to see to
hear to
feel } smb. **do** smth.

Model 5

to let to
make to
have } smb. **do** smth.

Model 6

to like to
prefer to
want to
know to
expect } smb. **to do** smth.

Model 7

to consider
to believe
to think to
suppose } smb. **to be**

EXERCISE 12 Translate the following sentences into English on the subject of youth's problems

1. Мы не ожидали, что он согласится с нами. 2. Полагаю, что переговоры будут очень напряженными. 3. Он распорядился, чтобы подготовили всё к приему делегации. 4. Неужели ты не почувствовала, что он за тобой наблюдает? 5. Не заставляйте меня ждать. 6. Хотите ли вы, чтобы их представили вам? 7. Я считаю, что это был благородный поступок с его стороны. 8. Я никогда не слышала, чтобы он говорил неправду. 9. Не позволяйте им пользоваться нашим компьютером. 10. Мы считаем его большим специалистом в этой области. 11. Она хочет, чтобы мы сегодня же договорились о встрече. 12. Я никогда не видел, как он общается со своими подчиненными (subordinates). 13. Мы не предполагали, что он зайдет за нами. 14. Ты ведь не хочешь, чтобы это было забыто.

EXERCISE 13 Study the models below and compose your own sentences with complex subject

Model 8

is	}	was	known	}	to do smth.	
Smb.			believed		supposed	to be done
will be			said		considered	to be doing smth.
						to have done smth.
					to have been done	
					to have been doing	

Считали, что . . . ; полагали, что . . . ; ожидали, что.

Smb.	is was will	{ sure certain bound likely (not) likely }	to do smth. to be done to be doing smth. to have done smth. to have been done to have been doing
------	-------------------	---	---

Конечно, обязательно, вряд ли.

Smb., smth.	seems, seemed, will seem appears, appeared, will appear happens, happened, will happen proved, will prove turned out, will turn out	to do smth. to be done to be doing smth. have done smth. have been done <u>have been</u> <u>doing</u>
-------------	---	--

seem, appear - казаться

happen - случаться prove,

turn out - оказаться

EXERCISE 14 *Translate into Russian*

1. He is said to have the first edition of this book. 2. This doesn't seem to be the right fax number. 3. This procedure is known to be very effective. 4. You are expected to take things for granted. 5. For some reason or other she does not seem to be grateful at all. 6. The book is bound to be remembered. 7. Things are sure to get better. 8. She is extremely likely to succeed. 9. He happened to be standing next to the president.

EXERCISE 15 *Translate into English*

1. Говорят, что экспедиция собрала очень интересный материал о природных богатствах этого края. 2. Не ожидали, что подъем (recovery) в этой отрасли наступит так быстро. 3. Предполагается, что на экзамене студенты пользуются словарем при переводе текста. 4. Вряд ли члены комитета придут к соглашению. 5. Этому суждено было случиться. 6. Полагали, что секрет этого мастера утерян много лет тому назад. 7. Несомненно, он один из лучших переводчиков в стране. 8. Оказалось, что она ничего не знает об этом событии. 9. Он очень пунктуален и обязательно придет вовремя. 10. Нет смысла напоминать ему. Вряд ли он забыл о совещании. 11. Конечно, вы неправы. Вам необходимо просмотреть свои записи еще раз.

LISTENING

Part 1. Why work?

Passage 1

Listen to passage 1. As you listen answer the questions below.

- What is intrinsic motivation?
- What is extrinsic motivation?
- What can contribute to the rationale why people work?

Listen to passage 1 again and jot down the statement that might be interpreted as sexist. Why have you chosen this statement?

Passage 2

Before listening to passage 2 reflect on the following statements, then discuss and decide whether you agree or disagree with them.

Agree (+)

Disagree (-)

- a. Men are more ambitious than women.
- b. Bringing up children hasn't been given a very high priority in your country.
- c. A woman can be a total success as a lover, a parent, a planetary citizen, a professional and a spouse.
- d. You should wait and postpone children before getting your career well under way.
- e. You should set stringent goals and strive towards high ideals.

- ➔ The five statements you have been considering are discussed by Bill and Gillian. Listen to their talk and note down their opinions. Explain why you disagree with
- ➔ Bill and / or Gillian. Cross out the motivations that definitely do not encourage you
- ➔ to work.

Making a living
 Enjoying your job
 Avoiding boredom and depression
 Setting a model for children
 Providing security for your family
 Staying out of trouble earning a living
 Staying off the dole
 Being independently wealthy
 Having contact with other people
Contributing to the community

Becoming famous
 Due to workaholism
 Having sense of self-respect
 Supporting a family
 Because you're interested in your job
 Leaving a legacy
 Achieving results
 Meeting your future companion
 Self actualization

Passage 3

- ➔ ten to passage 3.
- ➔ w could you classify the motivations mentioned? Group them and give names to your categories.
- ➔ te down the money-related expressions mentioned as motivations to work.
- ➔ What are the two types of legacies in life mentioned in the dialogue?

PART 2. Your Resume

Passage 1.

Listen to passage 1 and write down the key words which you think are important. What is the speaker's point?

Passage 2.

The speaker is going to talk about the following four topics concerning resumes. In the box under each topic, write down the order (1,2,3,4) in which you think they will occur.

Aim	General impression	Order	Additional information

- Listen to passage 2 and check if you predicted correctly. Note down any key information concerning each topic.
- Try to recall if the following statements are either True or False according to the speaker.
- One of the statements has not been considered by the speaker - which one?

TRUE FALSE

- a. The speaker files messy resume in a special basket.
- b. A resume should always include a business calling card.
- c. Poor grammar and spelling don't really hinder a good communicator,
- d. Handling in a resume that shows poor workmanship is like signing your own death notice.
- e. The resume should start with the present job first and than list previous jobs and education.
- f. Spare-time activities are not at all important in assessing a candidate's character,
- g. Any further university studies after a normal 4-year degree, as well as on-the-job training, are of interest to the interviewer.
- h. Polishing and adapting one's resume suit different jobs is a necessary evil.

Passage 3.

Listen to passage 3. Put a tick in the grid when you hear the speakers discussing the topics.

	1 st Man	2 nd Man	Woman	3 rd Man
Length of resume				
List of publications				
Appendix to resume				
Anecdotes				

> Listen to passage 3 again and gather more details concerning the specific topics in the grid below.

	1 st Man	2 nd Man	Woman	3 rd Man
Number of pages of resume				
Advantages of short resume				
Number of publications				

References to a country				
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Passage 4.

➔ Listen to the speaker talking about cover letters and answer the questions below.

- a) What is the purpose of a cover letter?
- b) What do the contents of a cover letter usually include?

Passage 5.

➔ Listen to the following two people telling anecdotes about being interviewed as a job applicant. Fill in the grid below.

	Interviewer's question	Applicant's answer	Conclusion	Moral of the anecdote
Anecdote 1				
Anecdote 2				

➔ When applying for a job, it is important to have prepared not only one's resume or letter, but also the job interview itself.

PART 3. Dressing for

Business.

The consumer magazine *Which?* carried out a survey of its members to find out their general opinion of office clothes and also the kind of clothes which they felt were suitable for different kinds of jobs.

More than 1,000 *Which?* members were involved in the survey which was in two parts.

Look at the following statements about clothes to wear at work and tick the correct box.

You should have reasons for your answers.

- | | Agree | <u>Disagree</u> |
|---|-------|-----------------|
| 1. The way people dress at work usually indicates how competent they are at their jobs. | | |
| 2. Wouldn't have faith in an executive who wore jeans to work. | | |
| 3. Men shouldn't be allowed to take off their jackets at work even in the summer. | | |
| 4. Bosses should always be smartly dressed . | | |
| 5. People should be allowed to wear exactly what they want at work. | | |
| 6. Firms who want employees to wear particular clothes should pay for those clothes. | | |
| 7. In most firms, the way you dress will affect your chances of promotion. | | |
| 8. People work best in the clothes they feel most comfortable in. | | |
| 9. People wearing unusual clothes to work give a bad impression to clients. | | |

Passage 1

➔ Listen to passage 1. Write down the expressions introducing the speakers' opinion. What do the speakers mean by "correctly dressed"?

Passage 2

➔ Listen to passage 2 and answer the questions below.

- What do the speakers say about the importance of dress in the business world?
- Which expression does Bill use that Gillian doesn't like? Why do you think she is uncomfortable with it?
- What expression does she suggest instead?

➔ Listen to passage 2 again and note the remarks in the dialogue that could be interpreted as sexist against women?

Passage 3

➔ Listen to passage 3 and complete Gillian's notes.

... wanted poster for the person
grinding letters out all day
sloppy vs. neat... .. conservative vs.
...

Passage 4

➔ Listen to passage 4 and note down the examples illustrating the problem of dressing in cultures

➔ different from your own. What is meant by 'a howlie'?

➔ When people go to social functions, what are they sometimes uptight about?

Passage 5

➔ Listen to passage 5 and answer the questions below:

- What does Gillian think about men carrying purses?
- Do you agree with Bill that the amount of the junk expands to meet the size of the briefcase.

Passage 6

➔ Listen to passage 6 and answer the questions below:

- What is the point of the conversation?
- Do you agree with Gillian's statement that "if people do their job properly, as long as they don't exaggerate, one's got to be fairly flexible these days".

Passage 7

➔ Listen to passage 7 and group the adjectives below as + (positive) and - (negative) attributes respectively. The context will help you to decide where to place the adjectives you are not familiar with: discreet, neat, pleasing, flashy, subtle, scraggly, subdued, polished, garish.

> Listen to passage 7 again and take notes of what the woman, and the man have to say about dressing for an interview for managerial position.

Passage 8

➔ Listen to passage 8 and identify the details you think might be just a bit of nonsense.

DISCUSSION

EXERCISE 1 *Read the text below and highlight the points which you think most important and least important for an interview to be a success. Compare your notes with those of your classmates*

YOUR FIRST INTERVIEW

With unemployment so high, and often with much applicants chasing every job, consider yourself lucky to be called for an interview. If it's your first attempt, you're must bound to be nervous. (In fact if you're not nervous then maybe your attitude is wrong!) But don't let the jitters side-track you from the main issue - which is getting this job. The only way you can do that is by creating a good impression on the person who is interviewing you. Here's how to achieve the best:

Do

Find out as much as you can about the job beforehand. Ask the job centre or employment agency for as much information as possible.

Jot down your qualifications and experience and think about how they relate to the job. Why should the employer employ you and not somebody else?

Choose your interview clothing with care; no one is going to employ you if you look was though you have wandered out of a disco. Whether you like it or not, appearance counts. Make sure you know where the interview office is and how to get there. Be on time, or still better, be a few minutes early.

Bring a pen; you will probably be asked to fill in an application form. Answer all the questions as best you can. And write natively; The interviewer will be looking at your application during the interview; he or she must be able to read it.

Don't

Do not ever walk into the interview chewing gum sucking on a sweet or smoking.

Do not forget to bring with you any school certificates, samples of your work or letters of recommendation from your teachers or anyone else you might have worked for, part-time or otherwise.

Do not forget to shake hands with the interviewer.

Do not smoke or sit down until you are invited.

Do not give the interviewer a hard time by giggling, yawning, appearing cocky or argumentative

Do not ever stress poor aspects of yourself, like your problem with getting up in the morning.

Do

Make a real effort to answer every question the interviewer asks. Be clear and concise.

Never answer 'Yes' or 'No' or shrug.

Admit it if you do not know something about the more technical aspects of the job.

Stress that you are willing to learn.

Show some enthusiasm when the job is explained to you. Concentrate on what the interviewer is saying, and if he or she asks if you have any questions, have at least one ready to show that you're interested and have done your homework

Sell yourself. This doesn't mean exaggerating (you'll just get caught out) or making your experience or interests seem unimportant (if you sell yourself short no one will employ you). Ask questions at the close of the interview. For instance, about the pay, hours, holidays, or if there is a training programme Always show your best side: especially your desire to work and your sense of responsibility.

After the interview

Think about how you presented yourself: could you have done better? If so, and if you do not get the job, you can be better prepared when you are called for an interview next time. Good luck!

EXERCISE 2 Read the text and answer the questions below

RELAX, RESPOND, DON'T GAB

One of the most common mistakes, experts say, is when a candidate talks too much. Ideally, one should answer the questions but also be able to stop and listen — but some people cannot do so because of nerves.

A candidate should expect to be interrupted. And showing too little interest and asking no questions in return leaves a bad impression.

If a candidate does not understand a question, he or she should be able to ask the interviewer to repeat or paraphrase it, said Emma West, HR director at Cadbury Russia.

"I don't mind that," West said. "It's better than when a person gives a completely irrelevant answer."

It is important for candidates to comfortably handle questions about their weaknesses.

Experts advise mentioning only those weaknesses that can be presented in a favorable light. Avoid speaking about obviously bad weaknesses.. Depending on the circumstances, some positive weaknesses might be: "I cannot delegate duties" (meaning, "I'm a perfectionist"); or "Im too open and want to help everyone, which can distract me from doing my own work."

(from *The Russia Business Review*)



What would you say if you want the interviewer to repeat or rephrase the question ?
What are your weaknesses?

EXERCISE 3

Role play. Using the material below; act as an interviewer, interviewee and interpreter

ПОЧЕМУ Я ДОЛЖЕН БРАТЬ ТЕБЯ НА РАБОТУ?

О том, что поступлению на работу в любую уважающую себя компанию с большим или меньшим участием иностранного капитала предшествует интервью (аналог нашего собеседования) известно всем и довольно хорошо. И то, что на это интервью надо являться в галстуке, с аккуратной стрижкой и без опозданий, тоже не секрет.

Но о чем именно вас там будут спрашивать?

Сегодня мы публикуем сводный перечень вопросов, которые задают кандидатам менеджеры по кадрам и директора по персоналу в крупных и средних фирмах США и Канады, а также в представительствах американских и канадских фирм в России.

О жизни и о том, чего вы хотите.

Tell me about yourself.

Расскажите о себе.

What do you want to do with your life?

Что вы хотели бы сделать со своей жизнью?

Do you have any actual work experience?

Есть ли у вас реальный опыт работы?

How would you describe your ideal job?

Как бы вы описали идеальную для вас работу?

Why did you choose this career?

Почему вы избрали именно этот вид деятельности?

What goals do you have in your career?

Какие цели вы ставите себе в профессиональном плане?

How do you plan to achieve these goals?

Как вы планируете их достичь?

What motivates you?

Какова ваша мотивация?

Об успехе.

How do you evaluate success? Что для вас успех?
Describe a situation in which you were successful. Опишите ситуацию, в которой вы достигли успеха.
What accomplishments have given you the most satisfaction in your life? Какие достижения принесли вам наибольшее удовлетворение в жизни?

О том, что было бы, если...

If you had to live your life over again, what would you change? Если бы вы родились заново, что бы вы изменили в своей жизни?

О том, компанейский ли вы человек

Would you rather work with information or with people? Вы предпочитаете работать с информацией или с людьми?
Are you a team player? Умеете ли вы играть в команде?

О том, зачем вы, собственно, нужны...

Why should I hire you? Почему я должен брать вас на работу?

О том, чего вы хотите?

Are you a goal-oriented person? У вас есть четкие цели?
Tell me about some of your recent goals and what you did to achieve them. Расскажите о том, чего вы хотели в последнее время и что вы делали, чтобы этого достичь.
When did you decide upon this career? Когда вы решили избрать для себя именно этот род деятельности?

О том, что будет через десять лет

What are your short-term goals? Какие у вас цели на ближайшее время?
What is your long-range objective? Какова ваша перспективная цель?
What do you see yourself doing five years from now? Каким вы видите себя через пять лет?
Where do you want to be ten years from now? Где вы видите себя через десять лет?

О том, умеете ли вы конфликтовать

Do you handle conflict well? В состоянии ли вы действовать в условиях

конфликта?

Have you ever had a conflict with a boss or professor? Был ли у вас когда-нибудь конфликт с боссом или вашим профессором?

How did you resolve it? Как вы его решили?

О ваших проблемах и слабостях

What major problem have you had to deal with recently? С какими основными трудностями вы сталкивались в последнее время?

Do you handle pressure well? В состоянии ли вы эффективно действовать в напряженной ситуации?

What is your greatest strength? Каковы ваши сильные стороны?

What is your greatest weakness? Каковы ваши слабые стороны?

О том, что было, когда вы учились

If I were to ask one of your professors to describe you, what would he or she say? Если бы одного из ваших профессоров попросили бы описать вас, что бы он о вас рассказал?

Why did you choose to attend your college? Почему вы поступили именно в то учебное заведение, куда вы поступили?

How has your education prepared you for your career? Как полученное образование повлияло на вашу карьеру?

What are your favourite classes? Why? какие у вас во время учебы были любимые предметы? Почему?

Do you enjoy doing independent research? Нравилось ли вам вести независимое исследование?

Why are your marks not higher? Почему ваши отметки не выше того, что есть?

Do you have any plans for further education? Планируете ли вы продолжать образование? Do

How much training do you think you'll need to become a productive employee? Сколько по вашему, потребуется вам времени, чтобы стать продуктивным сотрудником?

О деньгах

Is money important to you? Важны ли для вас деньги?

What kind of salary are you looking for? Какой тип жалованья вы предпочитаете?

How much money do you need to make to be happy? Сколько денег вы должны зарабатывать, чтобы быть счастливым?

(from *Novy Inostranetz*, № 9-10, 1999)

EXERCISE 4 Read the text and explain the meaning of the underlined collocations

WORKING 9 TO 5 JUST ISN'T ENOUGH

Americans live to work and Europeans work to live so the saying goes. And Russians? Well, a new work force armed with a new work ethic may place them on the American side of that equation.

The labor market is experiencing a resurrection of sorts, but employers and employees are finding they have to shift gears to keep up with present-day demands.

The changes, according" to labor analysts, mean smaller salaries, heavier workloads and increased professionalism.

A new breed of Western-trained Russian professionals has emerged, ready to work overtime to promote their careers. But employment experts say these energetic young workers know their value — and though they'll work for lower pay, they're always on the lookout for better opportunities.

Company demands for employment have changed. After the mass layoffs that followed the tumult of August 1998, companies are now once again scrambling to find qualified people to fill vacancies.

Each year, Russian professionals are gaining more and more experience in Western companies. And it is from this widening pool of Western-trained professionals that companies are seeking to hire — and nothing less will do.

But along with the higher standards, multinationals are also offering heavier workloads with smaller salaries. Despite rehiring, most companies will not reach the same level of employment as before the crisis. Diversification and increased responsibilities are a necessity. Employers are counting on this new breed of workers to handle a greater variety of duties and more work in general.

There seems to be a new hunger to move up the ladder — or on to bigger and better ladders — but means means staying at the office late into the night and putting after-work activities on hold.

(from *The Russia Business Review*)

- > On which side of the equation would you place Russians ?
- > What do you think is a new work ethics in Russia, if any?
- > How would you characterize yourself as a would-be employee?
- > How far are you going to move up the ladder?

EXERCISE 5 Read the text below and highlight the points with which you agree or disagree. Give your reasoning

**THE ONLY THING PEOPLE ARE INTERESTED IN TODAY IS
EARNING MORE MONEY**

Once upon a time there lived a beautiful young woman and a handsome young man. They were very poor, but as they were deeply in love, they wanted to get married. The young people's parents shook their heads. 'You can't get married yet, they said "Wait till you get a good job with good prospects. So the young people waited until they found good jobs with good prospects and they were able to get married. They were still poor, of course. They didn't have a house to live in or any furniture, but that didn't matter. The young man had a good job with good prospects, so large organisations lent him the money he needed to buy a house, some furniture, all the latest electrical appliances and a car. The couple lived happily ever after paying off debts for the rest of their lives. And so ends another modern romantic fable.

We live in a materialistic society and are trained from our earliest years to be acquisitive. Our possessions, 'mine' and 'yours' are clearly labeled from early childhood. When we grow old enough to earn a living, it does surprise us to discover that success is measured in terms of the money you earn. We spend the whole of our lives keeping up with our neighbors, the Joneses, if we buy a new television set, Jones is bound to buy a bigger and better one. If we buy a new car we can be sure that Jones will get on better and get two new cars: one for his wife and one for himself. The most amusing thing about this game is that the Joneses and all the neighbors who are struggling

frantically to keep up with them are spending borrowed money kindly provided, at a suitable rate of interest, of course, by friendly banks, insurance companies, etc.

It is not only in affluent societies that people are obsessed with the idea of making more money. Consumer goods are desirable everywhere and modern industry deliberately sets out to create new markets. Gone are the days when industrial goods were made to last forever. The wheels of industry must be kept turning. 'Built-in obsolescence' provides the means: goods are made to be discarded. Cars get thinner and thinner. You no sooner acquire this year's model than you are thinking about its replacement.

This materialistic outlook has seriously influenced education. Fewer and fewer young people these days acquire knowledge only for its own sake. Every course of studies must lead somewhere: i.e. to a bigger wage packet. The demand for skilled personnel far exceeds the supply and big companies compete with each other to recruit students before they have completed their studies. Tempting salaries and fringe benefits are offered to them. Recruiting tactics of this kind have led to the 'brain drain', the process by which highly skilled people offer their services to the highest bidder. The wealthier nations deprive their poorer neighbors of their most able citizens. While Mammon is worshipped as never before, the rich get richer and the poor, poorer.

(from *For and Against* by L.G. Alexander)



EXERCISE 6 *You are going to make an opening speech at a Job Fair. Present these six steps, provide your comments and examples*

> Главное — решиться. Четко определите, чего конкретно вы хотите от этой жизни и сделайте первый шаг на нелегком и увлекательном пути поиска работы.

•> Как и во всем, в поиске работы главное — соответствующий настрой и умение мобилизоваться.

•> Помните о том, что поиск работы — такая же работа, как и любая другая. Учтите, что если Вы не будете, как минимум, по 5 дней в неделю с 10.00 до 18.00 искать работу, Вы не найдете ее вообще.

•> Будьте активны. Нажимайте на все доступные кнопки, используйте все известные каналы поиска работы. Тогда Ваши шансы многократно увеличатся.

•> Помните, что поиск работы — это своеобразный торг, на котором и продавцом и товаром одновременно выступаете Вы со своими профессиональными качествами, способностями и навыками. И Ваша задача — подороже продать себя работодателю.

> Никогда не отчаивайтесь. Даже если Вам в очередной раз отказали, помните — Ваше время не потрачено даром. Вы приобрели полезный опыт поиска работы и общения с работодателем, а это главное — ведь на ошибках учатся. Проанализируйте, что вы сделали не так, чтобы произвести на следующего потенциального работодателя лучшее впечатление. Удачи!

(from *Stolichniye Vesty*, № 7, 1999)

WRITING

A Letter of Application

EXERCISE 1 *Scan the text below and highlight general points about how to write to a prospective employer*

One very important kind of business letter is an application for a job, but the number of people who have no idea how to write such a letter is amazing. Of course there is no one pattern that will worthwhile please everybody, but there are a number of common types that will please nobody. It may therefore be worth your while to consider a few general points about how to write to a prospective employer (hereafter called "he" or "him") before developing your individual variations.

1. Start your letter simply and directly by saying what kind of job you are applying for. Unless you are quite sure either that you are a genius or that he isn't quite bright, don't try to bowl him over with a fancy opening. Here is a beginning which, with minor variations have been closing doors on their writes for years: "Are you looking for a man who...?" In brief, no.

Not nearly so bad, but still clumsy, is " I am interested in applying for a position as a technician in your department. I should like to know whether there is an opening. I am etc." Never mind the interest — say "I am applying" or " I wish to apply." You are writing the letter on the chance that there is.

2. Even if it means a little extra work for you, give him all the information you think he might want in the first letter. Unless you tell him enough to interest him, you won't get more than a form letter in reply.

3. Don't ask him any questions in the first letter, or put any other burden on him. If he gets a number of letters that seem about equally promising, he'll probably answer those that take least effort.

4. If you enclose a picture, choose one that is appropriate for the job you are seeking, not merely one that flatters your vanity.

5. Don't enclose a stamped, self-addressed envelope. If he can't or won't answer without one, you don't want the job anyway.

THE DATA SHEET

Most important of all, enclose a data sheet. This device has at least three advantages. First, it puts the essential facts together in a convenient form, where they can be scanned almost at a glance - to see if the rest of the letter is worth reading. Second, it provides some protection against leaving out essential information. Third, it allows you to do your boasting impersonally. After all, the main purpose of a letter of application is to tell how good the applicant is. The problem of how to do this effectively is a delicate one. The best general solution is the data sheet (also known as curriculum vitae and resume).

EXERCISE 2 *Work in groups. Imagine that you have received a lot of applications for a job in your firm. Sort them into three piles:*

A: These look promising!

B: These are possibles.

C: Thanks, but no thanks! (hopeless cases)

1. As you will see from my enclosed CV, I have been working for my present position for three years. I joined them as assistant works manager and was promoted to production manager last year. Before that I had spent two years taking a full-time diploma course.
2. My name's Jim Brown and I can do great things for your company! I'm 29, unmarried, fit and healthy and I've got all the qualifications and experience to make me the ideal.
3. I am sure I would be able to manage the department successfully as I am good at supervising people and at giving clear instructions. I feel that I would be ...
4. **I wish to apply for the job you have advertised. Please send me further details.**
5. *I noted with interest your advertisement for a Marketing Assistant in today's Daily Planet*
6. I am writing about the job in your advertisement in today's Evening post. I am having five years experience in the export and import trade as well as the qualifications you ...

7. **I am ambitious my present job doesn't offer me the chance to expand.**
8. *If you consider that my experience and qualifications are suitable, I would be available for interview at any time.*
9. **I enclose a C.V, which gives full details of my qualifications and work experience. In support of my application, I should like to mention the following- points:**
 - I. Although my present employers are first-rate and our relationship is excellent, I am keen to extend my range and am looking for a more rewarding and challenging post.
 - II. I would be grateful if I could discuss the post available in person and perhaps go into my background and my suitability for the post in more detail.**

EXERCISE 3 *Read model letters of application paying special attention to the difference in the layouts. In the margins place the following headings for each element of the letter*

Elements of letter of application

- o Refer to the advertising
- o Mention the position and apply for it
- o Say why you are applying
- o Highlights of education / job experience / personal qualities (related to position offered)
- o Reason for leaving your present position (be positive!)
- o Ask for a job interview.

American Letter of Application

Johnstrasse 34
A-1140 Vienna
Austria

26 May 2001

Diem, Jespersen & Guthrie 147
East Wacker Avenue Chicago IL
60601

Gentlemen:

I refer to your advertisement in today's Chicago Herald and wish to apply for the position of auditor.

My university training and job experience in accounting and related fields plus my facility with three languages would be an asset to your multinational corporation.

As an editor of the university newspaper I had the opportunity to put management skills to practical use. The job required drive, tact and initiative and I was able to prove that I possess these qualities.

Although I am not unhappy in my present position I would like to work abroad. I know Illinois from the time I spent at the University of Michigan as an exchange student, and I am sure I would enjoy living there.

Next month I will be visiting my friends in the States and could arrange to be in Chicago for a job interview. Please let me know when it would be convenient for you to see me. My telephone number in Austria is 01-9432522, from June 3 to 27 you can reach me under 313 - 577-9702

Truly,

Thomas Billinger

Thomas Billinger

Encl

British Letter of Application

28 Colkett Drive
NORWICH NR6 7ND
Tel: 0603/47 083

25 January 2001

Ms Jill Holden Personnel
Manager AGM plc 52
Boundary Road
CAMBRIDGE CB1 2JB

Dear Ms Holden

Following our telephone conversation of today I am sending you a copy of my CV as requested.

The experience that I have acquired both during the course of my studies and in previous employment is directly relevant to the work of your marketing department, and I feel that my abilities would be a real asset to your company.

You indicated that there is a strong possibility of a vacancy occurring in the near future and I hope you will consider me for the position when it comes up.

As you can see from the enclosed CV, my knowledge of three European languages and my love of traveling would greatly benefit the increased trade fair activities that you are contemplating. At the same time my interest in modern art, though on an amateur level, is nevertheless extensive and could be put to good use if you decide to venture further into the field of art sponsorship.

May I repeat that I can come for a job interview at any time and am available to begin work immediately.

Yours sincerely,
Irene Palmer-Fitz

Irene Palmer-Fitz

End

EXERCISE 4 Job requirements. Here is a list of requirements for different jobs. Consult your dictionary and find the appropriate Russian equivalents

consistent	<i>to be</i>	<i>to have appropriate</i>
perceptive	sociable	professional qualification
disciplined	aggressive	sound practical experience
dependable	mature	integrity
broad-minded	self-motivated	talent
enthusiastic	conscientious	the ability to establish rapport
constructive	dedicated	drive
resourceful	patient	a proven track record
enterprising	bright	stamina
determined	cooperative	flair
creative	efficient	aptitude for ...
		industrial experience

EXERCISE 5 Choose five requirements from the above list for each of the following people and place them in order of priority:

Order of priority	a sales executive	a bank manager	a chief accountant	a teacher
Essential				
Important				
Preferable				
Irrelevant				

EXERCISE 6. Read two sample letters "American resume" and "Curriculum Vitae" and pay attention to the differences in their layouts. Mark in the margins where each of the following headings should be placed.

<p>RESUME:</p> <ul style="list-style-type: none"> ➤ your name, address, telephone number ➤ education ➤ employment (both starting with most recent item) ➤ additional activities or skills ➤ interests ➤ personal data ➤ references
--

<p>ELEMENTS OF a C.V.</p> <ul style="list-style-type: none"> ➤ personal details: name, address, telephone number, date of birth, nationality, marital status ➤ education ➤ employment ➤ additional activities or skills ➤ interests ➤ references

CURRICULUM VITAE

NAME: Irene Palmer-Fitz

DATE OF BIRTH: 3 October 1976

NATIONALITY: Austrian

MARITAL STATUS : Married

ADDRESS: 28 Colkett Drive, Norwich NR6 7ND

TELEPHONE: 01603-47036

EDUCATION.

1986 - 1994: Grammar School, Krems, Austria

1994 - 1999: Vienna University of Economics and Business Administration, M.A. in Business Administration

January - May 1997: Exchange Student at the University of Surrey, England

POSTS HELD:

June - December 1998: Part-time receptionist at the Hilton Hotel, Vienna

March - June 1999: Freelance translator with Global Advertising, Vienna

October 1989 - July 2000: Junior executive, European Department, Global Advertising, Vienna

September 2000 - Present time: Marketing executive. Excelsior Essbestecke AG, Vienna

Responsibilities: European field surveys, planning of advertising campaigns and liaison with firm's advertising agencies in Europe, in-house co-ordination and attendance at relevant trade fairs

COURSES AND SEMINARS ATTENDED:

1995 Summer course: English for Business and Commerce, Norwich

1996 Summer School: International Business, City of London Polytechnic

LANGUAGES: Native language German, excellent knowledge of everyday and business English, adequate basic French

HOBBIES AND INTERESTS: Sailing, travelling, modern European painting and sculpture.

REFERENCES:

Dr. Frank Murphy
Department of Economics
University of Surrey
tel.# 01483-259980

Elisabeth Wlaschek
Personnel Manager
Excelsior Bestecke AG
431 - 330 68 61

American resume

THOMAS BILLINGER
Johnstrasse 34 A-1140
Vienna, Austria
Telephone:01-9432522

EDUCATION: University of Michigan
School of Business Administration
Exchange Program, summer term 1992
Vienna University of Economics and Business Administration
M.A. (Econ.) February 1992
Course of Studies: Commerce
Commercial High School, Graz Graduation
June 1987

EMPLOYMENT: Assistant Financial Manager
Major responsibilities:
March 1993 to present - Preparation of internal and external financial reports
- Translation of German-language financial statements and conversation to U.S. generally accepted accounting principles
Liaison with independent auditors
Multicorp GmbH, Vienna
September 1992 to March 1993 Management Traineeship in all departments with emphasis on the financial department

July 1991 Industrial Society, London
Accounting department
Chase Manhattan, Vienna General back office duties

August 1990 Communication and negotiation seminar by Careers Advisory Service of the university

SEMINAR ATTENDED:

LANGUAGES: First language German, fluent English, working knowledge of Spanish

INTERESTS AND ACTIVITIES: Editorial position on student newspaper, member of the university choir, keen tennis and jazz player

PERSONAL DATA: Birthdate: 24 February 1968
Marital status: single
Compulsory military service completed

REFERENCES References will be provided upon request

EXERCISE 7 Find Russian equivalents for the following job application phrases

With reference to your advertisement in "Trade Journal", reference No. 341 I read

your advertisement in "The Economist" of March 4 with interest

Professor XY of my university has drawn my attention to the fact that you are looking for...

I wish to apply for the position of...

I feel that my qualifications and abilities make me suitable for the job...

I am sure that your company will benefit from my education and practical experience.

I would particularly draw your attention to (highlights from c.v.): I speak three European languages fluently.

... the fact that I graduated from the university in the minimum time

I majored in Commerce / Business Administration / Economics / Business Education

... with special emphasis on SMEs (small and medium sized enterprises) / bank management/...

frequent periods of residence abroad

my experience in various holiday jobs / part-time experience in banking.

Last year I took a language course in...

I participated in an exchange programme with the University of Surrey

At the firm where I am now employed, my duties are to...

Personally I feel I could contribute a great deal to your marketing team.

My personal commitment would be a benefit to the whole personnel department.

I would welcome the challenge of working with a lively team.

I look forward to being invited to a job interview.

EXERCISE 8 Write letters of application in response to the following advertisements. Follow this plan:

confirm that you wish to apply and say where you learned about the job say why you are interested in the position and relate your interests to those of the company show what you can contribute to the job by highlighting your most relevant skills and experience indicate your willingness to attend an interview (and possible state when you would be free to attend)

.....TMA
UNIVERSAL *Moscow, Leninskiy prospect 1, 15th*
PERSONNEL *floor, office 1501, 1502 Telephone (7-095)*
959 - 9346/ 9546 Fax / Phone (7-095) 959 - 9217/9259 E-
mail: universa @ corbina ru

Head of Reception for Management Consulting Company
(female, 25-37, Fluent English, 3 years experience in similar
position with Western company, overall control of reception,
train, supervise & organize team of receptionists, not career
oriented). Salary negotiable, resume for Maria.

Universal Personnel

Tel / Fax: 959 -9346 / 9217 / 9285

Director of trade department

Five years experience in selling to retail
customers. Benefit to food products.
Basic computer skills. Education. Basic
English. Liability motivations.

Fax 234 -1667 E-
mail: sgyacis@glasnet.ru

HineS *A major American developer is*
Moscow seeking qualified candidates for
the position ...

Responsibilities of this position will
include general secretarial duties,
interpreting and written translation.

Requirements include-

- *Excellent English language skills*
- *Professional computer and typing skills*
- *Responsible personality: age 23 -40*
- *Self starter, ambitious and confident*
- *Personally well-organized*
- *Experience at a construction or*
development company Please fax
your resume and cover letter to the
Human Resources Department:
(095) 956 - 5920

Macmillan Publisher Ltd

EUROPEAN

REPRESENTATIVE

Macmillan wish to appoint a European Representative to sell the group lists in parts of Scandinavia and in German speaking countries. We are looking for a graduate who wishes to make a career in sales and marketing, who should be prepared to travel approximately five months per year: fluent German and a clean driving license are essential. Drive, enthusiasm and an ability to work on his / her own is important.

Personnel Department The job is based in our offices in Basingstoke and a car will be provided when needed for overseas travel. Please apply with full CV, quoting reference MP / 117/38/G to:

Jennifer Grice Macmillan Publisher Ltd

Houndsmill Basingstoke Hampshire

RG2 2XS

An equal opportunity employer operating a no-smoking policy.

CHIEF ACCOUNTANT

Western engineering company is looking for a candidate to fill the position of the Chief Accountant for its representative office and Russian subsidiary.

FUNCTIONS:

- Providing accounting in Russian and GAAP / IAS format
- Reporting to local tax authorities and funds¹ Responsible for management of a department of three other staff
- Reporting to the expatriate Finance Director

REQUIREMENTS:

- Russian qualified accountant
- At least three years experience with a project based company
- Experience with a western company, including reporting to Head Office
- Fluent English

*Please fax your CV
to (095)956 3312/17*

Finance Directorate

DIRECT SERVICES ACCOUNTANT

Negotiable salary

Plus

- subsidised leased car
- performance related pay
- generous relocation scheme including mortgage subsidy
- flexible working hours The Council's direct services organisation have

completed successfully for contracts of building maintenance, refuse collection, grounds maintenance, other cleaning and the management of sports and leisure facilities.

We are looking for a qualified accountant who is confident with computerized general ledger systems.

The postholder will be reporting to the direct services managers on a daily basis but will be professionally accountable to the Director of Finance.

Please ring our 24 hour recruitment line on (01403) 64257 or write to Personnel, Park Hours, North Street, Horsham, West Sussex RH12 1PL

Assistant
Personnel *Officer*
London £20K

A recent reorganization within our Personnel Department has created this opportunity for an all-rounder to move into the fast developing world of financial services. As an insurance company with over 4,500 staff nationally, we are constantly evolving in response to market needs and business opportunities.

Ideally a graduate and with at least one year's personnel experience, you will provide a full service to our Head Office staff. In this generalist role you will cover all aspects of a professional personnel service, including recruitment, salary reviews, administration and discipline. You should be studying or be prepared to study, for IPM membership. Benefits include a preferential mortgage interest rate after one year, pension scheme, interest free season ticket ban and subsidized restaurant facilities. Please send full details, including current salary to Mr I. Seehra, Personnel Officer, United Friendly Insurance plc, 42 Southwark Bridge Road, London SE1 9HE. It is anticipated that interviews will be held in early November. *UN/TED FRIENDLY INSURANCE*

The Russian Journal

приглашает

СТУДЕНТОВ

ДЛЯ СЕКРЕТАРСКОЙ РАБОТЫ

в вечернее время и в выходные дни.

Компьютерная грамотность и базовое знание английского языка являются необходимым условием.

Присылайте резюме на английском языке с пометкой STU / SEC по факсу 959 - 2408 или по электронной почте на адрес: jobs@russijournal.com

EXERCISE 9 Write your own C. V. or Resume

EXERCISE 10 Make up a C. V. or Resume that would best suit the prospective employers. Use one of the advertisement from exercise .

A Letter of Recommendation

EXERCISE 11 Scan the text below and highlight a few general points about how to write a letter of recommendation.

HOW TO WRITE A LETTER OF RECOMMENDATION

When students apply to undergraduate or graduate programs abroad, the application process usually includes at least two recommendations from teachers or professors who can honestly evaluate the student's academic ability and potential as a scholar. These letters count a lot in making the decision on whether or not to accept the students so it is important that you provide the admissions committee with the kind of information that is most helpful. Your American colleagues are relying on your judgement and expertise to help them make the right decision.

Only agree to write a recommendation if you can write a positive one. It is best to be honest with the student and tell him or her to ask someone else if what you have to say is going to hurt chances of acceptance.

Find out what the student's specific goals are before you begin writing the recommendation. You want to emphasize the aspects of her/his personality and academic performance that relate to that goal.

The letter should include:

1. Your status - position at the university or job title. How long have you known the student and in what capacity (as a teacher, an adviser, a research supervisor, etc.)

2. The better you know the student, the more effective your recommendation will be. They want specifics, NOT generalizations. It is good to say that someone is hardworking and organised, but you need to back up these statements with concrete examples. "Julia is a hardworking student. Her research project on unemployment in Akademgorodok was thorough and was an impressive demonstration of her ability to work with and analyse statistics." Talk about what the student has done and is capable of doing. What is it exactly about the student that makes her or him special? Why do you think this student would benefit from studying abroad?

3. Evaluate the student by comparing him or her with other students you have observed in your work. The following is a suggestion of categories you may wish to use for comparison. You can use phrases such as excellent, very good, average, or below average.

<ul style="list-style-type: none"> > Intellectual Ability > Teaching Potential > Knowledge of Field > Resourcefulness and Initiative >• Motivation to Pursue Graduate Study > Potential for Significant Future Contribution in Field 	<ul style="list-style-type: none"> > Work Habits > Seriousness of Purpose > Emotional Maturity ^ Adaptability to New Situations
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4. Quantify your impressions. Is the student in the top 5% of his or her classmates, top 10%, 25%, 50%?

One page is sufficient. Quality, not quantity, is what is important. Make every sentence count. Do not put something in if an immediate connection cannot be made between that information and the student's ability to participate in the program.

EXERCISE 12 *Read the following sample letters of recommendation carefully. Highlight and translate into Russian the phrases used to characterize the applicant. Notice the layout and identify the point of each paragraph*

#1

Mr Richard Steiner
 SUNY System Administration Office
 State University Plaza, Room N 5 1 7
 Albany, NY 12246
 May 17, 1999

Re: Ms.N/Mr. N

Dear Mr. Steiner:

It is my pleasure to say a few words about Ms. N / Mf. N who was one of my outstanding students in an upper level course, Economics of Growth and Development. N was a student of high standards. She /He was determined and hard working with an abstract mind and concrete behavior.

Throughout the semester she / he proved to have a good grasp of the problem under consideration and the way to look for a solution. Her / His approach to problem solving was thorough and comprehensive. He /she is charming and friendly. With all his / her qualifications I do not hesitate to recommend her/ him strongly for the position he / she is applying for I have no doubt that he / she will be an asset to your institution. Please feel free to call me if I could be of any assistance to your decision making.

Sincerely,

Farrokh Hornozi,
Ph.D. Professor of Economics

P.S. Since during the summer time I will not hold my regular office hours you can call me at my home number, (516) 937-1348

#2

May 15, 1999

To whom it may concern:

I have known Ms. N / Mr. N for a year as a student in my class of Environmental Economics at Pace University.

Ms. N / Mr. N proved to be a conscientious student who was always prepared and who exhibited a serious interest in the subject matter. I might add that N's command of the English language, written and spoken, is close to perfect, and she /he had no problems in assimilating to what must be a different set of personal and communal mores. I have also had the opportunity to learn that a colleague of mine, with whom Ms. N / Mr. N had taken an advance course in Economics, was also full of praise for N's manners and work habits.

In conclusion, I strongly recommend Ms. N / Mr. N, who, I am sure, will prove to be a valuable addition to your institution.

Sincerely yours,

Prof. Ghassan Karam

#3

May 30, 1999

To Whom It May Concern:

I am writing this reference for Mr. N / Ms. N, who worked as a student aide in the Cooperative Education Office of Pace University in White Plains from March 1, to May 15, 1999, when she / he was an exchange student.

During this time, I found N to be very intelligent, hardworking, mature and highly competent. He / She performed tasks with ease and efficiency. His / her communication skills are excellent. She assisted employers, students and staff on the phone and in person in a professional manner. He / She was dependable and trustworthy.

N is an outstanding worker. He / She will be an asset to any employer. I recommend her/ him

without reservation.

Sincerely, *Язyeina*

'Bassano

Angelina Bassano
Associate Director
Cooperative Education

#4

June 28, 1995

To Whom It May Concern:

Please be advised that I am the Internship Supervisor for Ms. N. N's internship was funded by the United States Information Agency Freedom Support Act Undergraduate Program through the Institute of International Education.

N is a highly fluent and idiomatic English speaker and writer. Her Business / finance educational background allowed her to easily fit in to our complex financial operations. She was assigned to support the Morozov Project which is funded by the US Agency for International Development. This project is the largest business development and training project currently being funded in Russia and the former Soviet Republics. Her business/accounting skills and language capabilities helped her administer the US based project office by preparing all required federal expenditure documents while our two projects' staffs were on assignment in Russia. Ms. N is adept at using and transmitting documents through Internet and has learned many of the significant accounting requirements of US funded activities.

N easily adjusted to our office routines, is highly cooperative and willing to take on any task and then to do it professionally and on schedule. She was very reliable in-time and attendance. N has well developed interpersonal skills to go along with his/her her exemplary technical abilities. I recommend her without reservation to any international or Russian firm doing business in Russia and /or the United States that requires a highly fluent English speaker in addition to business / accounting skills.

Sincerely, *Richard*
Steiner

Dr. Richard Steiner
Director and Operations Manager

#5

LUBIN SCHOOL OF BUSINESS
PLEASANTVILLE, NY 10570
(914)773-3200 FAX (914)773-3785

To Whom It May Concern:

I am writing this letter at the request of N. My association with N began in January 1 1998 while he / she was a student in an advanced accounting yourself was teaching). Because I have been able to observe N for the past four months I believe I can make a uniquely informed recommendation.

At the beginning of the semester N stood out as a motivated, dedicated, intelligent individual. He / she was genuinely interested in understanding and mastering the complex accounting issues I introduced to the class. As time passed, he / she proved to be one of the top students in the class and earned my respect for his / her effort and participation which contributed much to the success of the course.

Oddly enough, it was not until four weeks into the semester while talking to N that I became aware that he / she was an exchange student from Russia. He / she spoke excellent English, and exhibited superior writing skills. I was very impressed his/ her with cultural diversity and his/her and intellectual abilities. His / her peers admired him / her I heard nothing but (good comments) from other professors. N's family and country should be very proud of his / her accomplishments and his / her participation as a goodwill ambassador while in the United States.

In summary N is an outstanding individual with tremendous potential. I believe what ever endeavor he / she chooses he/she contribute intelligence, personality, standard desire, and he / she will whatever he/she does better. I recommend him / her enthusiastically and I am proud to have been able to share in his / her academic experiences as their's contributed much to my experience.

Janes P. Clementt

James P. Clement
Professor of Accounting
May 12,1994

EXERCISE 13 Write a reference (a letter of recommendation) for a good friend of yours who is applying for a grant to work on a project in the field of economics. You consider him/her quite eligible for the grant.