

INTRODUCING INTELLECTIVE DISCOURSE

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Учебное пособие предназначено для обучения бакалавров всех направлений, изучающих английский язык повседневного общения. Целью его является формирование основополагающих компонентов коммуникативной компетенции, на основе которых создается прочная база для последующего овладения языком делового и профессионального общения.

В пособии предлагаются всевозможные подходы к анализу публицистического текста, его структуры, контента и импликаций. Особый акцент делается на отработке минимума общенаучной лексики, необходимого и достаточного для активного интеллективного общения. Заключительный раздел каждого содержательного модуля нацелен на совершенствование интегрированных навыков аудирования, чтения, дискуссии, критического анализа и письма.

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Unit 1

LANGUAGE
AND
SOCIETY

UNIT 1 LANGUAGE AND SOCIETY

Lead-in Practise reading the following words and collocations.

- a) launched; unprecedented; aspiration; environment; especially; medicine; consumerism; influence; calculation; economic; economy; superior;
- b) special development; artificial languages; man-made hybrids; above all; 'media' industries; significant event; technological change; bilingual secretary; news- journalism; development programs; major corporations; mass entertainment; worldwide phenomenon;
- c) newspapers and broadcasting; science and industry; courts and civil service; trade and finance; invention and manufacture; to advertise and market; richness and power; abolishing and inventing;
- d) the idea of a language; currently used by people; real roots in any community; accepted as a fact of cultural life; to be underestimated; a vital means of intercommunication; demands of modernization; with a few exceptions; measured by the opposition of its old rival; despite these efforts; to take a series of measures; to check the spread of; what is true of individuals and companies applies to; used at all levels of society; benefits of the standardizing process; a variety of English; still largely controlled by;
- e) Australia, Canada, India, Malaya, New Zealand, South Africa, Singapore, Japan, China, Indonesia, the Philippines, the United Kingdom, the United States.

Country	Nationality	Nation
Denmark	Danish	the Danes
Holland (the Netherlands)	Dutch	the Dutch
Scotland	Scotch	the Scotch /Scots
Switzerland	Swiss	the Swiss
Portugal	Portuguese	the Portuguese
Japan	Japanese	the Japanese
China	Chinese	the Chinese

READING

A UNIVERSAL LANGUAGE

1. The idea of a language that could unite the world goes back to the late 17th century. It had a special **development** a century ago when, in 1887, Dr. Zamenhof **launched** Esperanto, still the most popular of the many artificial languages, currently **used** by between seven

and twelve million people. But the thing is, that neither Esperanto nor Interlingua, Novial and Interglossa, all man-made hybrids, have real roots in any community.

2. One cannot deny that it is the English language that has all the benefits for becoming the global language of our time.
3. The first step of the global spread of English can be found in former British colonies, where English as a second language has become **accepted** as a fact of cultural life. English is a vital **means** of intercommunication and is used at all levels of society: in local English-language newspapers and broadcasting, in public administration, in university education, in science and industry, the courts and the civil service. It also **provides** the everyday basic vocabulary. The cross-cultural spread of English is unprecedented. It is more widely used than any of the other colonial languages like French, Portuguese and Spanish.
4. At a second, equally important level, global English has become the one foreign language that the world wants to learn. Some countries such as Singapore, Japan, China, Indonesia and the Philippines exhibit this aspiration more than others. One basic force is an international need and desire to **communicate**. The more English-speaking the world gets, the more desirable the language becomes to all societies. English is the language of the ‘media’ industries – news-journalism, radio, film and television. Almost any international press conference held to disseminate **information** about an internationally significant event will be conducted in English.
5. It is well known that the demands of modernization, technological **change** and international finance provide the main reason for global English, the language of the multinational corporations. Of the **leading** countries in world trade, eight are countries in which English either is an official language or was an official language in colonial times: Australia, Canada, India, Malaya, New Zealand, the United Kingdom, and the United States. The pressure to learn English in this environment is strictly commercial. A businessman who doesn’t know English and who has to run to his bilingual secretary is at a serious **disadvantage**.
6. What is true of individuals and companies **applies** to countries. If the people do not know English they cannot benefit from multinational development programs. Being the language of international trade and finance, it is the language of technology, especially computers, of medicine, of the international aid bodies.
7. The power of English is confined not only to the invention and manufacture of new technology. All major corporations advertise and market their products in English. English as the language of international pop music and mass entertainment is worldwide phenomenon. With a few exceptions, the culture of popular entertainment and mass consumerism is an Anglo-American one, expressing itself in a variety of English.
8. It is generally accepted, that the global **influence** of English can be measured by the opposition of its old rival, French. For centuries, French was the international language *par excellence*. The French have cherished their language through the *Academie Francaise*, but it was not until the mid-1970s that French Presidents became very **concerned** about the future of the French language. They took a series of measures to check the spread of *la Langue du Coca-Cola*, abolishing borrowed words where possible and inventing

suitable French alternatives. Despite these **efforts**, it is estimated that, in a newspaper like *Le Monde*, one word in 166 will be English. Another calculation claims that about one-twentieth of day-to-day French vocabulary is composed of anglicisms.

9. Still, it is the non-linguistic forces – cultural, social, economic and political – that have made English the first world language in **human** history. This means that language is neutral, passive; only the ways it is used make it active. Why does English inspire affection not only among those for whom it is the mother tongue, but also among those for whom it is a foreign language? The richness and power of English was summarized in the nineteenth century by the great German philologist Jakob Grimm when he wrote, “In wealth, wisdom and strict economy, none of the other living languages can compete with it”. But is it, in fact, ‘better’, ‘superior’, ‘more expressive’, ‘richer’ than other languages?

(from *The World of English* by Brian Green)

Use THE with countries with more than one word	Don't use THE with countries with one word
islands the Russian Federation the United Kingdom the Philippines }	Italy China Japan }
<i>Except:</i> Great Britain	<i>Except:</i> the Netherlands

CORE VOCABULARY

1. **accept** *v*

~ an offer/an invitation/ assistance/ an award – принять предложение/ приглашение/ помощь/ награду

~ sb's resignation/ viewpoint – принять чью-либо отставку/ точку зрения

~ the fact (that)... – принять тот факт, что...

~ sb as (a member)... – принять кого-либо (в члены)

gladly/ willingly/ readily ~ sth – с радостью, охотно, с готовностью принять что-либо

It is generally accepted that... – Общеизвестно, что...

Accepting all this... – Учитывая все это, ...

acceptable *adj*

completely/ fully/ quite ~ – абсолютно/ полностью приемлемый

2. **advantage** *n*

major/ significant/ slight/ obvious/ added ~ – основное/ значительное/ незначительное/ очевидное/ дополнительное преимущество

have/ enjoy an ~ of knowing the language — иметь преимущество владения языком
gain/ get an ~ in sth over sb /sth — добиться преимущества в чем-либо над кем-либо
be to sb's — давать преимущество, идти на пользу кому-либо
take an ~ of sth — воспользоваться преимуществом в чем-либо

disadvantage *n*

have ~ s — иметь недостатки/ дефекты
be at a serious ~ находиться в очень невыгодном положении/ проигрывать

3. apply *v*

~ the achievements/ the rule — применять достижения/ правило
~ extensively/ consistently — применять широко/ последовательно
~ for a job/ post/ permission/ visa/ loan — подать заявление на работу/ должность/ разрешение/ визу/ ссуду
~ to the Committee for a grant — обратиться в Комиссию за грантом
~ directly/ online — обратиться напрямую/ по интернету
applied sciences — прикладные науки

application *n*

proper/ incorrect ~ — надлежащее/ неправильное применение
~ of new techniques and technologies — применение новых методов и технологий
~ form — заявление-анкета/ бланк для заявления
fill in/ fill out/ submit/ approve/ reject/ withdraw an ~ — заполнить/ подать/ одобрить/ отклонить/ забрать заявление

4. change *v*

~ your opinion/ your outlook/ the subject — изменить свое мнение/ взгляд/ тему
~ fundamentally/ a great deal/ slightly/ gradually — изменять (-ся) коренным образом/ значительно/ незначительно/ постепенно
~ to sth — переключаться/ переходить на...
~ your mind — передумать

change *n*

minor/ qualitative/ quantitative/ further ~s — незначительные/ качественные/ количественные/ дальнейшие изменения
cause / bring about ~ s — приводить к изменениям
introduce ~ s — вносить изменения
suffer / undergo ~s — испытывать/ претерпевать изменения

5. communicate *v*

~ directly/ effectively — передавать непосредственно/ успешно
~ by email/phone — передавать по почте/ телефону
~ with — общаться/ поддерживать связь с кем-либо

communication *n*

poor/ two-way ~ — плохая/ двухсторонняя связь
establish/ promote/ facilitate ~ — устанавливать/ расширять/ укреплять связи

a means of intercommunication — средство международного общения
lack of/ break in ~ — отсутствие связи/ сбой в коммуникации

6. **concern** *v*

~ the issue/ the problem — рассматривать / затрагивать вопрос, проблему
be (mainly) ~ed with real facts — иметь (в основном) дело с реальными фактами
be / become / feel ~ed about the future — беспокоиться о будущем
as ~s sth / as far as sth is ~ed — что касается

concern *n*

growing/ deep/ public / legitimate ~ over/ at sth — растущая/ глубокая/ общественная озабоченность по поводу чего-либо

a matter of great ~ — очень важное дело

primary ~ of the study — первоочередная задача исследования

cause/feel/ express/ share ~ — вызывать/ испытывать/ выражать/ разделять озабоченность

concerning *prep* — относительно чего-либо

7. **develop** *v*

~ an idea/ a strategy/product — развивать / разрабатывать идею/ стратегию/ продукт

~ gradually/ rapidly — развиваться постепенно/ быстро

~ sth further — далее развивать что-либо

recently/ newly ~ed — недавно/ вновь созданные

development *n*

~ programme/ grant — программа развития/ грант на развитие

all-round/ sustainable ~ — всестороннее/ устойчивое развитие

support/ encourage/ promote ~ — поддерживать/ стимулировать развитие

developments *n*

recent ~s — недавние/ последние события

8. **effort** *n*

huge/ joint/ mental/ physical ~s — огромные/ совместные/ умственные/ физические усилия

make an ~/ no ~ — делать усилия/ не предпринимать никаких усилий

abandon/ continue your ~s — отказаться от/ продолжать усилия

without any ~ — без малейшего усилия

despite all ~s — несмотря на все усилия

9. **human** *adj*

a ~ being — человек

~ activity/ nature/ intelligence/ relationships/ rights — человеческая деятельность/ натура/ человеческий интеллект/ человеческие взаимоотношения/ права человека

humane *adj*

~ treatment/ person — человеческое / гуманное обращение/ гуманный человек

Ant. inhumane conditions — нечеловеческие условия

humanity *n* ~ — человечество/ гуманность
the humanities — гуманитарные науки

10. influence *v*

~ behavior/ mentality — влиять на поведение/ менталитет
strongly/ negatively/ significantly/ indirectly ~ sb/sth — сильно/ отрицательно/ значительно/
косвенно влиять на кого-либо
be ~d by new ideas — оказаться / находиться под влиянием новых идей

influence *n*

~ with the youth — влияние среди молодежи
~ over the readers — влияние на читателей
enormous/ growing/ profound ~ on sb/sth ~ — огромное/ возрастающее/ глубокое влия-
ние на кого-либо/ что-либо
have/ exercise/ gain/ extend ~ — иметь/оказывать/ приобретать/ распространять влияние
come/ fall under the ~ of sb/sth — попасть под влияние кого-либо/ чего-либо

11. information *n*

available/ further/ confidential/ useful/ up-to-date/ valuable ~ — имеющаяся/ дополнитель-
ная/ секретная/ полезная/ современная/ ценная информация
accumulate/ ask for/ collect/ obtain/ process ~ — накапливать/ запрашивать/ собирать/
получать/ обрабатывать информацию
disseminate / provide/ offer ~ about /on / regarding sth — распространять/ предоставлять/
давать информацию о / по / касательно чего-либо
disclose/ exchange/ pass on ~ раскрывать/ обмениваться/ передавать информацию
source of ~ — источник информации
~ retrieval — извлечение/ поиск информации

12. launch *v*

~ a business/ massive campaign/ project/ scheme/ new product — начать дело/ развернуть
широкую кампанию/ запустить проект/ программу/ выпустить новый продукт
officially/ successfully/ nationally ~ sth — запустить что-либо официально/ успешно/ по
всей стране

13. lead, led, led *v*

~ a group/ organization — возглавлять группу / руководить / управлять организацией
~ to the decay/ unexpected results — приводить к упадку/ к неожиданным результатам
leading countries — ведущие страны

leadership *n*

~ qualities/ skills — лидерские качества / навыки
strong/ poor ~ — сильное/ слабое руководство
under firm ~ — при жестком руководстве
provide/ take over ~ — обеспечить / принять на себя руководство

14. mean, meant, meant *v*

~ correct understanding of the problem — означает верное понимание проблемы

It is meant (specially) for... : — Это предназначено (специально) для...

This ~s that — Это значит, что...

By this we ~ that — Под этим мы имеем в виду, что...

means *n*

a means (sing.) — means (pl.)

a common / principal / reliable ~ — распространенное/ основное / надежное средство

legal / illegal/ available ~ — законные / незаконные / имеющиеся в распоряжении средства

by ~ of — посредством/ путем

by no ~ — ни в коем случае

by all ~ — непременно/ обязательно

the end justifies the means — цель оправдывает средства

15. provide *v*

~ education/ explanation/ ID — давать / предоставлять образование/ объяснение/ удостоверение личности

~ with necessary statistics/ with the means of subsistence — обеспечивать необходимыми статистическими данными/ средствами существования

~ for the family — обеспечивать семью

provided (that) / providing (that) *conj* — при условии / в том случае, если...

16. use *v*

~ the opportunity/ chance to do sth — воспользоваться возможностью/ шансом сделать что-либо

~ effectively/ constantly — использовать эффективно/ постоянно

be properly/ widely ~d — использоваться должным образом/ широко

use *n*

extensive/ proper/ appropriate ~ of sth. — широкое/ верное/ надлежащее использование чего-либо

make (good) ~ of — (широко) использовать

come into ~ / go out of ~ — войти в / выйти из употребления

be in common ~ — часто употребляться/ использоваться

be no longer in ~ — больше не использоваться/ выйти из употребления

A. COMPREHENSION CHECK

A1 Find in the Text and read off the answers to the following questions.

1. What time does the idea of a universal language go back to?
2. Which of artificial languages is currently most popular?
3. Where can the first level of the global spread of English be found?
4. How is English used in former British colonies?

5. What has happened with global English at a second level?
6. How can the global influence of English be measured?
7. What made English the first world language?
8. How did the great German philologist Jakob Grimm summarize the richness and power of English?

A2 Agree or disagree with the following statements. Support your opinion, using the phrases from the box.

I can't agree with the statement. *Quite (on) the contrary.*
I can't agree more. *(It's) quite so.*
In general that's right, but something should be added/ specified/ clarified.

1. The English language is now one of Britain's most reliable items of export.
2. The influence of movies on the spread of English was – and still is – incalculable, an influence now intensified by the worldwide dominance of American TV programs and advertising.
3. Any educated person on the globe is at a serious disadvantage if he does not know English.
4. English is better, superior, more expressive, richer than other languages.

A3 Give good Russian variants of the most problematic sentences from the Text (in writing). Think twice about the passages in bold type.

1. One cannot deny that **it is the English language that** has all the benefits for becoming the global language of our time.
2. It also provides the **everyday basic vocabulary**.
3. **At a second, equally important level**, global English has become **the one foreign language** that the world wants to learn.
4. **The pressure to learn English** in this environment is strictly commercial.
5. **What is true of individuals** and companies applies to countries.
6. The power of English **is confined not only to the invention** and manufacture of new technology.
7. For centuries, French was **the** international language *par excellence*.
8. **It was not until the mid-1970s that** French Presidents became very concerned about the future of the French language.
9. **It is the non-linguistic forces that** have made English the first world language in human history.
10. Only **the ways it is used** make it active.

B. VOCABULARY AND STRUCTURE

B1 Provide the most suitable Russian equivalents for the following English collocations from the Text:

To launch Esperanto; all man-made hybrids; to have real roots in any community; to become accepted as a fact of cultural life; to provide the everyday basic vocabulary; the cross-cultural spread of English; the language of the 'media' industries; the demands of modernization, technological change and international finance; to be strictly commercial; the pressure to learn English in this environment; to be at a serious disadvantage; to benefit from international development programs; the culture of popular entertainment and mass consumerism; to be measured by the opposition of its old rival; to cherish their language through the *Academie Francaise*; to inspire affection.

B2 Find in the Text the English equivalents for the following Russian collocations:

Объединить весь мир; относиться к 17-ому веку; бывшие британские колонии; важнейшее средство международного общения; используемый во всех сферах общественной деятельности; более широко употребляется; второй не менее важный уровень (этап); распространять информацию; что является верным признаком применительно к ...; международные организации по оказанию гуманитарной помощи; широко распространенное явление; за некоторым исключением; несмотря на эти усилия; установлено (подсчитано), что... .

B3 With the Core Vocabulary in mind,

a) give good Russian variants of the following collocations:

to accept an award; accepting all this; to gain advantage; to be at a serious disadvantage; to apply consistently; to undergo changes; to change one's mind; two-way communication; to become concerned about the future; deep concern; to develop a product; sustainable development; despite all efforts; to make no effort; the human nature; a humane person; the humanities; to influence the mentality; to gain influence; confidential information; up-to-date information; to launch a business; to launch a scheme; to lead to the decay; poor leadership; by this we mean that...; principal means; to provide education; provided; to be properly used; to make good use of; to be no longer in use.

b) give English equivalents of the following collocations:

признавать чьи-либо взгляды; общепризнанно что...; воспользоваться преимуществом в чем-либо; прикладные науки; применение новых методов и технологий; изменяться коренным образом; качественные изменения; поддерживать связь; средство международного общения; беспокоиться о будущем; относительно чего-либо; очень важное дело; развиваться постепенно; развитие общества; невероятные усилия; сделать усилие; права человека; гуманное обращение; человечество; находиться под влиянием новых идей; распространять информацию о...; развернуть широкую кампанию; выпустить новый продукт; вести спокойную жизнь; приводить к неожиданным результатам; энергичное и твердое управление; это предназначено для...; посредством/ путем; давать объяснение; обеспечивать средствами существования; широко использоваться; выйти из употребления.

c) fill in the prepositions:

Enjoy an advantage...knowing the language; gain an advantage...communicating with customers; get an advantage...their peers; it will be...your advantage; be... serious disadvantage; apply... a loan; apply...the Committee...a grant; fill...an application; change...general problems; bring...changes; communicate ...skype; break...communication; he is concerned...ecological issues; we feel concerned...future; public concern...pollution; a matter...great concern; ...any effort; he was influenced...new ideas; fall...the influence; disseminate information...the project; pass... information; lead...the decay; ...firm leadership; take...leadership; he is meant specially..you; ... this we mean that...; ...no means; provide...the means of subsistence; provide...the family; come... use; it is no longer...use.

B4 Develop the following statements using the given phrases.

1. *English has become a world language and is used as a mother tongue on practically all the continents of the world.*

Бывшие британские колонии; принимать как факт (часть) культуры; нельзя недооценивать; важнейшее средство общения; использоваться во всех сферах деятельности; хорошо известно, что; беспрецедентное распространение.

2. *English is the most widespread language on Earth, because it is the language of business, technology, the 'media' industries and popular entertainment.*

Потребность в модернизации; международные финансы; ведущие страны; мировая торговля; рекламировать свои товары на английском языке; необходимость изучать английский язык; быть в невыгодном положении; извлекать выгоду; распространять информацию; проводить пресс-конференцию на английском языке.

3. *The idea that all other languages will die out is absurd.*

Общепризнано, что...; сопротивление конкурентов; быть очень заинтересованным сделать что-либо; выступать в защиту родного языка; отказаться от заимствований; предпринять ряд инициатив, поддерживаемых правительством; остановить распространение.

B5 Using the Core Vocabulary, provide English variants for the sentences below.

1. **[Accept]** Школа с благодарностью приняла эту помощь. В конечном итоге он принял предложение этой компании. Долгое время они не могли принять такую точку зрения. Мексика была принята в члены ОЭС (OECD) в 1994 году. Правительство охотно приняло его отставку. Писатель отказался принять награду. Он пригласил ее на обед, и она охотно согласилась. Общепризнано, что влияние американской массовой культуры велико. Учитывая все это, мы изменили дату конференции. Это вполне приемлемый для нас вариант.

2. **[Advantage]** Английский язык имеет очевидное преимущество над другими языками. Ее опыт дал ей значительное преимущество над другими претендентами на эту должность. Добился ли он преимущества за счет знания трех языков? Если

вы подготовите вопросы заранее, это даст вам дополнительные преимущества. Этот метод имеет то преимущество, что экономит массу времени. Их компания воспользовалась преимуществом низких цен. Те, кто не могут пользоваться этим приложением, находятся в очень невыгодном положении.

3. **[Apply]** Какое правило вы использовали в этом предложении? Нам нужно широко и последовательно применять эти достижения ИКТ. Мы планируем обратиться в Комитет за грантом. Мы обратились в местный совет за разрешением. Они подали заявление на ссуду и получили ее через месяц. Вам необходимо обратиться в авиакомпанию напрямую. Чтобы открыть банковский счет, зайдите в местное отделение (local branch) или обратитесь через интернет. Вам необходимо заполнить эту анкету и подать заявление сегодня. Надлежащее применение новых методов и технологий сделает этот процесс значительно проще.
4. **[Change]** После этого я изменила свое мнение о ней. Политическая ситуация коренным образом изменилась после выборов. Как он мог так быстро передумать? Количественные изменения перейдут (transform into) в качественные к концу семестра. За последние два года банковская сфера в этой стране постепенно меняется к лучшему. В программе было сделано несколько незначительных изменений. Война привела к радикальным социальным изменениям. Мы предпочитаем не вносить никаких дальнейших изменений на этой стадии. Сельское хозяйство претерпевало значительные изменения в этот период.
5. **[Communicate]** В последнее время передавать информацию становится все проще. Телевидение предоставляет политическим лидерам возможность напрямую общаться с людьми. Последние пять лет мы поддерживали с ними связь в основном по почте. Успешное общение важно для моей работы. Мы хотим быть уверены, что между компанией и клиентом существует постоянная двусторонняя связь. Ученым удалось установить связь с космическим кораблем. Эта схема будет способствовать укреплению связей между дочерними компаниями (affiliates). Это повлечет за собой коренные изменения в средствах общения. Нельзя отрицать, что английский язык является в настоящее время важнейшим средством международного общения. Отсутствие связи между членами команды сыграло свою роль в ее поражении.
6. **[Concern]** Мы, в основном, имеем дело с реальными фактами. Действительно ли «Гринпис» беспокоится о будущем нашей планеты? В докладе затрагиваются ключевые вопросы зеленой экономики. Мы очень заинтересованы в том, чтобы найти правильное применение этого нового метода. Что касается прикладных наук, то они выходят на передний план (come to the forefront). Он выразил глубокую озабоченность таким положением дел (state of affairs). Загрязнение Северного моря вызывает все большую озабоченность. Мы разделяем вашу озабоченность по поводу отсутствия подготовки. Это дело огромной важности для всей нашей компании. Основная задача этой книги состоит в том, чтобы верно описать, как применять эту теорию. Я ничего не знаю относительно этого проекта.
7. **[Develop]** Мы планируем быстро разработать совершенно новую стратегию. Я бы хотел развивать и далее эту идею в последующих публикациях. Чтобы остаться на рынке, компании придется срочно разработать новый продукт. Вновь созданные

программы очень эффективны для изучения разговорного английского. В такой школе дети получают всестороннее умственное и физическое развитие. Региональная программа развития была запущена год назад. Следует сделать больший упор на устойчивом развитии. Государственное финансирование будет способствовать развитию киноиндустрии. Последние события еще раз доказали необходимость качественных изменений.

8. **[Effort]** Несмотря на наши невероятные усилия, они выиграли. Он не предпринимал никаких усилий, чтобы изменить ситуацию. Она поступила в университет без малейших усилий. Страны-участницы Киотского протокола должны объединить усилия для защиты окружающей среды. Плохая погода вынудила их отказаться от попыток пересечь Атлантический океан.
9. **[Human]** Это очень типично для человеческой природы. Всю свою жизнь он боролся за права человека. Человек не может жить вне общества. Он один из самых человеческих руководителей, с которыми я когда-либо работал. Он также отметил очень гуманное отношение врачей к пациентам. Искусственный интеллект является угрозой для всего человечества. В последнее время мы наблюдаем растущий интерес к гуманитарным наукам.
10. **[Influence]** Интересно, что влияет на поведение человека в толпе? Эта работа может сильно повлиять на дальнейшее развитие науки. Большая часть Европы оказалась под влиянием идей Ренессанса. Массовая культура оказывает отрицательное влияние на менталитет нации. Многие обеспокоены все возрастающим влиянием этих вебсайтов. Эти факты не имели непосредственного влияния на дальнейший ход событий (course of events). Эти публикации оказывают значительное влияние на пенсионеров. Чтобы решить эту проблему, они использовали свое влияние на местные власти. В юности он попал под влияние идей этого философа.
11. **[Information]** Имеющаяся информация недостаточна, чтобы сделать какие-либо окончательные выводы. Эта информация не только современная, но и очень для нас полезная. Информация была секретной и не должна была передаваться. Работа заключалась в том, чтобы собирать информацию о потребностях клиентов (consumer needs). Если вам нужна дополнительная информация, пожалуйста, звоните в любое время. Информация обрабатывается сразу по поступлении (on receipt). С каждым годом поток информации, с которым сталкивается (confront) человек, возрастает. Вы должны накапливать информацию по этой теме в течение всего семестра. Они не смогли предоставить всю информацию по этому вопросу. Вашей задачей будет распространение информации.
12. **[Launch]** Они начали свое дело в конце 1990-х. Программа инклюзивного обучения в этом регионе была запущена лишь год назад. Их первоочередная задача - развернуть широкую рекламную кампанию. Мы разработали программу международных обменов студентами. Когда вы планируете запустить ваш новый продукт по всей стране? Эта программа будет официально запущена в следующем месяце. Многие выпускники нашего факультета успешно создают свои собственные компании.

13. **[Lead]** Он руководит этой организацией уже пять лет. Кто возглавлял эту группу на конгрессе? Такая система образования может привести к упадку в обществе. Резкие изменения финансовой системы могут привести к самым неожиданным результатам. Слабое руководство компанией привело к огромным потерям, и только твердое руководство может ее спасти. Это решение было одобрено всеми ведущими странами Европы. При таком жестком руководстве мы можем потерять самых креативных работников. Вам придется принять руководство на себя.
14. **[Mean]** Курс предназначен специально для экономистов. Это значит, что вы будете развивать эти навыки (skills) постепенно. Под этим мы имеем в виду, что нашей основной задачей является добиться преимущества экспорта над импортом. Это будет основным законным средством транспортировки. Боюсь, что это может явиться незаконным средством влияния. Путем экономии мы добьемся преимущества над другими компаниями. Ни в коем случае вы не должны распространять эту информацию. Это обязательно повлияет на вашу карьеру.
15. **[Provide]** Московский университет дает лучшее образование в нашей стране. Не могли бы вы дать объяснение такому поведению? Предъявите, пожалуйста, ваши документы. Этот программный продукт обеспечивает ученого необходимыми статистическими данными. Такая работа не может обеспечить вас необходимыми средствами существования. Ему с большим трудом удавалось обеспечивать семью. Информация будет полезной при условии, что она своевременная.
16. **[Use]** Мы не можем эффективно использовать этот метод, если не имеем всей необходимой информации. Такие средства связи должны широко использоваться в нашей работе. Эта информация была неверно использована. Широкое применение этих веществ (substances) сделает нацию здоровее. Такие идиомы широко употребляются в деловом английском. Эти слова уже вышли из употребления в повседневном общении. Вы должны использовать навыки, полученные в первом семестре.

B6 Complete the sentences below drawing on the Core Vocabulary and the Text.

1. *It is well known that ...*

- a) одна двадцатая французского языка повседневного общения пришла из английского.
- b) в эсперанто нет исключений из правил.
- c) главное преимущество эсперанто в том, что это нейтральный язык: он не имеет никаких национальных, политических или культурных пристрастий (bias).
- d) в большинстве ведущих африканских государств английский является официальным языком в силу исторической традиции.
- e) во времена Шекспира всего лишь несколько миллионов человек говорили по-английски в стране, а для остального мира он был неизвестен.

2. *One cannot deny that ...*

- a) существует огромное количество учебников английского языка, которые основываются на разных методах преподавания.
- b) многие годы метод изучения иностранного языка состоял в чтении и переводе текстов.

- c) между языком литературы и литературным языком существует огромная разница.
- d) людей, говорящих по-английски, можно встретить в любом уголке земного шара.
- e) реклама является одной из областей, где английский язык доминирует.
- f) для многих стран английский является также языком образования.

B7 *In small groups, discuss the global spread of English and its to-date status quo.*

Use the following starters:

- It is generally accepted that...
- This means that...
- The thing is that...
- As concerns...
- By no means... (Inversion!)

B8 *Make sure you can distinguish between Active and Passive Participles*

a) Provide Russian equivalents for the phrases with participles:

accepting all this	accepted approach
applying the rule	achievements applied
changing the mind	changed opinion
communicating information	communicated message
developing a new method	developed subject
launching a business	scheme launched
leading a quiet life	group led by the teacher
providing education	explanation provided later
using a means of communications	artificial language currently used
finding a way out	mistake found by the teacher
checking the rule	information checked
borrowing money	borrowed word
inventing an alternative method	invented mechanism
estimating efforts	estimated value
inspiring affection	confidence inspired
summarizing the text	article summarized

b) Using the Core Vocabulary, give English equivalents for the phrases below:

Принимая чье-либо предложение; признанные факты; применяя правило; прикладные науки; широко применяемые методы; изменяя методы; существенно измененная программа; передавая новости; переданная информация; разрабатывая новые подходы; разработанный план; развертывая широкую кампанию; выпущенный продукт; организация, управляемая профессионалом; обеспечивая необходимыми данными; предоставленное объяснение; эффективно используя достижения науки; использованный материал.

B9 *Give degrees of comparison of the following adjectives. Make up Russian sentences of your own and offer them to your peers for translation.*

Popular, acceptable, serious, rich, good, many, much, expressive, old, important, little, bad, far.

B10 Practice the grammar structure given below. In small groups, discuss these statements and support them with real life examples.

The more you work, the more you get

- The more you have, the more you want.
- The more people you know, the less time you have to enjoy their company.
- The more dangerous the thing is, the more I like it.

Make up your own statements expressing your life credo.

B11 Using intensifiers from the model, give Russian variants of the sentences below:

<i>slightly</i>	} worse	несколько/ немного	} <i>much a lot</i>	гораздо/ значительно	
<i>a little</i>		хуже		<i>more important</i>	более важный
<i>a bit</i>				<i>a great deal (by) far</i>	

1. It's a lot easier to learn a foreign language in the country where it is spoken.
2. Could you speak a bit (a little) more slowly?
3. It's far more interesting than I expected.
4. To learn Chinese is much more difficult than to learn English.
5. It is a lot more complicated assignment than that one.
6. Now I feel a great deal more confident.
7. It was by far the worst film I had ever seen.
8. He speaks English much more rapidly than Spanish.

B12 Make up situations based on the interplay of the derivatives listed below.

Adjectives	Adverbs
Artificial	Artificially
Current	Currently
Vital	Vitally
Cultural	Culturally
Public	Publicly
Equal	Equally
Strict	Strictly

B13 *Review of Prepositions*

1. Датируется концом XVII века
2. Используется на всех уровнях
3. Тренинг проводится на английском языке
4. Основная причина глобального распространения языка
5. Это верно в отношении личностей и компаний
6. Применимо к странам
7. Воспользоваться программами развития
8. Ограничиваться изобретением новых технологий
9. Рекламирывать товар на английском
10. За редким исключением
11. Столетиями
12. До середины 1970-х
13. Обеспокоиться будущим родного языка
14. Несмотря на все эти усилия
15. Одно слово из 100
16. Одна двадцатая языка повседневного общения
17. Не может конкурировать с ним

B14 *Provide Russian variant of the text (in writing).*

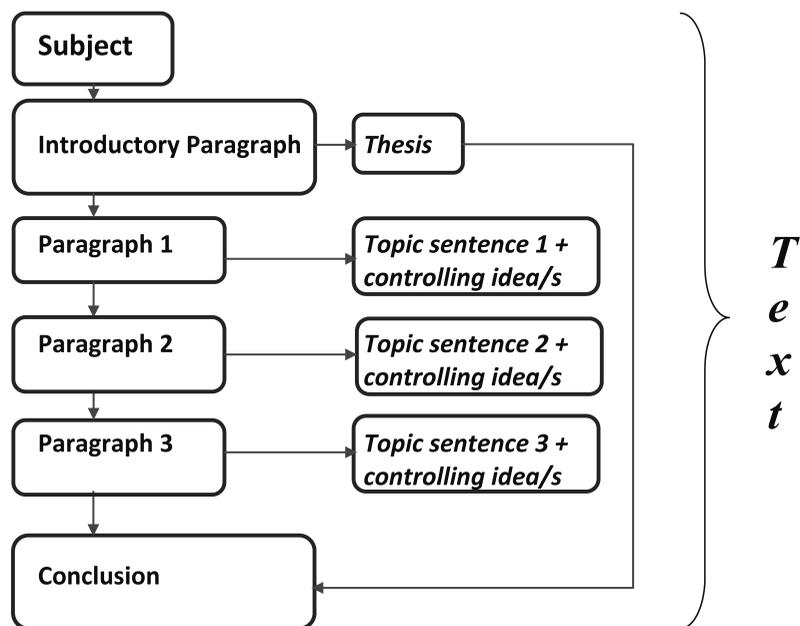
It is generally accepted, that the English language has three characteristics that can be counted as assets in its world state. First of all, unlike all other European languages, the gender of every noun in modern English is determined by meaning, and does not require a masculine, feminine or neutral article.

The second practical quality of English is that it has grammar of great simplicity and flexibility. Nouns and adjectives have highly simplified word-endings. This flexibility extends to the parts of speech themselves. This means, that nouns can become verbs and verbs nouns in a way that is impossible in other languages. We can *dog* someone's footsteps. We can *foot* it to the bus. We can *bus* children to school and then *school* them in English.

Above all, the great quality of English is its teeming vocabulary, 80 per cent of which is foreign-born. Precisely because its roots are so varied – Celtic, Germanic (German, Scandinavian and Dutch) and Romance (Latin, French and Spanish) – it has words in common with virtually every language in Europe: German, Dutch, Flemish, Danish, Swedish, French, Italian, Portuguese, Yiddish, and Spanish. Almost any page of the *Oxford English Dictionary* or *Webster's Third* will turn up borrowings from Hebrew and Arabic, Hindi-Urdu, Bengali, Malay, Chinese, the languages of Java, Australia, Tahiti, Polynesia, West Africa and even from one of the aboriginal languages of Brazil. One cannot deny, that enormous range and varied source of this vocabulary, as much as the sheer numbers and geographical spread of its speakers, makes English a language of such unique vitality. In the words of H.L. Mencken, one of the greatest writers on English, "A living language is like a man suffering incessantly from small hemorrhages, and what it needs above all else is constant transfusions of new blood from other tongues. The day the gates go up, that day it begins to die".

(from *The Story of English*)

C. TEXT ORGANISATION



A **thesis** is a value judgment the author makes about the subject.

A **topic sentence** introduces the main idea and includes two parts:

- A **topic** – who or what the paragraph is about
- A **controlling idea** – what you want to say about the topic.

The **topic sentence** should be preferably placed at the beginning of the paragraph.

The **controlling idea** is the word or phrase that is limited and readily defined.

It is best placed toward the end of the topic sentence.

A **concluding sentence** reviews the main idea or makes a final comment.

C1 *In the Text underline the topic sentence of each paragraph and circle the controlling ideas in them. Show how the author develops the controlling idea of each topic sentence.*

Unity in a paragraph is built upon the Rule of FIVE.

- the key words that are repeated from paragraph to paragraph
- derivatives, synonyms (near synonyms) and antonyms of the key words
- substitutes for the words (*that, these, its, one, the*, etc)
- transition words and phrases
- parallel structures

C2 Trace these parameters in each paragraph of the Text.

C3 In the Text find the antecedents (substituted words) for the following pronouns:

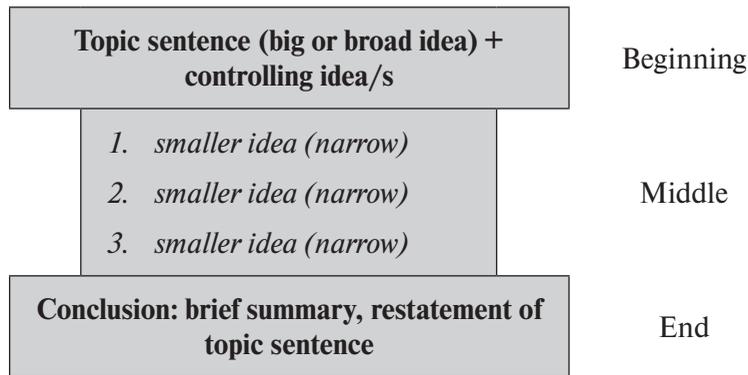
1. It (paragraph 1, sentence 2)
2. It (p.3, s.3)
3. this aspiration (p.4, s.2)
4. this environment (p.5, s.3)
5. Anglo-American one (p.7, s.4)
6. its old rival (p.8, s.1)
7. compete with it (p.9, s.4)

C4 Express the main idea of the Text in ONE sentence:

C5 At what point in the Text is this idea most obviously explained? Express it in your own words:

C6 In the following topic sentences circle the words (or phrase) that contain the controlling idea/s. Using the scheme below, discuss the possible ways to develop them.

1. To gain attention, popular singing and instrumental groups often give themselves strange names.
2. A formal wedding is often an expensive affair.
3. The cost of healthcare in this country has risen enormously in the past decade.
4. Running for political office is a time-consuming, enervating, expensive process.
5. Each modern professional sport has developed its own legendary stars who have become folk heroes.
6. The type of language spoken by an individual is a symbol of his/her personality, educational background and social status.
7. For many people writing is a disagreeable task because it is such a solitary activity.
8. Many of the part-time jobs available to students are not too attractive.



C7 *Change the following topic sentences so as to narrow the focus of analysis and make a dominant idea more emphatic.*

1. Some students have an easy time at university.

2. Advertising often has a bad influence on people.

3. A primary cause for the so called generation gap in many families is a teen-ager's language.

4. Foreign travel is good for Russians.

5. The transportation system in this country will have to be redesigned.

6. Professor of behavioral Science and Economics R.Thaler's latest book, *Nudge*, is an interesting study.

C8 Underline the topic sentences and circle the controlling ideas in the following paragraphs. Highlight the words that are directly linked to the controlling ideas. Analyze the paragraphs according to the Rule of FIVE given above.

1. In the modern world of information no one can afford to be a slow and inefficient reader. Great academic waste results annually from the inability of students to read efficiently. Indeed, a common complaint of teachers from the elementary schools through the university is that many students fail, whether in English history, science, or mathematics, because they cannot read. Studies in high schools and colleges throughout the United States have shown a strong positive relationship between a student's ability to read and his ability to succeed, with his general schoolwork.
2. According to an essay in *Time*, many of Italy's cultural landmarks and art treasures are being abused, disfigured or destroyed. Townspeople in Lodi made a parking lot out of an ancient piazza while authorities evidently failed to prohibit such activity. Ferrara mechanics obtained official permission to transform a medieval church into a garage. In Salerno truckers demolished a little thirteen-century one night by attaching chains to it and pulling down the walls with their vehicles. In Venice, a Bellini painting was stolen from an unguarded church. The danger for these treasures seems immediate; a European travel poster summed up the situation: "Visit Italy Now, Before the Italians Destroy It".

D. LISTENING, DISCUSSING AND WRITING

D1 Listen to the interview with David Crystal - "Will English Be Always the Global Language?"

<https://www.youtube.com/watch?v=5Kvs8SxN8mc>

Brief on:

- reasons for a language to go global
- predictions concerning the future of society development
- interdependence of the global language and the power of people who speak it
- languages that could one day compete with English



a brief – a short spoken or written statement giving facts or arguments about a case

D2 Listen to the interview with David Crystal - "World Englishes".

https://www.youtube.com/watch?v=2_q9b9YqGRY

Brief on:

- development and adaptation period of the American English
- the concept of "cultural background"
- "a traffic light" in the South African English
- most pronounced peculiarities of Ruslish

D3 Listen to an extract from David Crystal's speech on Standard vs. Non-Standard English.

<https://www.youtube.com/watch?v=hGg-2MQVReQ>

Brief on:

- the stories of English as professor Crystal sees them
- Standard and Non-Standard English
- accents, dialects and Standard English as presented in H. C. Wyld's book "A Short History of English"
- status quo of Standard English

D4 In the Text below

- provide the Russian variant of the underlined sentences in writing.*
- choose one of them and give your interpretation or comment.*
- highlight the sentences containing factual information (mark them F) and sentences containing opinions (mark them O).*

How Learning a New Language Improves Tolerance

There are many benefits to knowing more than one language. For example, it has been shown that aging adults who speak more than one language have less likelihood of developing dementia.

Additionally, the bilingual brain becomes better at filtering out distractions, and learning multiple languages improves creativity. Evidence also shows that learning subsequent languages is easier than learning the first foreign language. Unfortunately, not all American universities consider learning foreign languages a worthwhile investment.

Why is foreign language study important at the university level?

As an applied linguist, I study how learning multiple languages can have cognitive and emotional benefits. One of these benefits, that's not obvious, is that language learning improves tolerance. This happens in two important ways. The first is that it opens people's eyes to a way of doing things in a way that's different from their own, which is called "cultural competence." The second is related to the comfort level of a person when dealing with unfamiliar situations, or "tolerance of ambiguity."

Gaining Cross-Cultural Understanding

Cultural competence is key to thriving in our increasingly globalized world. How specifically does language learning improve cultural competence? The answer can be illuminated by examining different types of intelligence.

Psychologist Robert Sternberg's research on intelligence describes different types of intelligence and how they are related to adult language learning. What he refers to as "practical intelligence" is similar to social intelligence in that it helps individuals learn nonexplicit information from their environments, including meaningful gestures or other social cues. Learning a foreign language reduces social anxiety.

Language learning inevitably involves learning about different cultures. Students pick up clues about the culture both in language classes and through meaningful immersion experiences.

Researchers Hanh Thi Nguyen and Guy Kellogg have shown that when students learn another language, they develop new ways of understanding culture through analyzing cultural stereotypes. They explain that “learning a second language involves the acquisition not only of linguistic forms but also ways of thinking and behaving.” With the help of an instructor, students can critically think about stereotypes of different cultures related to food, appearance, and conversation styles.

Dealing with the Unknown

The second way that adult language learning increases tolerance is related to the comfort level of a person when dealing with “tolerance of ambiguity.” Someone with a high tolerance of ambiguity finds unfamiliar situations exciting, rather than frightening. My research on motivation, anxiety, and beliefs indicates that language learning improves people’s tolerance of ambiguity, especially when more than one foreign language is involved.

It’s not difficult to see why this may be so. Conversations in a foreign language will inevitably involve unknown words. It wouldn’t be a successful conversation if one of the speakers constantly stopped to say, “Hang on – I don’t know that word. Let me look it up in the dictionary.” Those with a high tolerance of ambiguity would feel comfortable maintaining the conversation despite the unfamiliar words involved.

What Changes with this Understanding

A high tolerance of ambiguity brings many advantages. It helps students become less anxious in social interactions and in subsequent language learning experiences. Not surprisingly, the more experience a person has with language learning, the more comfortable the person gets with this ambiguity. And that’s not all. Individuals with higher levels of tolerance of ambiguity have also been found to be more entrepreneurial (i.e., are more optimistic, innovative and don’t mind taking risks).

In the current climate, universities are frequently being judged by the salaries of their graduates. Taking it one step further, based on the relationship of tolerance of ambiguity and entrepreneurial intention, increased tolerance of ambiguity could lead to higher salaries for graduates, which in turn, I believe, could help increase funding for those universities that require foreign language study.

Language Learning in Higher Ed

Most American universities have a minimal language requirement that often varies depending on the student’s major. However, students can typically opt out of the requirement by taking a placement test or providing some other proof of competency.

In contrast to this trend, Princeton recently announced that all students, regardless of their competency when entering the university, would be required to study an additional language. I’d argue that more universities should follow Princeton’s lead, as language study at the university level could lead to an increased tolerance of the different cultural norms represented in American society, which is desperately needed in the current political climate with the wave of hate crimes sweeping university campuses nationwide.

Knowledge of different languages is crucial to becoming global citizens. As former Secretary of Education Arne Duncan noted, “Our country needs to create a future in which all Americans understand that by speaking more than one language, they are enabling our country to compete successfully and work collaboratively with partners across the globe.

(Amy Thompson, *The Conversation*, 13 December, 2016)

D5 *Work with a partner and state which of the following statements are facts (F) or opinions (O). Give your reasoning.*

1. French sounds more beautiful than English.
2. Chinese is the most difficult language to learn.
3. Russian has borrowed words from many other languages.
4. British English is easier to understand than American English.
5. English has the richest vocabulary among all other languages.

D6 *Compare the language policy in your country with that in any other society you know. Make a list of common and specific features. Write a paragraph of 100-130 words.*

Common Features

Specific Features

The following prompts will help you write a unified paragraph:

1. Be sure that each paragraph has a controlling idea expressed in a topic sentence. It is helpful to place this sentence at the beginning of a paragraph, but occasionally it may be placed elsewhere.
2. Check to see that each sentence in the paragraph supports a controlling idea in a topic sentence.
3. If the central idea requires more than primary support, make certain that secondary supporting detail explains and clarifies the primary detail.
4. Be especially careful to avoid inserting a new idea in the last sentence of the paragraph.

D7 *Read the text and answer the question stated in the title.*

Why is RP generally preferred for teaching English as a foreign language?

The prestige accent, known as Received Pronunciation (RP), had its historical origins in a dialect of English associated particularly with the region from the Midlands down towards London, but including the historic university cities of Cambridge and Oxford. It survived because of its association with centers of power and influence. It was spoken by the merchant classes of London in the fourteenth century, and was familiar to students attending the universities of Oxford and Cambridge in the Middle Ages.

Its status as an important dialect was enhanced by its use in government and official documents from about 1430 onwards. More recently, its association since the nineteenth century with public schools helped to achieve special preeminence for its distinctive patterns of pronunciation. Consequently, it is the preferred form of pronunciation for reading, for instance, BBC news bulletins and for teaching English as a foreign language. And this for the simple reason that it is now the most widely understood and spoken accent within the British Isles. Its widespread and typical use by members of the middle and upper classes guarantees it a prestige and status denied to the more regionally marked accents. Hence the conical nature of accent distribution: the higher up the social scale, the more likely one is to find the single accent – RP; the lower down the social scale, the more likely one is to find regional variation.

D8 *In small groups, discuss the following statements. Write down the thesis statement to each of them and think of arguments of primary support.*

1. The ideal accent is to have no accent at all.
2. Members of the same social strata have no problems in communication.
3. RP is usually identified with power, education and material success.
4. There are more RP speakers in Moscow than in any other part of the world (D.Crystal).
5. For a foreigner, being affected is even worse than having a regional accent.
6. Computer can teach the language better than any teacher.
7. To date the foreign language is for life, not for pleasure.
8. English is a way to better education and better career.
9. The disadvantages of the global spread of English outweigh the advantages.
10. Ideal English is a myth.
11. The limits of my language mean the limits of my world (Ludwig Wittgenstein).
12. People around the world want to acquire English because they want to enjoy life.

A Good Thesis...

- narrows your topic
- asserts your position clearly and firmly
- expresses your opinion of your topic
- states a fact AND an opinion
- makes a generalization that can be supported
- stimulates curiosity and interest in the reader

(annemarieburk@hotmail.com)

D9 *Look back at the statements in C6 or D8 and develop your thesis statement into a paragraph of 100-150 words.*

D10 *Write a short paragraph about positive and negative effects of the spread of English in Russia. Use the model below.*

There are many different opinions about the spread of English in Russia.
On the positive side...

However, there are also a number of negative results. For example, ...

In the final analysis, ...

PARAGRAPH CHECKLIST

Consult this list each time you finish a writing assignment of one or more paragraphs.

1. Does your paragraph have a clear topic sentence that narrows the topic?
2. Does the topic sentence contain BOTH a topic and a controlling idea?
3. Are all supporting sentences related to topic through the controlling idea?
4. Do all of the sentences flow smoothly into each other?
5. Does your paragraph end with a concluding sentence?
6. Does the paragraph use a style appropriate to the subject matter and audience?

Unit 2

LANGUAGE
AND
CULTURE

UNIT 2 LANGUAGE AND CULTURE

Lead- in Practise reading the following words and collocations.

- a) adult; cycle; framework; merge; inhabitants; merely; gradually; variability; challenging; behavior; currency; alienated; though; through; temporarily; occur; eventually; nevertheless
- b) overwhelming task; classic symptoms; culture shock; new surroundings; frightening experience; exciting things; personality differences; gentle interest; mild listlessness; feel the full force
- c) ideas and images; language and culture; assumptions and behaviors and beliefs; thinking and acting; exciting and interesting; to go out and explore; emotions and senses; broader and more flexible; being and thinking; friends and families
- d) for a short time or forever; stages of adjusting to the newness of the culture; a heightened state of emotion; to be intensely aware of everything; tend to run together; to accomplish simple tasks; foundations of their identity; cope with their fear; withdrawing from the new culture; retreating back to being spectators; depending on the individual; out of the depression and sense of loss; needless to say; going from excitement to despair.

READING

THE STAGES OF ADJUSTMENT

1. Someone who goes to stay in a foreign country, whether it is for a short time or forever, passes through several stages of **adjusting** to the newness of the culture. If the stay is going to be short, the person moves quickly through the stages. If the stay will be long, the stages last longer. Even children, who seem more **adaptable** than adults, go through the adjustment cycle, though they pass through it rather quickly.
2. The first stage of adjustment begins before the travelers even leave home. During this stage they **form** ideas and images of what life in the new country will be like. In a way, they imagine themselves into the new way of life. It is a way to begin adjusting to the change.
3. In the second **stage**, which begins when the travelers arrive in the new country, everything is new and interesting. The travelers are in a heightened state of emotion, and their moods swing wildly up and down. While they are intensely aware of everything around them, they have no framework into which to put what they see and smell and hear. All their impressions **tend** to run together, or merge. Travelers at this stage are passive. They watch the inhabitants of their new land, but they do not join in. They are merely spectators.
4. As the travelers spend more time in the new country, the second stage gradually gives way to the third, or participation, stage. During this stage, the travelers begin entering into the life of the new country. They are no longer spectators, but begin taking part. And as

they participate, difficulties **arise**. They make mistakes; they **find** it difficult to accomplish simple tasks in a new country with an unfamiliar language and customs.

5. This is the stage where there is the most variability. Some travelers find it challenging. They learn from their mistakes and gradually begin to feel more a part of the country. Others find the task of adjusting nearly overwhelming. But even those who find it difficult gradually – almost against their will – begin participating more and more.
6. As the travelers participate more in the life of the new country, they begin changing. What was strange becomes similar. What was difficult becomes easy. What seemed impossible becomes possible. Bit by bit they leave behind some of the **assumptions** and behaviors and beliefs which were part of them in their native land and begin thinking and acting more like the inhabitants of the new country. They have entered the fourth, or culture shock, stage of adjustment.
7. By the fourth stage the travelers are functioning well. The language is no longer the struggle it once was. The currency is no longer unfamiliar. They know what to expect and how to get what they want.
8. And just at this time a strange thing happens. They begin to feel more alienated than they did when they first arrived. Though life has become easier and they are coping well, they become irritable. Some become depressed. What they once found exciting and interesting in the new country is now annoying or hateful. They no longer want to go out and explore their new surroundings. They **withdraw** into themselves. They are **experiencing** the classic symptoms of culture shock.
9. What has happened is that by adjusting to their new surroundings, they have lost their sense of self. In giving up a little of their old culture and taking on some of the new, the very foundations of their identity are threatened. It is a frightening experience, and they cope with their fear by withdrawing from the new culture and temporarily retreating back to being spectators. Some even find that they can no longer use the new language as well as they had only days or weeks before.
10. This stage, the culture shock stage, may be long or short, **depending** on the individual. Eventually, though, the travelers begin participating again in the culture and they find to their amazement that they no longer feel so foreign. Out of the depression and sense of loss they experienced in the fourth stage comes real adjustment to the new land. They are less excited than they were in stage two, but their experiences are no longer a blur of heightened emotions and senses. They participate more than they did in stage three, but with less effort. In short, they have adapted to and become a part of their new country.
11. The final stage, the re-entry stage, **occurs** when or if the travelers return to their native lands. When they do, they find that they are not quite the same people as they were when they left. They have changed. Their **values** may be broader and more flexible. They have learned new and often better ways of being and thinking. Their friends and family seem slightly narrow and inflexible. Worse, their friends and family are only mildly interested in the exciting things that happened to them during their stay abroad. To their amazement, they feel just a little bit foreign in their own homeland.
12. Needless to say, personality **differences** influence the **degree** to which travelers go through these stages of adjustment. For some, the second stage is merely one of gentle

interest in their new surrounding, while they experience culture shock only as a mild listlessness or lack of interest in what is going on. Others feel the full force of each stage, going from excitement to despair, fully aware of the imbalance they experience as one stage gives way to another. Nevertheless, all travelers go through these stages of adjustment to a greater or lesser degree, and none return to their homes as quite the same people who left.

(from *Insights into Academic Writing* by Margot C. Kadesch)

Some differences in British and American variants

Great Britain

the United States

Prepositions

in Bond Street	on Bond Street
at the weekend	on the weekend
quarter to 8 (7:45)	quarter of 8

Vocabulary

bill (in a restaurant)	check
hoover	vacuum cleaner
lift	elevator
pavement	sidewalk
postal code	zip code
postman	mail man
town centre	downtown
underground	subway
shop	store

Spelling

behaviour	behavior
catalogue	catalog
centre	center
cheque (for a bank)	check
colour	color
programme	program
traveller	traveler

Verbs

get, got, got	get, got, gotten
dive, dived, dived	dive, dove, dived

CORE VOCABULARY

1. adapt *v*

~ plans – изменять/ корректировать планы

~ equipment/ room for sb/ sth – настраивать/ приспособливать оборудование/ пространство для к.–либо/ чего–либо

~ to/ for new environment – адаптироваться/ приспособливаться к новому окружению

~ to the idea/ the circumstances – смириться с мыслью / приспособливаться к обстоятельствам

adaptable *adj*

an ~ person – легко приспособливающийся человек`

2. adjust *v*

~ the equipment/ ~ economy/ ~ matter/ ~ policy – наладить оборудование/ сбалансировать экономику/ уладить дело/ скорректировать политику

~ position/ level/ rate – корректировать положение/ уровень/ темп

~ to a change/ new environment/ new conditions – подстроиться / приспособиться к перемене/ новой среде (окружению)/ новым условиям

adjustment *n*

to make necessary ~s – осуществлять/ проводить необходимые изменения

adjustable *adj*

easily ~ device – легко регулируемый прибор

3. arise, arose, arisen *v*

problem/ difficulty/ chance/ dispute/ doubt ~s – возникает проблема/ трудность/ возможность/ разногласие/ сомнение

The question ~s as to... – Возникает вопрос относительно...

4. assume *v*

~ responsibility/ an obligation – взять на себя ответственность/ обязательство
commonly/ naturally ~ – обычно / естественно полагать/ считать

Let us ~ ... – Допустим/ предположим что ...

It is possible / difficult / sufficient to ~ that... – Можно /сложно / достаточно предположить, что...

It is widely ~d that... – Общеизвестно, что ...

We can reasonably ~ that ... – У нас есть основания полагать, что ...

Assuming this to be true... – Полагая /допуская, что это верно...

People tend to ~ – Люди склонны считать...

assumption *n*

correct/ mistaken/ basic/ fundamental ~ – верный/ ошибочный/ основной/ основополагающий довод/ посыл/ положение

make an ~ – выдвигать довод

work/ operate on an ~ действовать на том основании, что...

on this ~ – исходя из этого/ на этом основании...

be based on/ rest on an ~ – основываться/ опираться на доводе

question/ challenge an ~ – сомневаться/ оспаривать довод

We proceed from the ~ that – Мы исходим из того положения, что...

5. degree *n*

a bachelor's/ master's ~ – диплом бакалавра/ магистра

a joint ~ in economics and politics – двойной диплом по экономике и политике

get/ obtain an honorary ~ – получить диплом с отличием

a considerable/ certain/ sufficient ~ – значительная/ определенная/ достаточная степень

to a greater/ lesser ~ – в большей/ меньшей степени

to a certain ~ – в известной степени

To what ~? – До какой степени/ В какой мере?

Not in the least / slightest ~ – ни в коей мере/ ни в малейшей степени/ несколько

6. depend *v*

~ on the circumstances/ conditions/ qualities – зависеть от обстоятельств/ условий/ качеств
sth very much/ greatly ~s on/upon sth – значительно/ сильно зависеть от...

~ upon a person/ upon a guide – полагаться на человека/ путеводитель

It (all) ~s on how / where / what... – Все зависит от того, как / где / что ...

That ~s – Как сказать ...

dependent *adj*

closely/ directly ~ on – тесно/ напрямую связанный с.../ зависящий от...

dependence *n*

entire/ indirect ~ on/upon sth – полная косвенная зависимость от чего– л.

interdependence *n* – взаимозависимость**7. differ** *v*

~ greatly/ markedly/ sharply – отличаться значительно/ заметно/ резко

~ slightly/ little – незначительно/ мало отличаться

~ from one another – отличаться друг от друга

~ in views – различаться во взглядах

Tastes ~ – О вкусах не спорят

difference *n*

crucial/ major/ essential/ striking ~ – принципиальное/ главное/ существенное/ разительное отличие

minor/ slight ~ – несущественное/ незначительное различие

marked/ obvious ~ – заметная/ очевидная разница

national/ regional ~s – национальные/ региональные различия
~ in appearance/ character/ culture – различие во внешности/ характере/ культуре
make a ~ between – проводить различие между...
highlight/ emphasize a ~ between – подчеркивать разницу между
It makes a great ~/ It makes all the ~ – Это совсем другое дело.
It makes no ~ (to me) – это не имеет значения (для меня)
There is a world of ~ – существует огромная разница

different *adj*

in a ~ way – иным образом

8. experience *v*

~ difficulties/ pain – испытывать трудности / боль

experience *n*

extensive/ previous/ relevant/ valuable ~ – обширный/ предыдущий/ соответствующий/
ценный опыт

work ~ – опыт работы

gain/ broaden ~ – приобретать/ расширять опыт

~ of sth/ in sth – опыт чего-либо/ в области ч.-либо

know by/ from ~ – знать по опыту

speak from ~ – говорить на основании личного опыта

lack of ~ – отсутствие опыта

share your experiences – обменяться/ поделиться своим опытом

experienced *adj*

~ staff/ workforce/ team – квалифицированный персонал/ рабочая сила/ команда

9. find, found, found *v*

~ sth impossible/ necessary/ easy/ difficult – считать что-либо невозможным/ необходи-
мым/ легким/ трудным

It has been found that... – Выяснилось, что...

You will ~ that... – Вы убедитесь, что...

I was surprised to ~ that – Я с удивлением обнаружил, что...

findings *n*

research/ recent/ preliminary ~ – научные/ новейшие/ предварительные изыскания

present/ report/ publish your ~ – представлять/ докладывать/ публиковать результаты
своих исследований

10. form *v*

~ a company/ society – создать компанию/ общество

~ the basis/ an alliance/ an image – создать основу/ союз/ образ

be ~ed upon the model – быть созданным по модели

be ~ed of several parts – состоять из нескольких частей

form *n*

common/ final/ different ~ of sth – распространенная/ окончательная/ иная форма

take/ assume the ~ of sth. — принимать форму чего—либо
application/ order/ registration/ entry ~ — заявление/ заказ/ регистрационная форма/ заявка на участие
fill out/ fill in/ sign/ send off a ~ — заполнить/ подписать/ отправить заявление
present sth in the ~ of — представлять что—либо в форме...
be different in ~ — отличаться по форме

11. occur *v*

accident/ problem/ incident/ situation ~s — катастрофа/проблема/инцидент/ситуация
возникает

sth ~ s regularly/ simultaneously/ rarely — происходит регулярно/ одновременно/ редко

occurrence *n*

common/ regular/ rare/ natural ~ — обычное/ закономерное/ редкое/ природное явление

12. stage *n*

final/ closing ~ — завершающая стадия

enter/ reach/ get to a ~ — достигнуть стадии

~ of development/ history — стадия развития/ период истории

approach/ go/ past through a ~ — достигнуть/ пройти/ миновать стадию (фазу)

at an early /initial/ later ~ — на ранней/ начальной/ более поздней стадии

13. tend *v*

~ to do sth — иметь тенденцию/ склонность к чему—либо

tendency *n*

common/ marked/ increasing ~ — распространенная/ заметная/ все возрастающая тенденция

have/ show a ~ иметь выказывать/ склонность

a ~ to/ towards sth — тенденция к/ в сторону чего—либо

a ~ among people — устремления в обществе

a ~ on the part of sb — тенденция со стороны кого—либо

14. value *v*

~ friendship/ advice — ценить дружбу/ совет

value *n*

ethical/ eternal/ core/ cultural ~s — нравственные/ вечные/ основополагающие/ культурные ценности

have/share/ uphold ~ — иметь/ разделять/ поддерживать ценности

be of great / little practical ~ — иметь большое значение / небольшое практическое значение

realize/ recognize the ~ of sth — осознавать/ признавать ценность чего—либо

monetary/ face ~ — денежное выражение/ объявленная стоимость

record/ read the ~ — записать / зафиксировать/ прочесть значение

valuable *adj*

~ contribution/ experience – ценный вклад/ опыт
extremely/ highly ~ – чрезвычайно ценный

15. way *n*

the right/ wrong/ different/ sure ~ of doing sth. – верный/ неправильный/ иной / проверенный способ сделать что-либо

think of/ come up with a ~ – придумать/ предложить способ

give ~ to sth. – смениться чем-либо/ уступать место чему-либо

a ~ of life – образ жизни

a ~ out of sth – выход из чего-либо

in one ~ or another – тем или иным способом/ так или иначе

in the same ~ – тем же образом

~s and means – пути и способы

in a ~ – в некотором роде/ в известном смысле

in any ~ – в любом случае

16. withdraw, withdrew, withdrawn *v*

~ an offer/ accusation/ promise/ candidate – снять предложение/ обвинение/ обещание/ кандидатуру

~ into oneself – замыкаться в себе

~ from business/ partnership/ society – отойти от дел/ выйти из товарищества/ общества

withdrawal *n*

immediate/ necessary ~ – немедленный вывод, необходимое изъятие

A. COMPREHENSION CHECK

A1 *Provide good Russian variants for the sentences from the Text. Compare the ways the ideas are expressed in both languages. Pay attention to differences in punctuation.*

1. Someone who goes to stay in a foreign country, whether it is for a short time or forever, passes through several stages of adjusting to the newness of the culture.
2. In a way, they imagine themselves into the new way of life.
3. While they are intensely aware of everything around them, they have no framework into which to put what they see and smell and hear.
4. This is the stage where there is the most variability.
5. Some travelers find it challenging.
6. Others find the task of adjusting nearly overwhelming.
7. The language is no longer the struggle it once was.
8. They begin to feel more alienated than they did when they first arrived.
9. What has happened is that by adjusting to their new surroundings, they have lost their sense of self.

10. Some even find that they can no longer use the new language as well as they had only days or weeks before.
11. Out of the depression and sense of loss they experienced in the fourth stage comes real adjustment to the new land.
12. In short, they have adapted to and become a part of their new country.

A2 Paraphrase and interpret the following sentences in English. Speak from your own experience.

1. The travelers are in a heightened state of emotion, and their moods swing wildly up and down.
2. Travelers at this stage are passive.
3. They begin to feel more alienated than they did when they first arrived.
4. They withdraw into themselves.
5. In giving up a little of their old culture and taking on some of the new, the very foundations of their identity are threatened.
6. Their friends and family seem slightly narrow and inflexible.
7. Others feel the full force of each stage, going from excitement to despair, fully aware of the imbalance they experience as one stage gives way to another.

A3 Find in the Text the answers to the following questions. Read them off.

1. What are the stages of adjustment?
2. When does the first stage of adjustment begin? What happens during this stage?
3. How do the travelers feel in the second stage?
4. What does the participation stage mean?
5. Why do the travelers begin changing?
6. How do the travelers adapt to and become a part of their new country?
6. Which stage of adjustment is called culture shock ? Why shock?
7. Why do you think returning home is seen as one of the stages of adjustment?
8. How do personality differences influence the way travelers go through these stages of adjustment?
9. Have you ever gone through any of these stages? If so, which ones? Were your feelings and reactions at each stage similar to or different from those described in the Text?

A4 Some of the statements below are not TRUE to fact. Correct them using the phrases from the Box.

Yes, that's quite true
 We cannot deny this fact
 That is absolutely right
 As far as I remember...

I don't think that's quite right
 I'm afraid that's (absolutely) wrong
 That's not quite true
 Quite on the contrary

1. Children pass through the adjustment cycle with greater difficulty because they are less adaptable than adults.
2. Travelers begin adjusting to new culture as soon as they arrive in the country.
3. In a new country travelers immediately join in the life of the country.
4. In the third stage difficulties arise, people start making mistakes. At the same time they begin participating more and more.
5. Very often people cannot leave behind the assumption, behaviors and beliefs which were part of them in their native land.
6. In the fourth stage travelers feel completely at ease with the new culture.
7. When people have adapted to their new country they are more excited than they used to be in stage two.
8. When travelers return to their native lands their friends and family are very much interested in everything that happened to them during their stay abroad.
9. There are people who do not experience any emotions when plunging into a new culture.

B. VOCABULARY AND STRUCTURE

B1 Find most suitable Russian equivalents for the English collocations from the Text.

Several stages of adjusting to the newness of the culture; to seem more adaptable than adults; to go through the adjustment cycle; to imagine oneself into the new way of life; to find smth challenging; to leave behind behaviors and beliefs; to give up a little of the old culture; to take on some of the new culture; to threaten the foundations of one's identity; to retreat back to being spectators; a blur of heightened emotions and senses; to seem slightly narrow and inflexible; to go from excitement to despair; a mild listlessness or lack of interest; to feel the full force of each stage.

B2 Find in the Text the English equivalents for the following Russian collocations.

Жить за рубежом короткое время или остаться навсегда; длиться дольше; покидать дом; приехать в страну; знать, быть в курсе всего; быть чрезвычайно эмоциональным; наблюдать за жителями; более не являться наблюдателями; делать ошибки; выполнять простые задания; учиться на ошибках; делать что-либо против своей воли; постепенно; справиться со страхом; мало интересоваться чем-либо; чувствовать себя немного иностранцем на родине.

B3 Consulting the Core Vocabulary,

a) give Russian variants for the following phrases:

to adjust to new surroundings; difficulties arise; to assume responsibility; let us assume that this is true; to depend on the individual; direct dependence on / upon; to a greater or lesser degree; to some degree; in the least degree; by degrees; to differ from each other; difference in character; it makes no difference to me; to experience the symptoms; a frightening experience; to speak from experience; to find sth exciting and interesting; you will find that ...; to form conclusions; to assume the form of sth; it occurs simultaneously with sth; to pass/ move through stages; to tend to run

together or merge; broader and more flexible values; to give way to a new stage; in a way; a new way of life; new and better ways of being and thinking; to withdraw into oneself.

b) provide English variants for the following collocations:

адаптироваться к новой культуре; приспособиться к новым условиям; возникает вопрос; легко допустить, что...; мы исходим из предположения; зависеть от обстоятельств; жесткая зависимость; в значительной степени; до каких пределов; ничуть/ несколько; быть непохожим; расходиться во мнениях; это совсем другое дело; проводить различия между; испытывать сложности; знать по опыту; выяснилось, что...; состоять из нескольких частей; представлять что-либо в форме; происходить регулярно; иметь большое значение; оценить мысль; найти способ / возможность сделать что-либо; пути и способы; в любом случае; отказаться от своего предложения; отойти от дел.

c) work with a partner and complete the collocations below:

to adapt...; to adjust...; to make necessary ...; doubt ...; the question ... as to...; Let us ... that...; It is sufficient to ... ; We can reasonably ... that...; mistaken ...; operate on an ...; to rest on an ...; to question an ...; We proceed from the ... ; a joint ... in economics and politics; to a greater or lesser ...; Not in the slightest ...; to depend on ...; indirect ... on sth; Tastes ...; crucial ...; difference in ...; It makes no ...; in a ... way; to experience ...; work ...; to know from ...; experienced ...; to find sth ...; You'll ... that...; to form a ...; registration ...; to fill in a ...; regular ...; at a later ...; show a ...; ethical ...; to be of great practical ...; face ...; extremely valuable ...; the right ... of doing sth; a ... of life; in one ... or another; in any ...; to withdraw an ...; immediate ... of cash.

B4 Find in the Text:

- *collocations with the noun 'way'; give the context in which they are used and translate the sentences*
- *sentences with the construction 'no longer' and translate them*
- *collocations with the verbs to cope, to leave, to lose, to give, to take; provide the situations in which you might find them useful.*

B5 Drawing on the Core Vocabulary, translate the following sentences.

1. **[Adapt]** Нам пришлось несколько изменить наши планы. Когда вы выезжаете за рубеж, вам приходится приспосабливаться к совершенно новому окружению. Комната была специально приспособлена для этой встречи. Он не мог смириться с мыслью уехать из города. Как же трудно все время приспосабливаться к новым обстоятельствам! Компании, которые не смогли адаптироваться к кризисным условиям, обанкротились (go bankrupt). Она легко приспосабливается к переменам климата.
2. **[Adjust]** Было очень трудно наладить это оборудование. Автор пытается привести в соответствие основные экономические показатели. В будущем они смогут скорректировать темпы роста. Вряд ли ему уже удастся подстроиться к новым условиям. После того как мы осуществим все необходимые изменения, процесс станет гораздо проще. Такой легко регулируемый прибор очень удобен.

3. **[Arise]** Позавчера возникла еще одна трудность. Если появится такая возможность, обязательно скажи мне об этом. Он решил поговорить с ней об этом, как только появится возможность. Я не думаю, что могут возникнуть сомнения по поводу этого названия. Разногласия возникают каждый раз, когда он приходит на наше собрание. Возникает вопрос относительно цены этого выступления.
4. **[Assume]** Самое трудное - это взять ответственность на себя. Невозможно было даже предположить, что они этого не знали. Допустим, что это верно. У нас есть основания предполагать, что контракт был изменен. Люди склонны считать такой подход опасным. В международном праве существует основополагающий посыл, что государство защищает своих граждан. На этом основании мы прекращаем все наши контакты. Эти документы опираются на положение о коллективной ответственности сторон.
5. **[Degree]** Эта программа позволяет получить двойной диплом по экономике и политике. Она много работала, потому что мечтала получить диплом с отличием. Студенты показали достаточную степень понимания этого предмета. В некоторой степени она права. В большей степени это зависит от вашего решения и в меньшей степени от финансов. В какой мере вас интересует мое предложение? — Нисколько.
6. **[Depend]** До определенного возраста дети зависят от своих родителей. Я не могу во всем полагаться только на него. Стоимость жилья сильно зависит от того, где вы хотите остановиться. Возможны несколько разных сценариев; все зависит от погоды. Это, конечно, зависит от многих обстоятельств. Все зависит от того, как команды будут играть сегодня. Разве это не зависит от качества продукта? Существует косвенная связь между этими двумя событиями. В конечном итоге они поняли взаимозависимость между этими событиями.
7. **[Differ]** Современные методы преподавания сильно отличаются от тех, которые использовались тридцать лет назад. Цены несколько отличаются от сайта к сайту. Внешне братья очень похожи, но различаются во взглядах на искусство. Между ними нет большой разницы. Существует масса различий между двумя языками. Для меня это не важно. Когда вы говорите по-французски, это совсем другое дело. Изучение двух групп студентов показало принципиальную разницу. Существует лишь незначительное различие между этими двумя вариантами. Существует огромная разница между литературным языком и языком литература. Одно очевидное различие между этими системами — это их размер. Наблюдалось заметное различие между результатами первого и второго дня. Для бизнесмена очень важно иметь представление о национальных различиях.
8. **[Experience]** Никогда ранее не приходилось ему испытывать таких трудностей (inversion). Я это знаю по собственному опыту. У претендентов на эту должность на эту должность должен быть диплом и два года опыта в соответствующей области. Диплом с отличием одного из ведущих университетов может компенсировать отсутствие опыта. У него достаточно опыта такой работы? - Боюсь, его предыдущий опыт не совсем соответствует этой позиции. Три месяца работы на этой должности позволят вам приобрести ценный опыт. Мы будем рады, если вы поделитесь с нами опытом

работы в этой отрасли. Мы убедились, что в этой компании работает очень квалифицированный персонал.

9. **[Find]** В последнее время многие находят весьма затруднительным обеспечивать свои семьи. Мы считаем условия контракта приемлемыми. Выяснилось, что эти различия весьма существенны. Вы убедитесь, что его опыт окажется очень полезным в этой работе. Я с удивлением обнаружил, что она очень квалифицированная секретарша. Когда вы планируете доложить результаты ваших исследований? Его последние изыскания были представлены в октябрьском номере журнала.
10. **[Form]** Всемирная Торговая Организация была создана в 1995. Две страны создали союз, который поможет корректировать уровень тарифов. Он создал свою компанию два десятилетия назад по модели Экотраст. Это самая распространенная форма заболевания в этом регионе. Существует также и иная форма государственного администрирования. В конечном итоге экзамен принимает форму интервью. Заполните, пожалуйста, эту регистрационную форму печатными буквами, подпишите ее и отправьте на этот адрес. Если вы хотите принять участие в соревновании, заполните, пожалуйста, заявку. Вы видите, что эти автомобили сильно отличаются не только по форме, но и по техническим параметрам.
11. **[Occur]** Такие инциденты случаются регулярно в этой группе. Проблема возникла потому, что мы поздно обнаружили эту небольшую разницу. Как правило, экологическая катастрофа происходит одновременно с техногенной. Лесные пожары — обычное явление в этом регионе с ноября по февраль.
12. **[Stage]** Мы высилим это только на финальной стадии. Мы достигли такой стадии, когда ни одна сторона не чувствует себя в безопасности. Завершающая стадия проекта была самой успешной. Большинство молодых людей проходит через кризисную стадию в этом возрасте. Это возможно лишь на начальной стадии. На более поздней стадии эти пункты уже не имеют значения. У нас есть несколько новых продуктов на различных стадиях разработки. Первые две стадии адаптации человек проходит очень быстро, а на третьей стадии он сталкивается с непредвиденными сложностями.
13. **[Tend]** Они имеют обыкновение снижать цены в конце квартала. Мы склонны рассматривать это как нечто естественное. Существует распространенная практика ехать слишком близко к впереди идущей машине. Мы обеспокоены все возрастающей тенденцией агрессивного поведения в сети среди молодежи. В последние годы наблюдается заметная тенденция к поздним бракам. Среди молодых кандидатов наблюдается тенденция преувеличивать свои успехи.
14. **[Value]** Мы очень ценим вашу дружбу. Они обсуждали основополагающие нравственные ценности. Мы исходим из того положения, что необходимо поддерживать те ценности, которые делают нас более толерантными. Наше общество придает большое значение образованию. Он не осознавал ценности тщательной подготовки. Эта информация не представляла большой ценности. Они попытались просчитать денежную стоимость контракта. Цена билетов на этот матч гораздо выше их реальной стоимости. Вы должны занести это значение в первые две та-

блицы. Я уверен, это будет чрезвычайно ценным вкладом в наше дальнейшее сотрудничество. Это был бесценный опыт для будущих врачей.

15. **[Way]** Он показал мне, как правильно держать ракетку. Существует масса различных способов развить свою память. Я придумал хороший способ заработать денег. Нам нужно найти лучший способ решения этой проблемы. Слабость всегда уступает место страху. Мы видим совершенной иной образ жизни в начале XX века. Он полагает, что не существует быстрого выхода из этой кризисной ситуации. Так или иначе, но вопрос должен быть решен к концу декабря. Мы будем обращаться с ним таким же образом. В известном смысле он прав, но я ему не доверяю. В любом случае это станет явным очень скоро.
16. **[Withdraw]** Мне очень жаль, но я снимаю свое предложение. В конечном итоге он замкнулся в себе. В 1980-е он отошел от дел и стал читать лекции в университете. Как вы можете уйти из компании в такой момент! За неделю до выборов он снял свою кандидатуру. Боюсь, что это может привести к массовому изъятию наличных денег из банков.

B6 Review of prepositions

a) using the Text, fill in the prepositions.

To stay...a foreign country; to pass...several stages; to adjust...the newness of culture; ... a way; to imagine oneself...the new way of life; to arrive...a new country; to be aware... everything; to put...a framework; to learn ... mistakes; bit... bit; to withdraw... oneself; to give ...old culture; to take... the new culture; to cope ... fear; to withdraw... the new culture; to depend ... the individual; out ... the depression; ... short; to adapt ... the new country; to be interested... folk music; to happen ... sb.

b) drawing on the Core Vocabulary, translate into English fast.

На короткое время; проходить через стадии адаптации; некоторым образом; на этой стадии; на второй стадии; приезжать в новую страну; они осознают все вокруг; вступать в новую жизнь; учиться на ошибках; мало-помалу; на родине; к (моменту) четвертой стадии; они замыкаются в себе; приспособливаться к новому окружению; справиться со страхами; в зависимости от личности; обнаружить к собственному удивлению; короче говоря; интерес к новому окружению; отсутствие интереса к тому, что происходит; в большей или меньшей степени; на этом основании; до какой степени? Ни в коей мере; косвенная зависимость от...; различаться во взглядах; иначе; знать по опыту; созданный по модели; заполнить анкету; достигнуть финальной стадии; со стороны наших партнеров; смениться чем-либо; таким же образом; в любом случае.

B7 Using the phrase openings, make up situations with the given words.

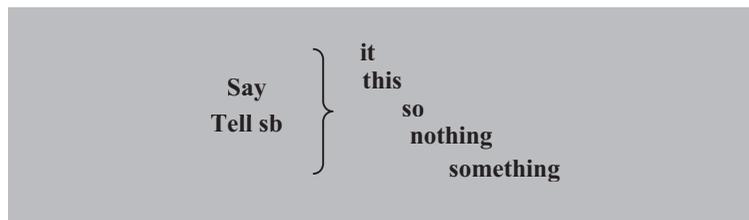
1. We proceed from the assumption that...

- a) culture ...beliefs... morals... law...
- b) customs... habits ... a member of society.
- c) language ...culture ... capabilities acquired by man.
- d) changes in language ... cultural changes.

Note 3. to emphasize the addressee use **say**
e.g. He **said** nothing **to** the policemen.
BUT: He **told me** everything about this quarrel.

B9 Fill in the blanks with say or tell.

1. Who — you this? 2. Why did he — this? 3. Who — it's wrong? 4. Why didn't he — so? 5. Let me — you a story. 6. Why didn't she — the truth? 7. I have always—so. 8. I have—you so dozens of times. 9. Did you — him the real reason? 10. She simply — nothing at all. 11. She — them nothing. 12. To — the truth, I — so only to please you. 13. You never — me anything. 14. What did you —? 15. And then he — something strange. 16. What did he — to this? 17. He — nothing about this. 18. He — us nothing about his trip. 19. — me all about it.



Note 4. to speak a foreign language

B10 Fill in the blanks with say, tell, speak, talk:

1. I didn't—at all. I did not — a word. 2. What are you two — about? 3. Why — such things when you are not sure of the facts? 4. She — to me very kindly and—me not to worry. 5. To — the truth I'm not sure I want to — to her. 6. I can't — on the subject without — you how I got the facts. 7. I did not — this. I only — I could — you what happened that night. 8. I have — to her about you. She — it was all right. 9. Don't — anyone about it. 10. I'll — you what he —. 11. I've been — so all along. He — too much. 12. What did you — ? 13. Why — about it? 14. He was the first to—. 15. He was the first to — so.

B11 Translate into English fast.

1. Кто это сказал? 2. Почему он это сказал? 3. Он этого не говорил. 4. Он об этом не говорил. 5. Он на эту тему не говорил. 6. Они не разговаривали. 7. Он говорит по-китайски. 8. Он мне этого не говорил. 9. Он со мной об этом не говорил. 10. Он ей этого не говорил. 11. Где он это говорит? 12. Он говорит об этой теории в своей последней работе. 13. Я вам ничего не говорил. 14. Он говорил хорошо. 15. Кто ему это сказал? 16. Кто говорил на эту тему? 17. Он сказал, что придет. 18. Он мне сказал, что придет. 19. Никому об этом не рассказывай.

B12 WORD FORMATION

1. Complete the Table, make up Russian sentences with the words and offer them to your peers for translation. The first line is done for you.

Height	heighten	heightening	heightened
Threat		threatening	
Fright			frightened
Short	shorten		
Broad		broadening	
Less			lessened
Wide	widen		
Loose		loosening	

2. Drawing on the Table, give the English variants.

Усиленный – широкий – меньше – расширенный – укороченный – пугающий – угрожающий – ослабленный – угроза – укорачивать – ослаблять – нежесткий – расширять – ослабляющий – напуганный – уменьшать.

3. Translate the following sentences into English.

1. Путешествия расширяют наш кругозор.
2. Прекрасное музыка усиливала впечатление от спектакля.
3. Такой подход угрожает существованию нашего союза.
4. Неужели эта новость напугала вас?
5. Эта пугающая мысль не давала ей уснуть.
6. Вам нужно сократить это предложение.
7. Мы можем расширить значение этого термина.
8. Только такие меры могут уменьшить влияние кризиса.
9. Они предлагают расширить число спецкурсов.
10. Это явление приобретает угрожающие формы.
11. Такой укороченный вариант эссе гораздо лучше.

C. TEXT ORGANIZATION

C1 Underline the topic sentence of each paragraph in the Text.

Identify the controlling idea of each sentence.

Note: Sometimes the author may place the topic sentence both at the top and at the bottom of a paragraph. In this case we speak about the **frame structure** (see, for example, paragraph 12 of the Text).

C2 Trace the way the controlling idea is developed into a paragraph.

- C3** Find the examples of the Rule of FIVE (repetition of key words, substitutes, derivatives, synonyms, parallel structures) in paragraphs 1, 4, 9, 10.
- C4** Examine and explain the use of articles in paragraph 2.
- C5** Explain how each paragraph is connected with the previous one.
- C6** Identify parallel structures in paragraph 6 and 7. What is the effect?
- C7** In paragraph 8 explain what stands behind the pronoun 'they'.
- C8** Write out all the connectives from the Text.
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D LISTENING, DISCUSSING AND WRITING

- D1** Listen to an interview with David Crystal "How is the Internet changing language today?"

<https://www.youtube.com/watch?v=jMwlgAAg0e0>

In small groups brief on:

- impact of technological development on the language
- interplay of the Internet and the language
- language changes due to the Internet advancement

SUMMARIZING

There are various types of summary you may need to make during the course of studies.

Three main types are as follows:

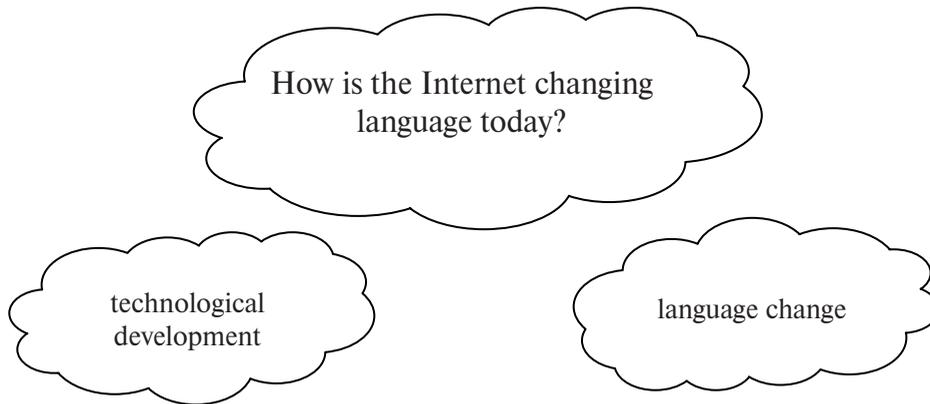
- **a short summary** – summarizing a text in only one or two sentences; may be needed for the abstract of an article you have written
- **a global summary** – summarizing the entire content of an article you are reading
- **a selective summary** – summarizing only part of the information in a text; may involve the extraction of relevant information from a large body of prose.

In a summary you should not include your own opinions or extra information on the topic. You are summarizing only the writer's information. Take care not to include details of secondary importance.

Characteristics of an effective summary

1. The same order of facts and ideas as in the original.
2. Similar wording to the original with occasional phrases exactly the same.
3. Different sentence patterns from the original.
4. Simpler vocabulary than in the original.
5. Identification of the key points in the original.

D2 Listen to David Crystal's speech once again. Complete the mind map which will identify its key points. Write a global summary of the interview.



D4 Write a short summary of the text "Stages of Adjustment". Use the model below.

Most people who go to a foreign country are bound to.... _____ _____ _____
The adjustment cycle consists of... _____ _____ _____
All travelers... _____ _____ _____

D4 *Read the text and highlight its main points. Write a selective summary on behavior patterns in regard to punctuality in different cultures (max. 3-4 sentences).*

HOW LATE IS LATE?

Time talks. It speaks more plainly than words. The message it conveys comes through loud and clear. Because it is manipulated less consciously, it is subject to less distortion than the spoken language. It can shout the truth where words lie. Informally, for important daytime business appointments in the eastern United States between equals, there are eight time sets in regard to punctuality and length of appointments: on time, five, ten, fifteen, twenty, thirty, forty-five minutes, and one hour early or late. Keeping in mind that situations vary, there is a slightly different behavior pattern for each point, and each point on the scale has a different meaning. As for the length of appointments, an hour with an important person is different from thirty minutes with that same person. Ponder the significance of the remark, 'We spent over an hour closeted with the President.' Everyone knows the business must have been important. Or consider, 'He could only spare ten minutes, so we didn't get much accomplished.' Time then becomes a message as (eloquently) direct as it words were used. As for punctuality, no right-minded American would think of keeping a business associate waiting for an hour; it would be too insulting. No matter what is said in apology, there is little that can remove the impact of an hour's heel-cooling in an outer office.

Even the five-minute period has its significant subdivisions. When equals meet, one will generally be aware of being two minutes early or late but will say nothing, since the time in this case is not significant. At three minutes a person will still not apologize or feel that it is necessary to say anything; at five minutes there is usually a short apology; and at four minutes before or after the hour the person will mutter something (although he will seldom complete the muttered sentence).

The importance of making detailed observations on these aspects of informal culture is driven home if one pictures an actual situation. An American ambassador in an unnamed country interpreted incorrectly the significance of time as it was used in visits by local diplomats. An hour's tardiness in their system is equivalent to five minutes by ours, fifty to fifty-five minutes to four minutes, forty-five minutes to three minutes, and so on for daytime official visits. By their standard the local diplomats felt they couldn't arrive exactly on time; this punctuality might be interpreted locally as an act relinquishing their freedom of action to the United States. But they didn't want to be insulting – an hour late would be too late – so they arrived fifty minutes late. As a consequence the ambassador said: " How can you depend on these people when they arrive an hour late for an appointment and then just mutter something? They don't even give you a full sentence of apology!" He couldn't help feeling this way, because in American time fifty to fifty-five minutes late is the insult period, at the extreme end of the duration scale; yet in the country we are speaking of it is just right.

(from Insights into Academic Writing)

- D5** *Read the text, underline the points relating to communication distance and summarize the message of the text in ONE sentence.*

HOW SPACE COMMUNICATES: INTERACTION DISTANCE

Spatial changes give a tone to a communication, accent it, and at times even override the spoken word. The flow and shift of distance between people as they interact with each other is part and parcel of the communication process. The normal conversational distance between strangers illustrates how important are the dynamics of space interaction. If a person gets too close, the reaction is instantaneous and automatic – the other person backs up. And if he gets too close again, back we go again. I have observed an American backing up the entire length of a long corridor while a foreigner whom he considers pushy tries to catch up with him. This scene has been enacted thousands and thousands of times – one person trying to increase the distance in order to be at ease, while the other tries to decrease it for the same reason, neither one being aware of what was going on. We have here an example of the tremendous depth to which culture can condition behavior.

In Latin America, for example, the interaction distance is much less than it is in the United States. Indeed, people cannot talk comfortably with one another unless they are very close to the distance that evokes either sexual or hostile feelings in the North American. As a consequence, they think we are distant or cold, withdrawn and unfriendly. We, on the other hand, are constantly accusing them of breathing down our necks, crowding us, and spraying our faces.

(from Insights into Academic Writing)

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- D6** *Read the text on the importation of American language. Highlight the key words. Summarize the major points in 2 or 3 sentences.*

THE SPREAD OF ENGLISH

The Japanese may restrict other imports, but there are no trade barriers to the importation of American language. English words are popular even if they do not quite make sense: T-shirts slogans like “I feel Coca-Cola.” Japlish, the combination of English and Japanese, has resulted in many humorous billboards and shopping bags.

“It isn’t important that the words mean anything; the important thing is that they sound good,” according to Tim Maydeld, an American advertising executive. English has infiltrated

many languages. Franglais is the combination of English and French. Other results are Spanglish, Ruslish (with Russian); and Hinglish (with Hindi).

Foreign diplomats in Washington can take a course in colloquial American English at the Smithsonian Resident Associate Program. Where else would they learn “Let’s do lunch,” “networking,” and “knee-jerk” among the 1,000 Americanisms taught?

“Soon the whole educated world will have English as a first or second tongue,” predicts Richard Lewis of Linguarama. “The English language seems to be moving faster in Europe than anywhere else.”

English is the inevitable future of Europe. It is displacing French and German as the most widely spoken language among Europeans. The reason is 1992, and the trend has only just begun. But just as English becomes the universal language, there is a backlash against that same universality. People are insisting on keeping traditional languages and cultures alive.

(from *Megatrends 2000* by John Naisbit and Patricia Aburdene)

D7 *In small groups discuss the importation of the American language and culture into Russia’s everyday life. Provide the examples. Formulate and write down a thesis statement (min. 25-30 words).*

D8 *Work with a partner and decide which statements in the text are facts(F) and opinions (O).*

CULTURAL NATIONALISM

From Alor Star in Malaysia, to Soweto in South Africa, to Xian in China, young people embrace the products of Western culture. In Nairobi, Cairo, Buenos Aires, and Kathmandu, you can hear the sounds of American music on almost any street corner. But the mass export of Western culture – especially U.S. culture – and the spread of English as a universal language have not come without a countertrend of cultural backlash. Against the backdrop of rock music, blue jeans, and American television, a new cultural and linguistic chauvinism is emerging:

- The English language can be found on the street signs of major thoroughfares in Tokyo but is prohibited in the French-speaking province of Quebec in Canada, a country that is officially bilingual.
- The Catalan language, outlawed during Francisco Franco's regime, is in the midst of a renaissance.
- In Wales parents who never learned Welsh themselves are sending their children to Welsh schools.
- In the Third World the universality of English is coming under increased scrutiny. In the Philippines, Malaysia, and Sudan, English has been restricted in the schools. More than a dozen countries have tried to limit its use. Chances are they will have about as much luck as the *Academie Francaise*, which has consistently failed to protect the French language from an onslaught of foreign words, mostly English.

Nevertheless, language is the pathway to culture. If the inhabitants of a Third World country sense that an outside culture is gaining undue influence, they will feel their values are threatened and may respond with cultural nationalism, vigorously asserting their language and/or religion, just as they would counter a political or military invasion with renewed political nationalism.

(from *Megatrends 2000* by John Naisbit and Patricia Aburdene)

D9 Interpret the underlined sentences. Write down their Russian version.

D10 Write a thesis statement on manifestations of cultural and linguistic chauvinism, its positive and negative trends.

D11 While reading the text below, highlight the countries and their specific customs. For every point draw a parallel with traditions and ways in Russia.

How *not* to behave badly abroad

Travelling to all corners of the world gets easier and easier. We live in a global village, but how well do we know and understand each other? Here is a simple test. Imagine you have arranged a meeting at four o'clock. What time should you expect your foreign business colleagues to arrive? If they're German, they'll be bang on time. If they're American, they'll probably be 15 minutes early. If they're British, they'll be 15 minutes late, and you should allow up to an hour for the Italians.

When the European Community began to increase in size, several guidebooks appeared giving advice on international etiquette. At first many people thought this was a joke, especially the British, who seemed to assume that the widespread understanding of their language meant a corresponding understanding of English customs. Very soon they had to change their ideas, as they realized that they had a lot to learn about how to behave with their foreign business friends.

For example:

- The British are happy to have a business lunch and discuss business matters with a drink during the meal; the Japanese prefer not to work while eating. Lunch is a time to relax and to know one another, and they rarely drink at lunchtime.

- The Germans like to talk business *before* dinner; the French like to eat first and talk afterwards. They have to be well fed and watered before they discuss anything.
- Taking off your jacket and rolling up your sleeves is a sign of getting down to work in Britain and Holland, but in Germany people regard it taking it easy.
- American executives sometimes signal the feelings of ease in their offices by putting the feet on the desk whilst on the phone. In Japan, people would be shocked. Showing the soles of your feet is the height of bad manners. It is a social insult only exceeded by blowing your nose in public.
- The Japanese have perhaps the strictest rules of social and business behavior. Seniority is very important, and a younger man should never be sent to complete a business deal with an older Japanese man. The Japanese business card almost needs a rule book of its own. You must exchange business cards immediately on meeting because it is essential to establish everyone's status and position.

When it is handed to a person in a superior position, it must be given and received with both hands, and you must take time to read it carefully, and not just put it in your pocket! Also the bow is a very important part of greeting someone. You should not expect the Japanese to shake hands. Bowing the head is a mark of respect and the first bow of the day should be lower than when you meet thereafter.

D12 *Provide more examples on differences in manners from your own experience.*

D13 *Working in small groups, make up a list of manners which might be considered "bad" in various cultures.*

D14 *Read the text and underscore the adjectives necessary to describe the characteristic features of a human being.*

PARKLAND FINDINGS

We are repeatedly warned to be aware of generalizations. Yet, paradoxically it seems that the human mind cannot resist categorizing people and things. We love to 'pigeon-hole', to make order out of a universe that frequently seems to us confusing and even chaotic. Nowhere is this tendency more evident than in our willingness to generalize about nationalities. We create national stereotypes and cling to our prejudices. To illustrate this point, we shall take a look at the findings of a survey carried out by the market research firm, Parkland Research Europe.

This organization carried out a detailed study of European attitudes by questioning 185 business executives, lawyers, engineers, teachers and other professional people from seven European countries. These were: Germany; France; Britain; Switzerland; Italy; the Netherlands; Belgium. The resulting publication *Guide to National Practices in Western Europe*, gave some idea of what Europeans think of each other. It revealed many widely-held stereotypes, but also came up with a few surprises. In the chart below, some of the data from this survey is summarized.

Germans

Like themselves best of all. Most Europeans agree that the Germans have the highest proportion of good qualities. They consider themselves very tolerant, but nobody else do. They see themselves as fashionable. Others find them ‘square’.

French

Not really admired by anyone except the Italians. Other Europeans find them conservative, withdrawn, chauvinistic, brilliant, superficial, hedonistic. Also, not very friendly. The French agree on the last point!

British

Mixed reactions. Some find them calm, reserved, open-minded, trustworthy; others deem them conservative, insular and superior. Everyone are unanimous that the British have an excellent sense of humor. The British most admire the Dutch.

Swiss

Show considerable lucidity and powers of self-analysis. See themselves as serious, trustworthy, but too money-minded and suspicious. Most Europeans agree. The Swiss like the Germans best.

Italians

Generally considered by everyone to be lazy and untrustworthy, and the Italians agree! Most also find them to be vivacious, charming, hospitable and noisy. The Italians admire the French and the Dutch. Hardly anyone loves the Italians except the French.

Dutch

Most admired people in Europe — except by their neighbors — the Belgians. Everyone agree that the Dutch are hard-working, thrifty, good-natured, tolerant and business-minded. The Netherlands, however, are not considered a good place to live in.

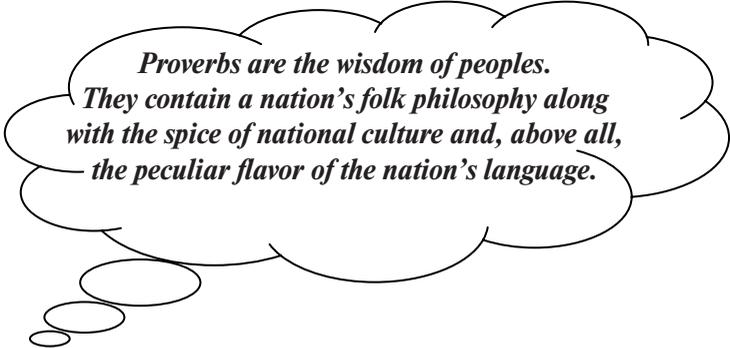
Belgians

Least admired in this group. They see themselves as easy-going and diligent workers. Other Europeans consider them undisciplined and narrow-minded — and lousy drivers!

D15 *Do a survey among your peers and write a similar profile for the Russians.*

D16 *Explain the meaning of the sayings below.*

Dutch disease; double Dutch; Dutch comfort; I’m a Dutchman if...; to take a French leave



*Proverbs are the wisdom of peoples.
They contain a nation’s folk philosophy along
with the spice of national culture and, above all,
the peculiar flavor of the nation’s language.*

D17 Find more sayings or proverbs based on national stereotypes

D18 Read the extract from an article “The Mainsprings of Russia” by Maurice Baring. Interpret the underscored sentences.

The *intelligentsia* and the officials are Russians; and being Russians, they have certain qualities and certain defects which are probably common to all Russians, which are the natural result of Russian temperament. Where they differ from the classes which are above them or beneath them is in their education — or rather in the effect which that education has had upon them. The disease is the same; it is the way of taking it which is different.

They are extremely well educated; infinitely, incomparably better educated than the average Englishman. They are sometimes over-educated. The Russian mind assimilates with ease; it apprehends with incredible quickness; it is sensitive, receptive, plastic, agile. Such qualities in the case of men who are naturally thoughtful, studios, and serious, lead to a wide and deep culture. But in the case of the half-educated — in the case of people who quickly assimilate a smattering of the ideas that are in the air all over Europe — the result is a radical immaturity, something that is immature in its very over-ripeness, something shallow, thin and superficial.

In spite of this, if you take the average Russian of the educated middle class, he is extremely well educated — so much better educated than the average educated Englishman that comparison would be silly. The average Scotsman would compare favourably with him, and the average German: only the Russian has a quicker, more adaptable mind; and he is more inquisitive of what is going on outside the walls of his country than the average Frenchman.

If you took an average schoolboy of thirteen, and put him at an English public school, he would find the work given to an average English schoolboy of thirteen not only easy, but childish.

Moreover, the educated Russian is far more catholic in his culture than the average Englishman. A certain grasp of mathematics, of political economy and physical science, a knowledge of European history, would be looked upon by him as a matter of course, whereas the English public schools and universities turn out not only undergraduates but dons who have specialized in one subject and reveal an astounding ignorance in every other branch of human knowledge.

I remember once a Russian pointing out to me some remarks written in a popular book by an English don, and remarking that a Russian child could not possibly have written anything so silly. I, indeed, needed no persuasion. On the other hand, I remember one of the more radical members of the first Duma pointing out to me that in matters of practical political organization an English child could give the Russian political leaders points.

Most educated Russians are familiar with the works of Herbert Spenser, Huxley, John Morley, Buckle and John Stuart Mill. They are at the same time not only familiar with, but acutely appreciative of, humorous and serious English literature — of Dickens, Bret Harte, Wells, Jerome K. Jerome, Conan Doyle, etc.

D19 *Highlight the principal traits of the Russians which the author focuses on. Discuss them in small groups. Bearing in mind that the article was published in 1914, say if you agree or disagree? Be ready to share your opinion with the group and ask follow-up questions.*

Agreeing

I agree with you

That's absolutely right

I cannot but agree that...

Disagreeing

Not quite so

I see your point but...

I don't think that is true

D20 *Make a 3-minute speech on the statements below. Support it with facts and examples.*

1. Language is a horse that carries one into a far country.
2. Language is a window to the past.
3. Every man carries his culture about with him wherever he goes.
4. Trifles make perfection, and perfection is not a trifle. (Michelangelo)
5. A sharp eye for faults may easily become a blind eye for beauty.
6. The test of good manners is being able to put up with bad ones.

D21 *In small groups, discuss the views of famous people on various aspects of culture. Agree on a group opinion. Share your results with the class. Use the phrases given below.*

We don't think that... The majority of us think that...

Overall we believe that... We are convinced that...

1. Dmitriy Likhachov, Russia's Academician, on the future of the Humanity:

Я убежден, что в будущем нас ждет отсутствие национальных границ, таможен и т.д., нас ждет рождение единой культуры человечества, поскольку она должна быть доступна всем и понимать ее смогут только люди, не враждебные друг другу.

2. J.G. Ballard, British writer on Euro Disney:

Some refer to it as a cultural Chernobyl. I think of it as a cultural Stalingrad.

3. Orson Welles, American actor and film director:

In Italy for thirty years under the Borgias they had warfare, terror, murder, bloodshed – they produced Michelangelo, Leonardo da Vinci and the Renaissance. In Switzerland they had brotherly love, five hundred years of democracy and peace and what did that produce...? The cuckoo clock.

4. Ю. Лотман:

Культура – это система табу.

D22 *Look back over this unit and write a short paragraph that expresses your opinion on various aspects of life and culture. Use the model below.*

1. The ideals of a nation are most visible in its advertisements.
2. Life of an immigrant is not an easy one.
3. Time and space talk more plainly about our culture than words.
4. Cultural nationalism is the natural result of the spread of English and Western culture.
5. Once a foreigner, always a foreigner (J. Mikes).
6. We are happy/ not very happy living in a global village.
7. In the XXI century the arts are replacing sports as society's dominant leisure activity.
8. The growth of English in Russia is changing our culture in various ways.

In my opinion, living in a global village is..... _____

I believe this for several reasons. First, ... _____

Second, ... _____

Finally, ... _____



Unit 3

AIMS

OF EDUCATION

UNIT 3 AIMS OF EDUCATION

Lead-in Practise reading the following words and collocations.

- a) science; either; indiscriminately; throughout; blithely; unfortunately; detour; ignorance; carefully; thoroughly; mankind; demeaning; weight; sufficient; rigorous; decay;
- b) increasingly widespread acceptance; fatal educational principle; intense physical training; mental exertion; a continuous source; genuine challenge; a muddled economics paper; an incompetent laboratory performance; misguided policies;
- c) faculty and administration; self-discipline and hard work; pleasure and delight; pain and frustration; joy and ecstasy; to read intelligently and think precisely; to speak fluently and write clearly; cooperative and sensitive; well-founded and constructive;
- d) on the brink of chaos; to yield to pressure; a man of real integrity; to achieve without effort; ought to be thought equally foolish; baffled by intellectual subtleties; cannot be experienced without toil; evaluation of faculty; to ingratiate themselves with the students; the success of a democracy.

READING

If At First You Don't Succeed, Quit

1. American higher education **stands** on the brink of chaos. Never have so many spent so long learning so little.
2. The present crisis stems from the increasingly widespread acceptance among faculty and administrators of the fatal educational principle that a student should not be **required** to do any academic work that displeases him. If a student **prefers** not to study science or history or literature, he is allowed to **attain** his degree without studying any science, history, or literature.
3. If he prefers not to take examinations, he either makes special arrangements with his instructor or else chooses his courses from among the ever-growing number that involve no examinations. If he prefers that his work not be graded, he **arranges** in most or all of his courses to **receive** an undifferentiated pass or fail. If he is concerned about **obtaining** high grades, he selects his teachers from among the many who have yielded to student pressure and now indiscriminately award As to virtually everyone. The dean of Yale's Morse College recently remarked of her students: "They get a B and they bawl. It takes a man or woman of real integrity to give a B".
4. Throughout the country the attempt is being made to provide students with what is advertised as a 'liberal education' without requiring of them the necessary self-discipline and hard work. Students have been led to believe that they can **achieve** without effort, that all they need do in order to obtain a good education is skip blithely down the merry

road to learning. Unfortunately, that road is no more than a detour to the dead end of **ignorance**.

5. We must realize that becoming an educated person is a difficult demanding enterprise. Just as anyone who spoke of intense physical training as a continuous source of pleasure and delight would be thought a fool for we all know how much pain and frustration such training **involves**, so anyone who speaks of intense mental exertion as a continuous source of joy and ecstasy ought to be thought equally foolish for such effort also involves pain and frustration. It is painful to have one's ignorance exposed and frustrating to be baffled by intellectual subtleties. Of course, there can be joy in learning as there can be joy in sport. But in both cases the joy is a result of overcoming genuine **challenges** and cannot be experienced without toil.
6. It is not easy to read intelligently and think precisely. It is not easy to speak fluently and write clearly. It is not easy to study a subject carefully and know it thoroughly. But these abilities are the foundation of a sound education.
7. If a student is to learn intellectual responsibility, he must be taught to **recognize** that not every piece of work is a good piece of work. In fact, some work is just no good at all. A student may be friendly, cooperative and sensitive to the needs of mankind, but he may nevertheless **turn** in a muddled economics paper or an incompetent laboratory report.
8. And that he means well is no **reason** why he should not be criticized for an inadequate performance. Such criticism, when well-founded and constructive, is in no way demeaning, for the willingness to accept it and learn from it is one mark of a mature individual. Yet criticism of any sort is rare nowadays. As student **opinion** is given greater and greater weight in the evaluation of faculty, professors are busy trying to ingratiate themselves with the students.
9. Indeed, college education is gradually coming to resemble the Caucus-race in "Alice's Adventures in Wonderland" in which everyone begins running whenever he likes and stops running whenever he likes. There are no rules. Still everyone wins, and everyone must receive a prize.
10. A democracy, however, cannot afford to transform its educational system into a Caucus-race, for the success of a democracy depends in great part upon the understanding and capability of its citizens. And in the complex world in which we live, to **acquire** sufficient understanding and capability requires a rigorous education. If we **fail** to provide that education, we shall have only ourselves to blame as misguided policies in our universities contribute to the decay of our democracy.

(by *STEVEN CAHN*)

CORE VOCABULARY

1. achieve v

~ your aim/ goal/ target – достичь/ добиться цели

~ a record level/ desired effect – достичь рекордного уровня/ добиться желаемого эффекта (*Syn. attain, reach*)

~ independence/ complete understanding – добиться независимости/ полного понимания
~ your ambition/ dream – реализовать собственные амбиции/ мечты (*Syn.* **realize**)

achievement *n*

highest / remarkable ~ – наивысшее/ выдающееся достижение

2. acquire *v*

~ a habit/ knowledge/ significance/ status – приобретать привычку/ знания/ значимость/ статус (*Syn.* **receive/ obtain/ win**)

newly ~ed – вновь приобретенный

acquisition *n*

valuable ~ – ценное приобретение

~ of skills/ property – приобретение навыков/ собственности

mergers and ~s (M&As) – слияния и поглощения

3. arrange *v*

~ sth in alphabetical/ reverse/ chronological order – располагать что-либо в алфавитном/ обратном/ хронологическом порядке;

~ that – договориться о том, что...

as ~d – как договаривались

~ sth/sb in order of size/ priority – выстроить ч.-л./к.-л. по размеру/ степени важности

~ for sth / for sb to do sth – договориться о ч.-л./ чтобы к.-л. сделал ч.-л.

arrangement *n*

necessary/ special/ temporary ~s – необходимые/ особые/ временные меры/ договоренности

security ~s – меры безопасности

holiday/ wedding ~s – праздничные/ свадебные приготовления

cancel/ confirm the ~s – отменять/ подтверждать договоренности

make the ~s – готовиться к чему-либо

come to some ~ – достигнуть договоренности

according to/ under an ~ – согласно договоренности

4. challenge *v*

~ an assumption/ legality/ rightness – оспаривать утверждение/ законность/ правоту

challenge *n*

huge/ real ~ – огромная/ реальная трудность/ проблема

face/ meet a ~ – столкнуться с проблемой / трудностью

deal with/ tackle a ~ – решать проблему

present/ pose a ~ – представлять трудность/ проблему

challenging *adj*

~ job/ problem – трудная, но интересная работа/ серьезная проблема

5. fail *v*

a plan/ an attempt/ an experiment ~ed – план/ попытка/ эксперимент провалился

a company/ business ~ed — компания разорилась (*Syn.* **go bankrupt/ go bust/ broke**)

~ an interview — провалить собеседование

~ a test badly — сдать тест с очень низким баллом

failure *n*

complete/ total/ utter~ — полный/ окончательный провал/ крах

economic/ political ~ — экономический/ политический крах

6. ignore *v*

~ a law/preliminary arrangements — игнорировать закон/ предварительные договоренности

~ sb's advice/ warning — игнорировать чьи-либо советы/ предупреждения

~ deliberately/ completely/ simply — умышленно/ полностью/ просто игнорировать

ignorance *n*

complete/ total ~ — полное невежество / незнание

~ of the law/ situation — незнание закона/ ситуации

show/ display/ reveal one's ~ — показать/ продемонстрировать/ выдать собственное невежество

ignorant *adj*

remain ~ — не осознавать чего-либо

keep sb ~ — держать кого-либо в неведении

be ~ of the fact/ reasons — не знать о факте/ о причинах

be ~ about sth — быть несведущим в чем-либо

Note: He was ignorant of the fact = He did not know about it.

He ignored the fact = He knew about it but paid no attention.

7. involve *v*

~ exams/ expenditures/ changes — повлечь/ предполагать/ экзамены/ расходы/ изменения

~ qualified personnel/ funds — привлекать квалифицированный персонал/ фонды

be / get ~ d in a heated debate/ conflict — быть втянутым / вовлеченным в горячую дискуссию/ конфликт

be ~d in the development of a new software — заниматься разработкой нового программного продукта

involved *adj*

~ explanation/ problem — сложное объяснение/ проблема (*Syn.* **complicated/ complex**)

8. opinion *n*

expert/ personal/ public/ popular ~ — экспертное/ личное/ общественное/ распространенное мнение

give / express/ an ~ — высказывать/ выразить мнение

ask (for)/ confirm the ~ — спрашивать/ подтверждать мнение

be of the ~ — считать

in my (humble) ~ ИМНО — по моему (скромному) мнению/ разумению

have good / bad / high / low ~ of – быть хорошего/ плохого/ высокого / невысокого мнения
~ poll – опрос общественного мнения

9. prefer *v*

clearly/ obviously ~ sb/ sth **to** sb/ sth – явно/ очевидно предпочитать к.-л./ ч.-л. к.-л./ чему-л.

preference *n*

a clear/ marked/ personal ~ - очевидное/ заметное/ личное предпочтение
express/ show ~ for sth – высказывать/ выказывать предпочтение к чему-либо
a ~ as to/ regarding sth – предпочтение в отношении чего-либо

10. reason *n*

the only/ the real ~ **for** sth/ doing sth – единственная/ реальная причина чего-либо
valid/ legitimate ~ behind sth – веский / законный довод для чего-л.
have/ give/ offer ~s **for** sth – иметь/ предоставлять доводы/ основания для чего-л.

11. receive *v*

~ education/ training – получать образование/ подготовку (*Syn.* **acquire/ obtain/ gain**)
~ extra income/ unemployment benefit /medical treatment – получать дополнительный доход/ пособие по безработице/ медицинскую помощь
~ attention/ publicity – заслужить внимание/ популярность

receipt *n*

make/ write out a ~ – выписать чек
on ~ of – по получении

receipts *n*

bank/ tax ~ – банковские/ налоговые поступления

12. require *v*

~ comment/ explanation/ careful consideration/ immediate solution – требовать комментария/ пояснения/ тщательного рассмотрения/ немедленного решения
detailed analysis/ further discussion is ~ d – требуется детальный анализ/ дальнейшее обсуждение

requirement *n*

basic/ essential/ legal ~ – основное/ необходимое/ законное требование
safety ~s – требования безопасности
meet/ match/ satisfy/ fulfil the ~ s – удовлетворять/ соответствовать/ выполнять требования
comply with ~s – подчиняться требованиям
impose/ lay down/ set out ~s – вводить/ вносить/ устанавливать требования

13. recognize *v*

~ a fact/ your mistake – признать факт/ собственную ошибку
widely/ internationally ~d – широко / всемирно признанный

recognition *n*

world ~ – мировое признание

deserve/ receive / win ~ – заслуживать/ получать/ завоевывать признание

in ~ of – в знак признания

14. result *v*

~ in sth – привести к чему-либо (*Syn.* **cause**)

~ from sth – явиться результатом чего-либо

result *n*

desired/ disastrous/ end/ preliminary ~ – желаемый/ катастрофический/ конечный/ предварительный результат

achieve/ obtain/ produce a ~ – добиваться/ получать/ давать результат

15. stand *v*

~ pain / noise – терпеть/ выносить боль/ шум

stand *n*

current/ previous ~ – существующая/ прежняя позиция

It ~ s to reason that... – Вполне разумно, что...

What does this abbreviation ~ for – Что означает эта аббревиатура?

16. turn *v*

~ to other problems – обратиться к другим проблемам

~ to friends – обратиться к друзьям

~ the incident into a conflict – превратить инцидент в конфликт

~ against the enemies/ political opponents – выступать против врагов/ политических оппонентов

~ down the offer – отклонить предложение

~ in a report – сдавать отчет

~ out to be true / false / successful – оказаться верным / фальшивым / успешным

As it turned out – Как оказалось...

turn *n*

at the ~ of the century – на рубеже веков

do a good / bad ~ – оказать хорошую / плохую услугу

A. COMPREHENSION CHECK

A1 *Translate the sentences below (in writing). Discuss different variants with your partner.*

1. Never have so many spent so long learning so little.
2. The present crisis stems from the increasingly widespread acceptance among faculty and administrators of the fatal educational principle that a student should not be required to do any academic work that displeases him.

3. If he is concerned about obtaining high grades, he selects his teachers from among the many who have yielded to student pressure and now indiscriminately award A's to virtually everyone.
4. We must realize that becoming an educated person is a difficult, demanding enterprise.
5. Just as anyone who spoke of intense physical training as a continuous source of pleasure and delight would be thought a fool, for we all know how much pain and frustration such training involves, so anyone who speaks of intense mental exertion as a continuous source of joy and ecstasy ought to be thought equally foolish, for such effort also involves pain and frustration.
6. A student may be friendly, cooperative and sensitive to the needs of mankind, but he may nevertheless turn in a muddled economics paper or an incompetent laboratory report.
7. Such criticism, when well-founded and constructive, is in no way demeaning for the willingness to accept it and learn from it is one mark of a mature individual.

A2 Paraphrase and interpret the following sentences in English.

1. They get a B and they bawl. It takes a man or woman of real integrity to give a B.
2. Unfortunately, that road is no more than a detour to the dead end of ignorance.
3. It is painful to have one's ignorance exposed and frustrating to be baffled by intellectual subtleties.
4. And that he means well is no reason why he should not be criticized for an inadequate performance.
5. As students' opinion is given greater and greater weight in the evaluation of faculty, professors are busy trying to ingratiate themselves with the students.
6. There are no rules. Still everyone wins, and everyone must receive a prize.

A3 Discuss the following issues raised in the Text. Give your reasoning.

1. Find the proof for the idea that American higher education stands on the brink of chaos.
2. What does the present crisis stem from?
3. How do American students make life easier for them?
4. How do you understand "It takes a person of real integrity to give a B"?
5. What does Steven Cahn mean by 'a liberal education', 'a rigorous education'?
6. Prove that an education process is
 - a difficult, demanding enterprise
 - a source of joy and ecstasy (paragraph 5)
7. Give your interpretation of the comparison: "There can be joy in learning as there can be joy in sport".
8. What are the qualities and skills necessary for an educated person?
9. How do you understand 'intellectual responsibility'?
10. How should a student take criticism? Give your reasoning.
11. Comment on the comparison of college education and the Caucus-race ("Alice's Adventures in Wonderland").
12. How does the success of a democracy in a country depend on the capability of its citizens?

B. VOCABULARY AND STRUCTURE

B1 Find Russian equivalents for the following English collocations:

stand on the brink of chaos; fatal educational principle; receive an undifferentiated pass or fail; obtain high grades; evaluation of faculty; provide with a liberal education; achieve without effort; make special arrangements; require necessary self-discipline; indiscriminately award A's to virtually everyone; detour to the dead end of ignorance; intense physical training; source of pleasure and delight; pain and frustration; intense mental exertion; without toil; read intelligently; think precisely; speak fluently; write clearly; study a subject carefully; know thoroughly; foundation of a sound education; accept criticism; a mark of a mature individual; receive a prize; depend in great part upon; acquire sufficient understanding; difficult demanding enterprise; overcome genuine challenges; have one's ignorance exposed; be criticized for an inadequate performance; decay of democracy.

B2 Find in the Text English equivalents for the following Russian collocations:

профессорско-преподавательский и учебно-вспомогательный персонал; получить диплом; предполагать экзамен; поддаваться давлению со стороны студента; по всей стране; студентов убедили; беспечно двигаться; окольный путь в тупик невежества; принципиальный человек; предприятие, требующее больших усилий; преодолевать поистине огромные трудности; хорошая работа; понимать задачи, стоящие перед человечеством; сдавать работу по экономике, не отвечающую требованиям; способности своих граждан; фундаментальное образование; неверное направление в политике; обоснованная и конструктивная критика; отличительный признак зрелого человека; выполнять научную работу, которая ему не нравится; быть сбитым с толку интеллектуальными тонкостями; способствовать подрыву демократии.

B3 Consulting the Active Vocabulary:

a) give Russian variants of the following collocations:

to achieve increase in payment; highest achievement; to acquire significance; acquisition of property; to arrange words in alphabetic order; to arrange about a reception; security arrangements; to attain a desired goal; futile attempt; to challenge the rightness; a genuine challenge; a challenging job; to ignore preliminary arrangements; ignorance of the situation; to betray one's ignorance; to involve expenditures; to involve a different approach; to be involved in a heated debate; involved explanation; to be of the opinion; opinion poll; informed opinion; to realize forthcoming difficulties; to receive a lot of attention; on receipt of; further discussion is required; required reading; a legal requirement; in recognition of; to grant diplomatic recognition; to stand by the promise; to turn down the offer; to take turns; to do a good turn.

b) complete the collocations below:

achieve a desired ...; highest ... of the athlete; acquire...; valuable ...; arrange in ... order; security ...; challenge the ...; ... job; pose a ...; attempts ...; total ...; ignore preliminary ...; ... sb's advice;

ignorance of the...; display your ...; be ... of the reasons; involve ...; get involved in a heated ...; involved ...; personal ...; ask for the ...; in my humble ...; opinion ...; a personal ...; ... preference for; a ... regarding sth; the ... reason for sth; legitimate ... for sth; receive ...; ... unemployment benefit; write out a ...; tax ...; require careful ...; ... requirement; satisfy the ...; comply with the ...; recognize your ...; win ...; desired ...; ... result; produce a ...; stand ...; previous ...; What does this acronym ... for? turn to ...; turn against ...; ... down the offer; turn in a poor ...; ... out to be true; do a good

c) give English equivalents of the following collocations:

достичь рекордного уровня; выдающееся достижение; приобретать значимость; вновь приобретенный; слияния и поглощения; располагать в обратном порядке; договориться о встрече; меры безопасности; отменять договоренности; достигнуть договоренности; в соответствии с договоренностью; оспаривать утверждение; столкнуться с реальной трудностью; попытка провалилась; компания разорилась; окончательный провал; политический крах; игнорировать совет; не знать о причинах; повлечь значительные расходы; быть втянутым в конфликт; заниматься разработкой нового программного продукта; сложное объяснение; высказывать собственное мнение; быть невысокого мнения о ком-либо; опрос общественного мнения; явно предпочитать; заметное предпочтение; предпочтение в отношении чего-либо; единственно реальная причина; удостоиться внимания; заслужить популярность; выписать чек; банковские поступления; требовать немедленного решения; подчиняться требованиям; всемирно признанный; привести к финансовому краху; явиться результатом кризиса; добиться желаемого результата; Это разумно; обратиться к друзьям; превратить инцидент в конфликт; оказаться фальшивым.

B4 Review of prepositions

Translate into English fast.

Text: на грани хаоса; беспокоиться по поводу высоких оценок; поддаваться давлению студентов; по всей стране; в обоих случаях; извлечь из этого уроки; зависеть в основном от способностей; способствовать упадку демократии.

Core vocabulary: располагать в алфавитном порядке; выстроить по степени важности; договориться о консультации; прийти к согласию; согласно договоренности; сталкиваться с серьезной проблемой; быть невысокого мнения о ком-либо; высказывать предпочтение к английским романам; реальная причина инцидента; по получении разрешения; подчиняться требованиям; излагать требования; в знак признания нашей победы; привести к провалу; явиться результатом упадка демократии; эта аббревиатура означает Европейский Союз; отклонить предложение; сдать лабораторную работу; этот код оказался верным; на рубеже десятилетий.

B5 Translate into English.

1. **[Achieve]** Чтобы добиться своей цели, ему пришлось выучить и английский, и немецкий. К концу года компания добилась повышения производительности труда. В результате переговоров им, наконец, удалось добиться полного взаимопонимания. Это, несомненно, одно из самых значительных достижений в области телекоммуникаций за последнее десятилетие.

2. **[Acquire]** С новой работой у него появилась привычка работать допоздна. Используя этот метод, вы получите прочные знания. Эти явления приобретают все большую значимость. Этот регион приобрел статус свободной экономической зоны. На выставке были представлены ценные приобретения музея за последние 20 лет. Приобретение таких навыков совершенно необходимо в современных условиях. Сделки по слиянию и поглощению – один из способов развития компаний.
3. **[Arrange]** Книги расположены в алфавитном порядке. Я организовал вам встречу с Генеральным директором. На этой неделе мы должны подготовиться к приему. Мы договорились встретиться в офисе. Он организовал ему консультацию у лучшего кардиолога. Нам еще надо договориться, где встретиться. Он отвечает (to be in charge of) за меры безопасности во время визита. По особой договоренности с банком мы можем взять кредит еще на 25 тысяч. Я уверен, мы можем достигнуть договоренности.
4. **[Challenge]** Трудности в осуществлении наших идей побудили нас искать новый метод. Традиционные подходы постоянно оспариваются авангардными художниками. Вы не можете оспаривать законность решения суда. Эта задача представляет собой истинную трудность для ученых. Важнейшая задача правительства - это создание новых рабочих мест. Я бы предпочла более интересную, пусть и трудную работу. Молодые ученые бросили вызов своим именитым коллегам, применив инновационный метод решения технических задач.
5. **[Ignore]** Нельзя игнорировать законы природы. Если вы собираетесь игнорировать предварительные договоренности, переговоры зайдут в тупик. Он продемонстрировал свое полное незнание ситуации. Они пребывают в полном неведении относительно причин катастрофы. Это приведет нас в тупик невежества. Мой совет полностью проигнорировали. Боюсь, что я ничего не знаю об этой компьютерной программе. Он ехал очень быстро, потому что не знал, что там было ограничение скорости (speed limit). Он не обращал внимания на ограничение скорости.
6. **[Involve]** Эта программа повлечет не только огромные расходы, но и значительные изменения в жизненном уровне (living standards). Этот курс предполагает не экзамен, а дифференцированный зачет. Такой проект привлечет и квалифицированный персонал, и фонды инвесторов. Им не удалось втянуть его в дискуссию. Очень скоро они оказались втянутыми в этот пограничный конфликт. В настоящее время он занимается разработкой нового программного продукта. Это сложное объяснение не позволило нам понять его теорию.
7. **[Receive]** Вы должны будете заплатить налог с дополнительного дохода, который получите к концу года. Он не получает пособие по безработице, потому что не работает уже больше года. Его последняя работа удостоилась значительного внимания. В нашем центре вы можете получить квалифицированное лечение бесплатно (free of charge). Не могли бы вы выписать мне чек? При получении аккредитива (letter of credit) товар будет отгружен (shipped) немедленно. За последний квартал банковские поступления значительно сократились.
8. **[Require]** Этот вопрос требует не комментариев, а тщательного рассмотрения. Его поведение требует объяснения. Совет Безопасности ООН (The UN Security Council)

потребовал немедленного решения этого вопроса. Дальнейшее рассмотрение не требуется. Совет директоров пришел к мнению, что требуется детальный анализ расходов компании. Основные требования забастовщиков были удовлетворены. Трудно найти работу, которая удовлетворяла бы всем этим требованиям. Знание английского языка является необходимым требованием для получения этой работы.

9. **[Recognize]** Мы должны признать тот факт, что положение дел все еще остается неудовлетворительным. Они вынуждены были признать трудное положение учителей. Симптомы этой болезни трудно распознать на начальной стадии. На рубеже веков работы этого философа получили мировое признание. В 1976 году М. Фридман (Milton Friedman) получил Нобелевскую премию в знак признания его достижений в экономике. Многие современные компьютерные программы имеют функцию распознавания речи.
10. **[Stand]** Он вынужден был сдержать обещание. Спикер заявил, что он будет придерживаться сказанного ранее. Совершенно очевидно, что решение этого вопроса потребует многих месяцев, если не лет. Что обозначает аббревиатура МВФ? В реализации этого масштабного (large-scale) проекта принимали участие четыре крупных компании.
11. **[Turn]** Не забудьте обратить внимание и на другие проблемы высшего образования. Почему она не обратилась к друзьям за помощью? В своих исследованиях вы должны будете обращаться к литературе в оригинале. К счастью, им не удалось превратить инцидент в конфликт. Он часто выступал против своих политических оппонентов в очень резкой форме. Предложение было отклонено. К концу второго квартала их завод получил рекордную прибыль. Я не могу поверить, что вы сдали такую слабую работу. В конечном итоге этот эксперимент оказался очень успешным. Как оказалось, она не поняла ни слова из того, что он говорил. Эта теория была особенно популярна на рубеже веков. Такие высказывания могут оказать ему плохую услугу.

B6 Complete the sentences.

1. *It has been decided that...*
 - a) они договорятся о встрече во вторник утром.
 - b) она получит диплом через год.
 - c) всестороннее исследование этого метода будет проведено в следующем квартале.
 - d) их предложение следует отклонить.
2. *It has often been questioned whether...*
 - a) осознает ли она предстоящие трудности.
 - b) удовлетворит ли правительство их требования.
3. *It is widely assumed that...*
 - a) получение высшего образования — необходимое условие успеха.
 - b) опросы общественного мнения приобретают все большее значение.
 - c) добиться признания может только очень трудолюбивый человек.

- d) проблемы окружающей среды (environmental issues) требуют немедленно-го решения.
4. *It was taken for granted that...*
- для этого проекта необходимо разработать новый программный продукт.
 - счета будут оплачиваться по получении.
 - будут приняты особые меры безопасности.
5. *As is well known...*
- незнание ситуации (ignorance of the situation) может повлечь проблемы.
 - чтобы добиться цели, нужно прежде всего верить в себя.
 - получить разрешение на строительство в этом месте довольно трудно.

B7 Using the Active Vocabulary, translate the following participial constructions.

Достигнутый уровень; достигнутое взаимопонимание; приобретая опыт; полученные знания; приобретенные навыки; прекрасно организованная встреча; договариваясь об условиях; диплом, полученный в Лондоне; достигнутый уровень; игнорируя договоренности; полученные результаты; получая соответствующую информацию; осознавая предстоящие трудности; реализованный проект; полученный дополнительный доход; получая пособие по безработице; признанный факт; признавая трудное положение.

B8 Match the two halves of the sentences paying special attention to passive constructions. Provide their Russian variant in writing.

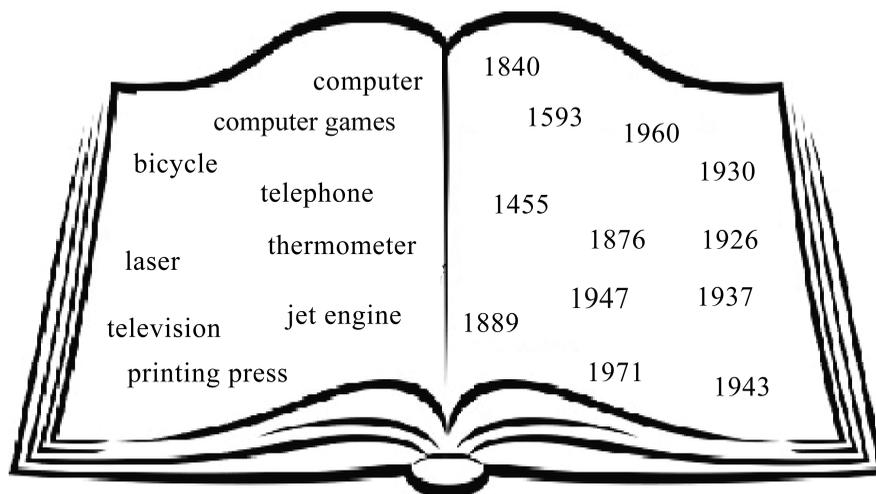
1. A student...	a. ...cannot be experienced without toil.
2. Without studying any science, history or literature, he...	b. ...must be taught to recognize that not every piece of work is a good piece of work.
3. Throughout the country the attempt...	c. ...should not be criticized for an inadequate performance.
4. The joy...	d. ...is given greater and greater weight in the evaluation of faculty.
5. If a student is to learn intellectual responsibility, he...	e. ... should not be required to do any academic work that displeases him.
6. That he means well is no reason why he...	f. ...is allowed to attain his degree.
7. Student opinion...	g. ...is advertised as a liberal education without requiring of them the necessary self-discipline and hard work.
8. Students are provided with what...	h. ...have been led to believe they can achieve without effort.
9. Students ...	i. ...is being made to provide students with liberal education

B9 Match the beginnings of the proverbs with their endings. Think of corresponding Russian proverbs and make up situations where they may be appropriately used.

1. A bird...	a....is never known till needed.
2. A friend...	b. ...cannot be recalled.
3. A good name...	c.....is never blamed.
4. A man...	d. ...is sooner lost than won.
5. A liar...	e. ...is known by its song.
6. Ask no questions and you...	f. ...are made in heaven.
7. He ...	g. ...was not built in a day.
8. Marriages...	h. ...is known by the company he keeps.
9. Rome...	i. ...is not believed when he speaks the truth.
10. Self done...	j. ...is not laughed at that laughs at himself first.
11. Success...	k. ... is lost is lost.
12. Things past...	l. ... is half done.
13. Well begun...	m. ...is born a fool is never cured.
14. What...	n. ...is soon and well done.
15. He who...	o. ...will be told no lies.

B10 Discuss with your partner when these inventions or discoveries were made.

Follow the model below.



Model: *As far as I know/ remember the thermometer was invented in 1793.*

B11 *In small groups discuss:*

- *what inventions or discoveries may soon be made*
- *what triggers an invention*
- *Comment on the dictum by A. Einstein: Интуиция – священный дар, разум – покорный слуга.*

B12 *Give the corresponding passive constructions. Make the underlined word the subject of a new sentence. Keep the tense form unchanged.*

1. The dean has just signed the papers.
2. When they came in the doctor was examining the child.
3. Somebody has switched off the lights.
4. They will return the books in due time.
5. By the time you come she will have read the paper.
6. She said she would write the letter first thing in the morning.
7. Every decade people invent new ways of passing on information.
8. Last year they published only one of his books.
9. Now they are discussing the results of the exam.
10. They equipped the new school with cutting-edge technology.

C. TEXT ORGANISATION

1. Identify the thesis statement of the essay.
2. Underline the topic sentence of each paragraph. If there is no topic sentence in the paragraph, explain why.
3. In each topic sentence identify the controlling idea and develop it.
4. Find parallel structures in paragraphs 2, 3, 5, 6 and 9. What is the function of this stylistic device in each case?
5. How is each paragraph connected with the previous one?
6. How does the author achieve unity in paragraph 8?
7. Identify and explain the frame structure in paragraph 10.
8. Trace its connection with the beginning of the text. Explain the effect of it.

D. LISTENING, DISCUSSING AND WRITING

- D1** *Draw a mind map covering the main points brought up in the Text. Compare and contrast the approaches to education in Russia and the United States along these points.*
- D2** *Make up a list of your majors and electives. Prepare a 2-minute speech on your likes and dislikes.*

Presentation Skills

D3 Before listening to Steve Jobs on his experience in education, make sure you know the following collocations.

Commencement address; to connect the dots; to drop out of college; to put somebody for adoption; college tuition; required classes; to turn out to be priceless; to follow one's curiosity and intuition; to take a calligraphy class; wonderful typography; to let somebody down; to release one's finest creation; visions of the future begin to diverge; previous generation of entrepreneurs; a public failure; the heaviness of being successful; the lightness of being a beginner; computer animated feature film; a remarkable turn of events; awful-tasting medicine; to make an impression on somebody; external expectations; fear of embarrassment; to avoid the trap; to be diagnosed with cancer; to be curable; to get one's affairs in order; to have a surgery; to be trapped by dogma; one's inner voice; to have the courage to follow one's heart.

D4 Listen to the Commencement address by Steve Jobs, the cofounder, chairman, and CEO of Apple Inc., delivered on 12 June, 2005 at Stanford University.

Answer the questions below.

(<http://www.youtube.com/watch?v=DIR-jKKp3NA>)

1. Which of the three stories told by Steve Jobs impressed you most? Why?
2. Do you agree that formal higher education is not necessary to achieve success in your career?
3. Do you think that dramatic childhood has influenced Steve Jobs' future life and work?
4. What can we infer from the first story?
5. How did 'public failure' help Steve Jobs 'enter one of the most creative periods' of his life?
6. What does he mean when he warns us not to 'be trapped by dogma'?
7. What are the most effective techniques in his speech?
8. Find the examples of The Rule of Three in Jobs' presentation.
9. List the main points of the Address.

10. Give a brief of the Address in 5–6 sentences.
11. Choose the passages in the Address that you like most.
Present if trying to imitate Steve Jobs as much as possible: prosody, tempo, voice modulation, body language, etc.

D5 *Read the excerpts from an article by Carmine Gallo on Jobs' presentation secrets.*

How to Present Like Steve Jobs

Comparing a Steve Jobs presentation to most presentations is impossible – he is in a league of his own. Apple's chief executive is arguably the most charismatic pitchman in business today. His presentations are brilliant demonstrations of visual storytelling that turn customers, employees, and the entire computer industry into evangelists.

In January 2007, Jobs gave perhaps his greatest presentation to introduce the new iPhone. This speech demonstrates the techniques he and other inspiring leaders use to wow their audiences – techniques you can use in your next presentation.

Things you will need:

- ***A Vision:*** If your topic can't be summed up in 10 words or less, it's too broad.
- ***A Clear Structure:*** An organized speech is easier for the audience to follow.

Even after Jobs has articulated his vision in a clear, concise mantra, he continues to navigate the way by providing a verbal outline for his presentation. He starts by describing the structure, then opens and closes each section with clear transitions.

- ***Visuals:*** Eye-catching graphics form the basis of the most compelling slides.

Too much text on the screen distracts from the speaker's words. Strike the right balance between visual and verbal by creating slides that are big on images and low on text.

- ***Dramatic Flair:*** A few time-tested storytelling devices help build excitement.

Strike These from Your Speech

Some words and phrases, like the ones below, are meaningless, trite, and overused. Try to avoid them as much as you can.

- Maybe
- I think
- Well, you know
- Kinda
- Sorta
- Uh, Um, Ah, and other filler words
- Buzzwords of an type (e.g., optimized, synergy, mission, etc.)

D6 *Watch Jobs' presentation of 2007 and illustrate the four basic techniques described by Carmine Gallo.*

D7 Look at this list of “wrong” instructions. Then read the *Script of Jobs’ Commencement Speech* and find the examples of the “right” ones.

How to Give a Boring Presentation

- Don’t prepare, just say whatever you can remember at the time.
- Don’t look at the audience.
- Don’t worry about sticking to your point. What you say needn’t be relevant to the topic of the presentation.
- Don’t present things in a logical order.
- Don’t signal what you’re going to do next, because you might change your mind.
- Speak for a very long time.
- Speak in a monotone.
- Speak quietly.
- Stick to simple past or simple present tense, then you won’t make so many mistakes.
- Don’t bother with anecdotes or jokes.
- Don’t smile — if you do, people will think you’re not serious.
- Don’t worry about a conclusion, finish when you’re tired.

D8 While reading the text below, mark facts (F) and opinions (O)

To Know More about Less or Less about More

With the emergence of the technological age, it has become increasingly difficult to be a knowledgeable person: there is just too much information to know something about everything. So what should an educated person be in the twenty-first century? It isn’t always clear whether one should try to become a specialist or a generalist in today’s world. Some people have focused their education, developing skills in one area; specialists now flourish in every field of life. Inversely, others continue to believe that a well-rounded education offers the most in life; generalists typically follow a liberal arts education but may never become a specialist in any field.

The Greek poet, Archilochus, had already described this difference between generalists and specialists with the metaphor, “The fox knows many things, but the hedgehog knows one big thing.” It’s not clear whether there were more foxes or hedgehogs in ancient Greece, but today there appear to be an inordinate number of hedgehogs, people who know very little about the world, save their field of expertise. This, in fact, has been a criticism of today’s American colleges and universities, that they are producing too many hedgehogs.

In the 1960s most American colleges and universities offered a generalist approach to education. In response to student protests, universities began offering many innovative

courses. For example, they added Asian Studies and African Studies to their curricula in an effort to extend education beyond the mores of Western society. Students began 'doing their own thing' taking courses in just about every subject imaginable, from Transcendental Meditation to Swahili storytelling. Students believed these courses enriched their minds. But as university students began to focus more and more on these less common subject areas, critics began to abound. They believed that much of education had become useless. Employers began to make derisive comments about the quality of college graduates. As 'jacks-of-all-trades' they could 'function' in most areas of life but might never 'excel' in any. The college degree of the 1960s was viewed by many as rot. Too many subjects, too general an approach to education may have resulted in too little too much.

In the 1970s and 1980s with new technologies creating new job opportunities, an emphasis on specialization appeared in American education. Many vocation courses were offered in colleges and universities, especially in computer programming; jobs became available; business schools flourished; more and more graduate students could enter fields that offered

specialized jobs with high salaries, such as investment banking and stock trading. But with the media coverage of junk bond trading and the crimes committed by insider information scoundrels on Wall Street, even the reputation of the MBA degree was sullied. The more narrowly focused approach to professional education also seemed to fail.

The one of the dilemmas of this decade was whether to approach modern education in terms of the generalist or the specialist. Some universities require all students to take a common core of courses from a broad range of disciplines, appealing to the generalist approach to education. Yet, choosing the core courses in light of today's explosion in information and diverse multicultural student populations has not been an easy task. How does one select what it is that everyone should know? Other universities continue to tailor their courses to the more immediate professional needs of their students, appealing to the specialist approach to education. But without a core curriculum, students often lack the shared knowledge necessary to participate effectively in an integrated society.

A coherent vision of an educated person in the twenty-first century has yet to be defined.

D9 *Comment on the statements below. Give your reasoning.*

1. There is just too much information to know something about everything.
2. Specialists now flourish in every field of life.
3. A well-rounded education offers the most in life.
4. Generalists typically follow a liberal arts education but may never become a specialist in any field.
5. Generalists could 'function' in most areas of life but might never 'excel' in any.
6. Other universities continue to tailor their courses to the more immediate professional needs of their students, appealing to the specialist approach to education.
6. Without a core curriculum, students often lack the shared knowledge necessary to participate effectively in an integrated society.

D10 *Draw a time line of developments in US education system and give a brief description of each period.*

D11 *Read the text on the role of generalists and specialists in today's world.*

All Hail the Generalist

We have become a society of specialists. Business thinkers point to ‘domain expertise’ as an enduring source of advantage in today’s competitive environment. The logic is straightforward: learn more about your function, acquire ‘expert’ status, and you’ll go further in your career.

But what if this approach is no longer valid? Corporations around the world have come to value expertise, and in so doing, have created a collection of individuals studying bark. There are many who have deeply studied its nooks, grooves, coloration, and texture. Few have developed the understanding that the bark is merely the outermost layer of a tree. Fewer still understand the tree is embedded in a forest.

Approximately 2,700 years ago, the Greek poet Archilochus wrote that “The fox knows many things, but the hedgehog knows one big thing.” Isaiah Berlin’s 1953 essay “The Fox and the Hedgehog” contrasts hedgehogs that “relate everything to a single, central vision” with foxes who “pursue many ends connected, if at all, only in some de facto way.” It’s really a story of specialists vs. generalists.

In the six decades since Berlin’s essay was published, hedgehogs have come to dominate academia, medicine, finance, law, and many other professional domains. Specialists with deep expertise have ruled the roost, climbing to higher and higher positions. To advance in one’s career, it was most efficient to specialize.

For various reasons, though, the specialist era is waning. The future may belong to the generalist. Why’s that? To begin, our highly interconnected and global economy means that seemingly unrelated developments can affect each other. Consider the Miami condo market, which has rebounded quite nicely since 2008 on the back of strong demand from Latin American buyers. But perhaps a slowdown in China, which can take away the ‘bid’ for certain industrial commodities, might adversely affect many of the Latin American extraction-based companies, countries, and economies. How many real estate professionals in Miami are closely watching Chinese economic developments?

Secondly, specialists toil within a singular tradition and apply formulaic solutions to situations that are rarely well-defined. This often results in intellectual acrobatics to justify one’s perspective in the face of conflicting data. Finally, there appears to be reasonable and robust data suggesting that generalists are better at navigating uncertainty. Professor Phillip Tetlock conducted a 20+ year study of 284 professional forecasters. He asked them to predict the probability of various occurrences both within and outside of their areas of expertise. Analysis of the 80,000+ forecasts found that experts are less accurate predictors than non-experts in their area of expertise. Tetlock’s conclusion: when seeking accuracy of predictions, it is better to turn to those like “Berlin’s prototypical fox, those who know many little things, draw from an eclectic array of traditions, and accept ambiguity and contradictions.”

The future has always been uncertain, but our ability to navigate it has been impaired by an increasing focus on studying bark. The closer you are to the material, the more likely you are to

believe it. In psychology jargon, you anchor on your own beliefs and insufficiently adjust from them. In more straightforward language, a man with a hammer is more likely to see nails than one without a hammer. Expertise means being closer to the bark, and less likely to see ways in which your perspective may warrant adjustment. In today's uncertain environment, breadth of perspective trumps depth of knowledge.

The declining returns to expertise have implications at the national, company, and even individual level. A collection of specialists creates a less flexible labor force, one that requires "retraining" with technological developments creating constantly shifting human resource needs. In this regard, the recent emphasis in American education on 'job-specific' skills is disturbing. Within a company, employees skilled in numerous functions are more valuable as management can dynamically adjust their roles. Many forward-looking companies are specifically mandating multi-functional experience as a requirement for career progress. Finally, individuals should manage their careers around obtaining a diversity of geographic and functional experiences. Professionals armed with the analytical capabilities (e.g. basic statistical skills, critical reasoning, etc.) developed via these experiences will fare particularly well when competing against others more focused on domain-specific skill development.

The time has come to acknowledge expertise as overvalued. There is no question that expertise and hedgehog logic are appropriate in certain domains (i.e. hard sciences), but they certainly appear less fitting for domains plagued with uncertainty, ambiguity, and poorly-defined dynamics (i.e. social sciences, business, etc.). The time has come for leaders to embrace the power of foxy thinking.

(Vikram Mansharamani, a Yale University lecturer)

D12 *Comment on the underlined sentences. Give their Russian variant.*

D13 *Discuss the following issues:*

1. Do you share Mansharamani's opinion that the specialist era is waning?
2. What is your attitude to the dilemma – the generalist or the specialist?
3. What is the current trend in our country?
4. What is your vision of an educated person in the XXI century?
5. Does your university tailor its courses to the more immediate professional needs of students?

D14 *In small groups, make up a list of pluses and minuses of generalist and specialist dominance both in education and economy. Give your reasoning.*

D15 *Arrange a round-table discussion on the above mentioned problem.*

D16 *The text below is crammed with proper names, metaphors and metonymies. Say what/ who stands behind them.*

Intelligence is a Classless Commodity

IQ girls are emerging everywhere. In the fashion world, grey matter is the new black: Christy Turlington has gone to read philosophy at Columbia University; the current face of Lancome is Ines Sastre, who has a degree from the Sorbonne and speaks four languages fluently. In Hollywood, Geena Devis has become a member of Mensa, and Sharon Stone is considering it. You cannot even scratch a screen bimbo without finding a bookworm underneath; Mira Sorvino, who played the dim porn actress in *Mighty Aphrodite*, went to Harvard and speaks Mandarin Chinese.

To what do we owe the new intellectual climate? 'The cold war between the sexes is more or less over, and men no longer feel as threatened by intelligent and assertive women', argues Julie Baxter, the chairwoman of Mensa. While the war lasted, intellectualism was considered a masculine quality. Nothing was less glamorous than being thought of as a bluestocking.

Of course, the idea that women cannot be both sexy and bright is famously a myth. There have always been women who have combined looks and brains to devastating effect: take Madame de Pompadour, or Georgiana Duchess of Devonshire. Indeed, in both the seventeenth and eighteenth centuries, it was extremely fashionable to have both. Only in the Victorian era was female intelligence corseted and the idea of the dumb blonde born. It was fostered not only by men – who didn't like the idea of their braininess being threatened – but also by ambitious mamas who, knowing that a good marriage was the only career open to a girl, muttered to their lovely daughters, 'The wisest of our sex do not aspire to be clever.'

Today, a formidable intelligence is a girl's best asset – something to flaunt rather than conceal. 'Grey Matter Chic is a social phenomenon, a dinner-party thing,' says Simon Davis, editor of the *Daily Telegraph's* Peterborough column.

(from Harpers & Queen)

D18 *Give your comments on the statements below. Support them with examples.*

1. IQ girls are emerging everywhere.
2. Men no longer feel threatened by intelligent and assertive women.
3. Intellectualism was considered a masculine quality.
4. The idea that women cannot be both sexy and bright is a myth.
5. There have always been women who have combined looks and brain.
6. A formidable intelligence is a girl's best asset.

D19 *In the following statements underline the controlling idea/s and develop it/them into a 2-minute speech. Use logical opening phrases and connectors.*

1. The roots of education are bitter, but the fruit is sweet (Aristotle).
2. A rigorous education is a great asset in life.
3. Education is useless without wit.
4. As knowledge increases wonder deepens (Ch. Morgan).
5. Arrogance, pedantry, and dogmatism are the occupational diseases of those who spend their lives directing the intelligence of the young (H.S. Canby).
6. A learned fool is one who reads everything and remembers it (J. Billings).
7. God sells knowledge for labour and risk (Chinese proverb).
8. It is the great art of the teacher to awaken joy in creative expression and knowledge (A. Einstein).
9. Классическое образование и понимание римского права — это крепости против грядущего хама (Ф. Н. Плевако).

Types of Essays

Major types of an academic essay:

- explaining a concept
- taking a position
- proposing a solution
- making evaluations
- speculating about causes

Explanatory Essay: Basic Features

- a well-focused subject
- a thesis statement
- a logical plan
- clear definitions
- careful use of sources

D20 *Continue the list of concepts which you encountered in this Unit.*

- liberal education
- rigorous education

D21 *Choose a concept that interests you most and that you want to study further. Give a 4-5 minute presentation using the techniques listed in D5.*

D22 *Write a paragraph of 100 - 150 words on any of the statements listed in D18 and D19. Formulate your thesis statement at the top of the paragraph.*

D23 *Write a five-paragraph explanatory essay on one of the following topics.*

1. Modern economy requires more specialists/generalists.
2. Sound education provides solid ground for a successful career.
3. Rigorous/ liberal education is necessary for a democratic society.
4. Russian education differs greatly from that in the U.S.
5. Scoring system vs. examination system.
6. University education is similar to physical training.
7. Student mobility: for and against.
8. Give your understanding of Steve Jobs' message "Stay hungry. Stay foolish."

Script

Commencement address by Steve Jobs, CEO of Apple Computer and Pixar Animation Studios, delivered on 12 June 2005.

I am honored to be with you today at your commencement from one of the finest universities in the world. I never graduated from college. Truth be told, this is the closest I've ever gotten to a college graduation. Today I want to tell you three stories from my life. That's it. No big deal. Just three stories.

The first story is about connecting the dots.

I dropped out of Reed College after the first 6 months, but then stayed around as a drop-in for another 18 months or so before I really quit. So why did I drop out?

It started before I was born. My biological mother was a young, unwed college graduate student, and she decided to put me up for adoption. She felt very strongly that I should be adopted by college graduates, so everything was all set for me to be adopted at birth by a lawyer and his wife. Except

that when I popped out they decided at the last minute that they really wanted a girl. So my parents, who were on a waiting list, got a call in the middle of the night asking: “We have an unexpected baby boy; do you want him?” They said: “Of course.” My biological mother later found out that my mother had never graduated from college and that my father had never graduated from high school. She refused to sign the final adoption papers. She only relented a few months later when my parents promised that I would someday go to college.

And 17 years later I did go to college. But I naively chose a college that was almost as expensive as Stanford, and all of my working-class parents’ savings were being spent on my college tuition. After six months, I couldn’t see the value in it. I had no idea what I wanted to do with my life and no idea how college was going to help me figure it out. And here I was spending all of the money my parents had saved their entire life. So I decided to drop out and trust that it would all work out OK. It was pretty scary at the time, but looking back it was one of the best decisions I ever made. The minute I dropped out I could stop taking the required classes that didn’t interest me, and begin dropping in on the ones that looked interesting.

It wasn’t all romantic. I didn’t have a dorm room, so I slept on the floor in friends’ rooms, I returned coke bottles for the 5¢ deposits to buy food with, and I would walk the 7 miles across town every Sunday night to get one good meal a week at the Hare Krishna temple. I loved it. And much of what I stumbled into by following my curiosity and intuition turned out to be priceless later on. Let me give you one example:

Reed College at that time offered perhaps the best calligraphy instruction in the country. Throughout the campus every poster, every label on every drawer, was beautifully hand calligraphed. Because I had dropped out and didn’t have to take the normal classes, I decided to take a calligraphy class to learn how to do this. I learned about serif and sans serif typefaces, about varying the amount of space between different letter combinations, about what makes great typography great. It was beautiful, historical, artistically subtle in a way that science can’t capture, and I found it fascinating.

None of this had even a hope of any practical application in my life. But ten years later, when we were designing the first Macintosh computer, it all came back to me. And we designed it all into the Mac. It was the first computer with beautiful typography. If I had never dropped in on that single course in college, the Mac would have never had multiple typefaces or proportionally spaced fonts. And since Windows just copied the Mac, it’s likely that no personal computer would have them. If I had never dropped out, I would have never dropped in on this calligraphy class, and personal computers might not have the wonderful typography that they do. Of course it was impossible to connect the dots looking forward when I was in college. But it was very, very clear looking backwards ten years later.

Again, you can’t connect the dots looking forward; you can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future. You have to trust in something — your gut, destiny, life, karma, whatever. This approach has never let me down, and it has made all the difference in my life.

My second story is about love and loss.

I was lucky — I found what I loved to do early in life. Woz and I started Apple in my parents garage when I was 20. We worked hard, and in 10 years Apple had grown from just the two of us

in a garage into a \$2 billion company with over 4000 employees. We had just released our finest creation — the Macintosh — a year earlier, and I had just turned 30. And then I got fired. How can you get fired from a company you started? Well, as Apple grew we hired someone who I thought was very talented to run the company with me, and for the first year or so things went well. But then our visions of the future began to diverge and eventually we had a falling out. When we did, our Board of Directors sided with him. So at 30 I was out. And very publicly out. What had been the focus of my entire adult life was gone, and it was devastating.

I really didn't know what to do for a few months. I felt that I had let the previous generation of entrepreneurs down - that I had dropped the baton as it was being passed to me. I met with David Packard and Bob Noyce and tried to apologize for screwing up so badly. I was a very public failure, and I even thought about running away from the valley. But something slowly began to dawn on me — I still loved what I did. The turn of events at Apple had not changed that one bit. I had been rejected, but I was still in love. And so I decided to start over.

I didn't see it then, but it turned out that getting fired from Apple was the best thing that could have ever happened to me. The heaviness of being successful was replaced by the lightness of being a beginner again, less sure about everything. It freed me to enter one of the most creative periods of my life.

During the next five years, I started a company named NeXT, another company named Pixar, and fell in love with an amazing woman who would become my wife. Pixar went on to create the world's first computer animated feature film, Toy Story, and is now the most successful animation studio in the world. In a remarkable turn of events, Apple bought NeXT, I returned to Apple, and the technology we developed at NeXT is at the heart of Apple's current renaissance. And Laurene and I have a wonderful family together.

I'm pretty sure none of this would have happened if I hadn't been fired from Apple. It was awful tasting medicine, but I guess the patient needed it. Sometimes life hits you in the head with a brick. Don't lose faith. I'm convinced that the only thing that kept me going was that I loved what I did. You've got to find what you love. And that is as true for your work as it is for your lovers. Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle. As with all matters of the heart, you'll know when you find it. And, like any great relationship, it just gets better and better as the years roll on. So keep looking until you find it. Don't settle.

My third story is about death.

When I was 17, I read a quote that went something like: "If you live each day as if it was your last, someday you'll most certainly be right." It made an impression on me, and since then, for the past 33 years, I have looked in the mirror every morning and asked myself: "If today were the last day of my life, would I want to do what I am about to do today?" And whenever the answer has been "No" for too many days in a row, I know I need to change something.

Remembering that I'll be dead soon is the most important tool I've ever encountered to help me make the big choices in life. Because almost everything — all external expectations, all pride, all fear of embarrassment or failure — these things just fall away in the face of death, leaving only

what is truly important. Remembering that you are going to die is the best way I know to avoid the trap of thinking you have something to lose. You are already naked. There is no reason not to follow your heart.

About a year ago I was diagnosed with cancer. I had a scan at 7:30 in the morning, and it clearly showed a tumor on my pancreas. I didn't even know what a pancreas was. The doctors told me this was almost certainly a type of cancer that is incurable, and that I should expect to live no longer than three to six months. My doctor advised me to go home and get my affairs in order, which is doctor's code for prepare to die. It means to try to tell your kids everything you thought you'd have the next 10 years to tell them in just a few months. It means to make sure everything is buttoned up so that it will be as easy as possible for your family. It means to say your goodbyes.

I lived with that diagnosis all day. Later that evening I had a biopsy, where they stuck an endoscope down my throat, through my stomach and into my intestines, put a needle into my pancreas and got a few cells from the tumor. I was sedated, but my wife, who was there, told me that when they viewed the cells under a microscope the doctors started crying because it turned out to be a very rare form of pancreatic cancer that is curable with surgery. I had the surgery and I'm fine now.

This was the closest I've been to facing death and I hope it's the closest I get for a few more decades. Having lived through it, I can now say this to you with a bit more certainty than when death was a useful but purely intellectual concept:

No one wants to die. Even people who want to go to heaven don't want to die to get there. And yet death is the destination we all share. No one has ever escaped it. And that is as it should be, because Death is very likely the single best invention of Life. It is Life's change agent. It clears out the old to make way for the new. Right now the new is you, but someday not too long from now, you will gradually become the old and be cleared away. Sorry to be so dramatic, but it is quite true.

Your time is limited, so don't waste it living someone else's life. Don't be trapped by dogma — which is living with the results of other people's thinking. Don't let the noise of others' opinions drown out your own inner voice. And most important, have the courage to follow your heart and intuition. They somehow already know what you truly want to become. Everything else is secondary.

When I was young, there was an amazing publication called *The Whole Earth Catalog*, which was one of the bibles of my generation. It was created by a fellow named Stewart Brand not far from here in Menlo Park, and he brought it to life with his poetic touch. This was in the late 1960's, before personal computers and desktop publishing, so it was all made with typewriters, scissors, and polaroid cameras. It was sort of like Google in paperback form, 35 years before Google came along: it was idealistic, and overflowing with neat tools and great notions.

Stewart and his team put out several issues of *The Whole Earth Catalog*, and then when it had run its course, they put out a final issue. It was the mid-1970s, and I was your age. On the back cover of their final issue was a photograph of an early morning country road, the kind you might find yourself hitchhiking on if you were so adventurous. Beneath it were the words:

“Stay Hungry. Stay Foolish.” It was their farewell message as they signed off. Stay Hungry. Stay Foolish. And I have always wished that for myself. And now, as you graduate to begin anew, I wish that for you.

Stay Hungry. Stay Foolish.

Thank you all very much.

Stanford Report

Unit 4

YOUTH'S

FUTURE

UNIT 4 YOUTH'S FUTURE

Lead- in Practise reading the following words and collocations.

- a) challenges; graduates; globalization; creativity; implications; economies; workforces; mindset; dominate; familiarity; proactive; evolved; unpredictability; employees; encouraged;
- b) unforeseen hazards; flexible thinking; light bulb; multinational companies; lateral thinking; broadly speaking; gigantic leaps; eastern counterpart; conservative institutions;
- c) creativity-based economies; knowledge-based professions; redundant world system; analytical brain types; advanced transport infrastructures; shifting sands of the future; so-called advanced western countries;
- d) at an unparalleled pace; except for one thing; lack something of paramount importance; make or break the economies of the future; switch between the two at will; think outside the analytical boxes; may be in for a bumpy ride.

READING

YOUNG PEOPLE – COPING WITH UNPREDICTABLE FUTURE

1. Young people in every continent are facing new challenges at an unparalleled pace as they enter the global economy seeking work. But are the young in all parts of the globe fully equipped to **deal** with the unforeseen hazards of the twenty-first century?
2. With the globalization not just of commerce, but of knowledge itself, young graduates in India, Pakistan, or China are just as prepared for the future as their counterparts in any other nation. Except for one thing. Young people wherever they are still lack something of paramount importance. There was a time when those companies or nations with the most knowledge had the edge on their **competitors**. That is now almost gone.
3. In future, the success of all nations and companies, and the success of young workers, will depend not on analytical thinking, as has been the **case** until now, but on **creativity** and flexible thinking. This will have huge **implications** on the way companies and people function.
4. Knowledge has now become like the light from the light bulb. It is now available to all of us, East and West, North and South. We can now 'switch it on' in India, China, or Korea as easily as in, say, France or Australia. Knowledge is also packaged into systems that allow professionals of any kind and level to move around the world in the **employ** of multinational companies much more easily than in the past. So, it **matters** less and less where people are from, where they are working, or where they move to. The same rules and systems apply to all.

5. With this knowledge-based industry now firmly established, mainly as a result of the Internet, economies and people have to move on to another **level** of competition. What will make or break the economies of the future in Asia and the West is not workforces equipped with narrow life skills, but the more creative thinkers who can deal with the unknown. But the world is still producing young workers to cater for knowledge-based rather than creativity-based economies. Edward de Bono has long championed lateral thinking and his work has found its way into many companies and conservative institutions.
6. More recently, Daniel Pink in *A Whole New Mind* (2005), a book about the mindset needed for the coming century, has **predicted** that success in the future will depend on creative thinking, not analytical thinking – more use of the right side of the brain as opposed to the left.
7. Knowledge-based professions which control the world like banking, management, etc. Pink argues, will wane as more and more jobs are replaced by computers, a prospect that governments must wake up to, or they will have hordes of young people trained for a **redundant** world system. The analytical brain types that have dominated job interviews in recent years have had their day. Those who see the bigger picture at the same time, i.e. those who use the right side of their brain as well or more than the left or can switch between the two at will, are about to come into their own.
8. The most prized individuals will be those who think outside the analytical boxes. If governments are sleep-walking into this situation, young people need not do so, but can prepare themselves for this dramatic evolution. Broadly speaking, young people are much more flexible and prepared to adapt to new situations than their older counterparts. Their very familiarity with ever-changing technology and the processes that go with it **equips** them to be proactive, and to develop their skills beyond the purely analytical. Take the gigantic leaps that have been made in the economies of South-East Asia in recent years. **Advanced** transport infrastructures and systems for knowledge **transfer** are more **evolved** than in many so-called advanced western countries which are lagging behind their eastern counterparts.
9. Businesses, rather than universities, can provide opportunities that introduce elements of unpredictability and creativity into aspects of training or work experience to teach employees to cope with the **shifting** sands of the future. The young will be **encouraged** to do what they do best, breaking out of **existing** systems and restructuring the way things are done. Older people will need to side with them in their readiness to remould the world if they are to survive in the future workplace. We may be in for a bumpy ride, but whatever else it may be, the future does not look dull.

(Sam McCarter, Norman Whitby. *Reading Skills*)

CORE VOCABULARY

1. advance v

~ in research/ career — продвигаться в исследованиях/ карьере

~ an idea/ theory — выдвинуть идею/ теорию

~ slightly — незначительно расти (в цене)

advance *n*

huge/ significant ~ — колоссальный/ значительный прогресс
scientific/ technological ~ — научный/ технический прогресс

advanced *adj*

~ economies/ technologies — развитые/ передовые экономики/ технологии

2. compete *v*

~ for a customer/ position/ scholarship — бороться за потребителя/ должность/ стипендию

competition *n*

tough/ fair/ healthy/ increasing ~ — жесткая/ равная/ здоровая/ растущая конкуренция

face fierce ~ — сталкиваться с жесткой конкуренцией

encourage/ increase ~ — поощрять/ усиливать конкуренцию

enter into ~ — вступать в конкурентную борьбу

~ grows/ intensifies — конкуренция возрастает

~ for/ between/ among/ from — конкуренция за ч-л./ между/ со стороны к-л.

an annual/ national/ international ~ — ежегодные/ национальные/ международные соревнования

hold/ win/ take part in/ come first in a ~ — проводить/ победить/ принимать участие/ прийти первым в соревнованиях

competitor *n*

major/ powerful/ former/ peer ~ — главный/ сильный/ бывший/ равный соперник/ конкурент

competitive *adj*

win ~ advantage — добиться конкурентного преимущества

3. create *v*

~ an impression/ tension/ — производить впечатление/ создавать напряженность

~ obstacles/ public opinion — чинить препятствия/ формировать общественное мнение

creative *adj*

highly/ extremely ~ — чрезвычайно креативный

~ process/ thinking — творческий процесс/ мышление

creativity *n*

boost/ spur ~ — стимулировать творческую активность

4. case *n*

an extreme/ rare/ similar/ special ~ — крайний/ редкий/ аналогичный/ отдельный случай

present/ put/ settle a ~ — изложить/ представить/ уладить дело

investigate a ~ — расследовать дело/ ситуацию

win/ lose a ~ — выиграть/ проиграть дело

in any ~ — в любом случае

in this ~ — в этом случае

a case of — ситуация относительно...

5. deal *n*

a financial/ political ~ — финансовая/ политическая договоренность

negotiate/ sign a ~ — вести переговоры/ подписать соглашение

deal with (dealt, dealt) v

~ an issue/ matter — решать/ рассматривать проблему/ дело
an article/ report/ section ~ — в статье/ докладе/ разделе рассматривается
~ stress — справиться со стрессом
~ sth well — хорошо справляться с ч.-л.

6. employ v

~ an approach/ technique/ means — применять подход / метод/ средство

employee n

senior/ junior ~s — служащие со стажем/ молодые работники

recruit/ lay off/ dismiss/ fire ~s — набирать штат/ увольнять работников (*Syn.* **make**

redundant)

an ~ joins a company/ firm — сотрудник приходит в компанию/на фирму

employer n

former/ previous/ current ~ — бывший/ предыдущий/ нынешний работодатель

employment n

be in full-time/ part-time ~ — работать на условиях полной/ неполной занятости

regular/ temporary ~ — постоянная/ временная работа

look for/ seek ~ — искать работу

give/ offer sb ~ — дать/ предложить работу

the terms of ~ — условия контракта

7. encourage v

~ production/ spending/ investment/ savings - стимулировать/ способствовать росту производства/ расходов/ инвестиций/ сбережений

strongly/ greatly ~ — настоятельно рекомендовать

~ sb in sth — поощрять к.-л. в ч.-л.

encouraging adj

extremely/ tremendously ~ — чрезвычайно вдохновляющий

8. equip v

~ sb/ sth with latest computer systems — оснастить к.-л./ ч.-л./ новейшими компьютерными системами

~ sb for current environment — обеспечить к.-л. всем необходимым для современных условий

well/ badly/ poorly/ fully equipped — хорошо/ плохо/ полностью оснащенный/ оборудованный

equipment n

up-to-date/ out-of-date ~ — современное/ устаревшее оборудование

sports/ military ~ — спортивное/ военное оборудование

install/ provide/ supply ~ for sth — устанавливать/ поставлять оборудование для ч.-л.

9. evolve v

idea/ system ~s into — идея/ система постепенно возникает/ развивается/ трансформируется во ч.-л.

evolution *n*

gradual/ slow ~ — постепенное/ медленное развитие/ преобразование

continuous ~ — непрерывное развитие

trace ~ from... to... — проследить эволюцию от... до...

10. exist *v*

still ~s — все еще существует

cease/ continue to ~ — прекратить/ продолжать существование

existence *n*

come into ~ — возникать

bring sth into ~ — обеспечить создание

comfortable/ miserable ~ — благополучное/ убогое существование

means of ~ — средства существования

mode of ~ — образ жизни

11. implication *n*

financial/ political/ social ~s — финансовые/ политические/ социальные последствия

consider/ assess/ examine/ realize ~ — рассматривать/ оценивать/ изучать/ осознавать (возможные) последствия

the ~ is that — из этого следует, что...

~s **of** sth — последствия ч.-л.

~s **for** sb/ sth — последствия для к.-л./ ч.-л.

imply *v*

~ difficulties/ actions/ risks — предполагать трудности/ действия/ риски

12. level *n*

an average/ overall/ current/ acceptable/ permitted ~ — средний/ общий/ существующий/ приемлемый/ допустимый уровень

measure/ monitor/ regulate the ~ of sth — измерять/ контролировать/ регулировать уровень ч.-л.

achieve/ exceed/ maintain a ~ — достигать/ превышать/ поддерживать уровень

stay/ remain at a ~ — оставаться/ держаться на уровне

above/ below a level — выше/ ниже уровня

13. matter *n*

complex/ different/ legal/ urgent ~ — сложное/ иное/ юридическое/ срочное дело

raise/ bring up the ~ — поднимать вопрос

look into/ investigate the ~ — рассмотреть/ изучить вопрос

deal with a ~ — заниматься вопросом/ делом

settle/ resolve a ~ — уладить/ решить вопрос

a ~ of importance/ concern — дело особой важности

sth is no easy ~ — это непростое дело

matter *v*

really/ hardly ~ to sb — действительно/ вряд ли имеет значение для к.-л.

~ most/ a lot/ a great deal — иметь большое значение

what ~s/ the thing that ~s — то, что имеет значение/ играет роль
nothing else ~s — остальное не важно/ не имеет значения

14. predict *v*

accurately/ precisely/ correctly ~ sth — предсказывать/ прогнозировать ч-л. верно/ точно

predictable *adj*

~ outcome/ response/ effect — ожидаемый результат/ ответная реакция/ последствия

prediction (*n*)

a reliable/ accurate ~ — надежный/ точный прогноз

make/ confirm a ~ — делать/ подтверждать прогноз

15. redundant *adj*

~ equipment/ information/ employees — неиспользуемое оборудование/ избыточная информация/ уволенные сотрудники

to make ~ — сократить/уволить по сокращению штатов

to become ~ — остаться без работы

redundancy *n*

mass redundancies — массовые увольнения

16. shift *v*

~ attention/ focus/ emphasis from ... towards... — перенести/ сместить внимание/ фокус/ акцент с.. на...

shift *n*

major/significant/ marked/ sudden ~ — серьезный/ значительный/ заметный/ внезапный сдвиг/ перемена

~ in demand/ product mix/ strategy/ attitude/ priorities — изменение спроса/ ассортимента товаров/ стратегии/ отношения/ приоритетов

a shift away from sth — отказ от ч-л.

night/ day ~ — ночная/ дневная смена

work/ do ~s — работать посменно

17. transfer *v*

~ powers/ responsibilities/ control from ... to ... — передавать власть/ полномочия/ управление от ... к ...

~ funds — перечислять средства

~ to a position — переводить на другую должность

transfer *n*

~ of power/ authority — передача власти

A. COMPREHENSION CHECK

A1 Find in the text and read off the answers to the following questions.

1. Why are young people in every continent facing new challenges?
2. What will the success of young workers depend on?

3. How has the life of the professionals changed? (Why has it become easier for the professionals to work for multinational companies?)
4. What kind of workforce will be needed for the economies of the future in Asia and the West?
5. Why will knowledge-based professions wane, according to Daniel Pink?
6. What should young people do to prepare themselves for the dramatic evolution?
7. What can help to teach employees to cope with new challenges of the future?

A2 *Translate from English into Russian. Analyze the main differences in both languages:*

1. Young people in every continent are facing new challenges at an unparalleled pace as they enter the global economy seeking work.
2. So, it matters less and less where people are from, where they are working, or where they move to.
3. What will make or break the economies of the future in Asia and the West is the more creative thinkers who can deal with the unknown.
4. Edward de Bono has long championed lateral thinking and his work has found its way into many companies and conservative institutions.
5. The analytical brain types that have dominated job interviews in recent years have had their day.
6. So the most prized individuals will be those who think outside the analytical boxes.
7. Businesses, rather than universities, can provide opportunities that introduce elements of unpredictability and creativity into aspects of training or work experience to teach employees to cope with the shifting sands of the future.

A3 *Agree or disagree with the given statements. Support your opinion using the phrases from the box.*

1. Young people in every continent are facing new challenges at an unparalleled pace as they enter the global economy seeking work.
2. The success of young workers will depend not on analytical thinking but on creativity and flexible thinking.
3. It matters less and less where people are from, where they are working, or where they move to.
4. The analytical brain types that have dominated job interviews in recent years have had their day
5. We may be in for a bumpy ride, but whatever else it may be, the future does not look dull.

be fully equipped to deal with unforeseen hazards; be prepared for the future; counterparts; have huge implications; move around the world much more easily; equipped with narrow life skills; deal with the unknown; see the bigger picture; take the gigantic leaps; survive in the future workplace.

B. VOCABULARY AND STRUCTURE

B1 Find the most suitable Russian equivalents for the following English collocations:

to lack something of paramount importance; to have the edge on one's competitors; to make or break the economies of the future; with this knowledge-based industry now firmly established; to cater for knowledge-based rather than creativity-based economies; a redundant world system; to come into their own; to think outside the analytical boxes; broadly speaking; to equip them to be proactive; to reshape the world; to be in for a bumpy ride.

B2 Find in the Text English equivalents for the Russian collocations:

с невиданной скоростью; справляться с непредвиденными трудностями; за исключением одного; превзойти конкурентов; нестандартное мышление; нестандартное мышление; на службе транснациональных корпораций; постоянно изменяющиеся технологии; образ мышления, необходимый в условиях новой эры; абсолютно новые проблемы; по желанию (в любой момент); выйти за рамки существующей системы.

B3 Drawing on the Core Vocabulary,

a) give good Russian variants of the following collocations:

to advance in research; scientific advance; to compete for a customer; increasing competition; to win competitive advantage; to create an impression; to boost creativity; creative thinking; a political deal; to negotiate a deal; to deal with a matter; to employ a strategy; to recruit employees; regular employment; to encourage investment; tremendously encouraging; fully equipped; to equip sb for current environment; to install equipment for sth; idea evolves into sth; continuous evolution; still exists; to come into existence; mode of existence; to examine implication; the implication is that...; acceptable level; to achieve level; above a level; predictable effect; to confirm a prediction; redundant information; to become redundant; to shift emphasis from... towards...; night shift; shift in strategy; to transfer responsibilities; to transfer to a position.

b) give English equivalents of the following collocations:

развитые передовые экономики; выдвинуть теорию; значительный прогресс; жесткая конкуренция; вступать в конкурентную борьбу; равный соперник; формировать общественное мнение; чрезвычайно креативный; подписать соглашение; финансовая договоренность; справиться со стрессом; применять подход; работать на условиях полной занятости; служащие со стажем; стимулировать производство; настоятельно рекомендовать; современное оборудование; оснастить ч-либо новейшими компьютерными системами; постепенная трансформация, прекратить существование; средства существования; финансовые последствия; предполагать риски; средний уровень; оставаться на уровне; точный прогноз; ожидаемый результат; заметный сдвиг; изменение спроса; работать посменно; перечислять средства; передача власти.

B4 Review of Prepositions

Translate into English fast.

Вступать в конкурентную борьбу; победить в соревновании; справиться со стрессом; работать на условиях полной занятости; искать работу; поощрять к.-л. в чем-то; проследить эволюцию ч.-л. от... до...; обеспечить к.-л. необходимыми навыками для современных условий; возникать; обеспечить создание; образ жизни; последствия для к.-л./ ч.-л.; держаться на уровне; сместить акцент с.. на...; изменение спроса; отказ от ч.-л.; передавать власть от ... к

B5 Translate into English using the Core Vocabulary.

1. **[Advance]** В последние несколько месяцев они значительно продвинулись в своих исследованиях. Эйнштейн выдвинул эту теорию в начале XX века. Вопреки (against) всем прогнозам нефть незначительно выросла в цене с начала года. Это открытие представляет значительный прогресс в лечении сердечных заболеваний. Разработка этого оборудования – новая ступень технического прогресса. Компания использует самые передовые технологии. Зароботная плата выше в промышленно развитых странах.

2. **[Compete]** Мелкие компании должны постоянно бороться за потребителя. В этой сфере российские компании сталкиваются с жесткой и все возрастающей конкуренцией. В конечном итоге наша компания решила вступить в конкурентную борьбу этом рынке. В статье отмечается, что в последние годы усилилась конкуренция со стороны японских компаний. Студенты нашего университета принимают участие в ежегодных международных соревнованиях по легкой атлетике и очень часто приходят в них первыми. Не думаю, что ваш бывший соперник представляет для вас какую-то опасность.

3. **[Create]** Он всегда производил впечатление очень жесткого человека. Мы не будем чинить препятствий вашему переходу на другую должность. Его позитивная риторика помогает сформировать общественное мнение. Я полностью согласна, что он весьма креативный сотрудник. Думаю, что такая жесткая конкуренция не будет способствовать творческому процессу. Как вы собираетесь стимулировать творческую активность?

4. **[Deal]** После нескольких недель переговоров шансы политической договоренности казались маловероятными. Певец подписал контракт на 10 млн. с телекомпанией. Мы вели переговоры по контракту с одной из ведущих автомобильных компаний. В настоящий момент мы рассматриваем пути решения проблемы. Она написала несколько статей, касающихся истории развития медицины в древнем мире. У разных людей разные способы справляться со стрессом. Они хорошо и быстро справилась с этой сложной ситуацией.

5. **[Case]** В крайних случаях мы можем посылать материалы по почте. Отмечаются редкие случаи, когда эти животные нападают на людей. Их надо рассматривать как отдельный случай. Мне известны два аналогичных случая. У вас будет возможность изложить свое дело лично (in person). Он заплатил огромный штраф, чтобы уладить это дело. Он был отличным юристом, который не проиграл ни одного дела. Полиция, расследовавшая это дело, упустила один существенный факт. Это еще один случай, который мы включим в свое исследование. В этом случае вам лучше отказаться от этой сделки. В любом случае вам нужно проконсультироваться со специалистом.

6. **[Employ]** В новом курсе они планируют использовать новые подходы и методы. Но им также необходимо привлечь значительные финансовые средства. Компания выплачивает большие премии работникам со стажем. Мы набираем сотрудников в отдел системной поддержки (IT division). Профсоюзы опасаются, что сотрудники неполного рабочего дня будут уволены. Сотрудники, которые пришли на фирму после апреля, будут на новом контракте. Его бывший работодатель характеризует его, как прекрасного работника. Сейчас она работает на условиях неполного дня, потому что ее ребенку еще нет трех лет. В конце концов она нашла постоянную работу в больнице. Из-за проблем со здоровьем мой друг вынужден был оставить ферму и искать другую работу. Ему предложили работу в головном офисе компании. В условиях их контракта прописано, что они не имеют права бастовать (go on strike).

7. **[Encourage]** В последние годы правительство всячески стимулирует отечественное (domestic) сельскохозяйственное производство. Студентам, изучающим языки, настоятельно рекомендуется поучиться в течение семестра или года за рубежом. Мы стремимся поощрять молодых людей во всем, чем они решили заняться в будущем.

8. **[Equip]** Университетская библиотека оснащена новейшей компьютерной системой. Наша первоочередная задача – обеспечить будущих специалистов всем, что необходимо в современных условиях. Его машина плохо оснащена для такого путешествия. Предприятие имеет в своем распоряжении (available) наиболее современное оборудование. Магазин предлагает широкий ассортимент спортивного оборудования. Наша фирма выиграла контракт на поставку оборудования для этого проекта. Мы устанавливаем новое компьютерное оборудование взамен старых устройств.

9. **[Evolve]** Идея этого фильма постепенно начала созревать у него в голове. Этот план возник в ходе дискуссий между лидерами мировых держав. Китайская письменность постепенно превращалась в очень сложную систему уже не основанную на принципе картинки. Несмотря на кризисы, цикл деловой активности характеризуется непрерывным развитием. В своем докладе мы попытаемся проследить эволюцию этого понятия от эпохи Ренессанса до наших дней.

10. **[Exist]** Некоторые из его ранних фотографий еще существуют в архивах. Те же самые проблемы все еще присутствуют среди молодежи XXI века. Без серьезной финансовой помощи, клуб прекратит свое существование. Пакистан возник как независимое государство в 1947 году. Это тот договор (treaty), который обеспечил создание нашего государства. Он оставил (left behind) свое благополучное существование в городе и стал фермером в далекой сибирской деревне. Беженцы (refugees) вынуждены вести нищенское существование вдали от дома. Нас совершенно не устраивал такой образ жизни.

11. **[Implication]** Руководители должны осознавать финансовые последствия своих решений. Прежде чем вы примите окончательное решение, вы должны тщательно продумать возможные риски и последствия. Он изучил последствия этого технического нововведения. Они еще не осознали в полной мере последствия сокращения медицинского персонала. Каковы возможные последствия этих предложений? Эти выборы имеют существенные последствия для будущего нашей демократии. Не думаю, что такой поворот событий предполагает серьезные действия с нашей стороны.

12. [**Level**] В настоящий момент мы говорим о среднем уровне налога. Это не окажет никакого влияния на общий уровень безработицы. Специальный прибор измеряет уровень радиации. Уровень влажности (humidity) в помещении постоянно контролируется. Импорт зерна (wheat) в Китае достиг рекордного уровня. Компанию могут оштрафовать (fine) за превышение допустимого уровня загрязнения. По всей вероятности, гонорары (fees) останутся на существующем уровне. После такого перерыва сложно поддерживать тот же уровень разговорного языка. В четвертом квартале цены на автомобили упали ниже уровня третьего.

13. [**Matter**] Мне нужно поговорить с ним по срочному делу. Поскольку это довольно сложное дело, необходим профессиональный совет. На следующий день он пришел ко мне снова, но уже по другому поводу. Он совершенно не интересовался юридической стороной дела. Я подниму этот вопрос на следующем совещании. В полиции сообщили, что они уже расследуют это дело. Она обычно занимается финансовыми вопросами сама. Надеюсь, что это поможет уладить дело. Она пришла ко мне по очень важному делу. Суть дела в следующем: можем ли мы продолжать работу как независимая компания? Он консультировался с ней по всем важным вопросам. Распределять семейный бюджет — простое дело. Ваш возраст на самом деле не играет такой уж большой роли. Разница в возрасте студентов в группе вряд ли имеет значение. А что действительно имеет значение, так это тип личности. То, что больше всего имеет значение для покупателя, это соотношение 'цена-качество' (value for money). Общественное мнение относительно моей работы имеет огромное значение для меня. Наконец-то она с ним встретилась, и все остальное не имеет значения.

14. [**Predict**] Они верно предсказали результаты выборов. Бедность является предсказуемым результатом роста безработицы. Его ответная реакция была абсолютно предсказуемой. Это оказало ожидаемый эффект на социальные сети. Они планируют использовать новый метод, чтобы подтвердить свои прогнозы.

15. [**Redundant**] Я советую вам немного сократить текст; в нем много избыточной информации. Некоторые из уволенных рабочих планируют пройти переподготовку (retrain). Компания уволила четверть своего штата. Я был вполне обеспеченным человеком (well off) до того, как я уволился. Как правило, периоды кризисов характеризуются массовыми увольнениями.

16. [**Shift**] Во второй части автор переносит акцент с частных моментов на более общие. В эти годы наблюдался заметный сдвиг в политике правительства в области образования. Наблюдалось ли в этот период изменение отношения США к России? В эти годы отмечается внезапный отказ от почтовой системы, как основного средства сообщения. Когда она училась в медицинском колледже, то работала в ночную смену в госпитале. Многие позиции в нашей компании предполагают посменную работу.

17. [**Transfer**] Цель состоит в том, чтобы полномочия и контроль местным органам управления (regional councils). Его перевели в другой госпиталь. Средства были переведены на его счет (account) в прошлом месяце. Через год он перевелся в МГУ. Некоторые из лучших британских игроков перешли в другие клубы. Она перевела дом на свою дочь. Официальная передача собственности (ownership) займет несколько дней. Мирная передача власти — это сложный и длительный процесс.

B6 Drawing on the model below make up your own sentences with a special focus on youth's problems.

Model 1. Gerund after certain verbs

avoid/ miss can't help consider delay deny dislike enjoy finish give up involve	}	+ doing sth.	keep on (= persist in) mind (= object to) postpone practise prevent imagine risk can't stand	}	+ doing sth
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Model 2. Gerund after certain expressions

A.

It	{	is was	}	no use useless no good (not) worth	}	doing sth.
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B.

There is Sb sees	no (little)	{	sense harm difficulty point danger	}	in doing sth.
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B7 Match the two halves of the sentences below so that they make sense:

- | | |
|---|--|
| a. He had been considering
b. In court she strongly denied
c. He looked so funny that I couldn't help
d. If you don't take a map, you risk
e. Before our holiday we practiced
f. As everyone was away we postponed
g. It's so stuffy in here would you mind | 1. discussing the problem
2. getting completely lost in this huge city
3. starting his own company.
4. being anywhere near the scene of the crime.
5. opening the window.
6. laughing out-loud.
7. saying a few phrases in Greek |
|---|--|

B8 *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.

B9 *Study the models below and compose your own sentences with 'parents - children' relationship in view*

Model 4

to see }
to hear } sb **do** sth.
to feel }

Model 5

to let }
to make } sb **do** sth.
to have }

Model 6

to like }
to prefer } sb **to do** sth.
to want }
to know }
to expect }

Model 7

to consider }
to believe } sb **to be**
to think }
to suppose }

B10 *Translate the following sentences into English.*

1. Мы не ожидали, что он согласится с нами. 2. Полагаю, что переговоры будут очень напряженными. 3. Он распорядился, чтобы подготовили все 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.

B11 *Study the models below and compose your own sentences with Complex Subject*

Model 8

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

Считали/полагали/ожидали, что...

Sb	is	$\left. \begin{array}{l} \text{sure} \\ \text{certain} \\ \text{bound} \\ \text{(not) likely} \\ \text{unlikely} \end{array} \right\}$	to do smth.
	was		to be done
			to be doing smth.
	will		to have done smth.
			to have been done

Конечно/ обязательно/ наверняка/ вряд ли. . .

Sb/ sth	seems/ seemed	to do smth.
	appears/ appeared	to be done
	happens/ happened	to be doing smth.
	proved/ will prove	have done smth.
	turned out	have been done

seem/ appear — **казаться**
 happen — **случаться**
 prove/ turn out — **оказаться**

B12 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.

B13 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.

C. TEXT ORGANISATION

C1 Discuss the Text speculating on the following aspects:

1. What is the point of the text? Formulate it in ONE sentence.

2. What overall purpose does the text serve?

3. What was the author's purpose in writing the text?

4. Is the author's opinion clear? Is the information presented as 'objective'?

5. Does the author include and/ or critique other viewpoints?

6. What type of proof, if any, is used to defend conclusions or main points of the text?

7. Where (if anywhere) is the author's position on the topic made clear: at the beginning? at the end? only by implication? Express it in your own words.

C2 In the Text underline the topic sentence of each paragraph. Summarize the topic in your own words.

C3 Analyze the length of paragraphs. Explain the difference. What can you infer concerning the function of very short and very long paragraphs?

C4 Explain the use of articles in paragraphs 1, 3, 5, 7, 9.

C5 Find the antecedents (substituted words) for the following pronouns:

1. This (paragraph 3)

2. It (p.4, s. 2)

3. They (p.7, s.2)

4. Them, their, they (p. 9, s. 3)

C6 Make up a list of link words and phrases. Explain their function.

D LISTENING, DISCUSSING AND WRITING

D1 Speculate on the comparison from the Text:

“Knowledge has now become like the light from the light bulb”.

Comment on the idea in a paragraph of max 150 words.

D2 Provide your interpretation of the quote from the Text:

“If governments are sleep-walking into this situation, young people need not do so, but can prepare themselves for this dramatic evolution”.

D3 Watch ‘Solving the Youth Crime Problem’ with Stephen Case (TEDxLoughboroughU)

Steve Case is a criminologist focused on improving the treatment of children and young people who commit crime. He has been a lecturer, researcher and writer in the field of youth justice for 15 years, working mainly at Swansea University and now as a Professor of Criminology at Loughborough University. Steve has conducted research for the government agencies and large-scale funding bodies and has written books and articles that critique the negative focus of much contemporary youth justice practice and that offer an alternative model of ‘positive’ approach known as ‘Children First, Offenders Second’.

D4 Watch the video ‘What are the 3 Main Challenges Youth Struggle With Today?’ with Sean McDowell. Identify these 3 challenges.

<https://www.youtube.com/watch?v=F3upReNKRow&app=desktop>

D5 Watch three short interviews and discuss the career advice given in each of them.

1. Donald Trump on choosing a career

<https://www.youtube.com/watch?v=nx1SeQeRouo>

2. Warren Buffett’s career advice

<https://www.youtube.com/watch?v=8aNKhVPKHbc>

3. Brian Tracy on how to find your dream job and select the right career path

<https://www.youtube.com/watch?v=5jNUqw2hgR0>

D6 *Read the text below and highlight the most and least important points for a successful interview. Discuss them with your peers.*

Your first interview

With unemployment so high, and often with many applicants chasing every job, consider yourself lucky to be called for an interview. If it's your first attempt, you must 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

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 as 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.

Don't

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 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.

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!

D7 Read the text and speak on the points 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 “I'm too open and want to help everyone, which can distract me from doing my own work.”

- ➔ *What are the most common mistakes of candidate?*
- ➔ *What recommendations are given to candidates?*
- ➔ *In small groups, discuss 'positive' and 'negative' weaknesses?*

D8 Read the text and paraphrase the underlined collocations.

Write a selective summary (2–3 sentences) on a new breed of Western-trained Russian professionals.

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 2008 crisis, 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 this means staying at the office late into the night and putting after-work activities on hold.

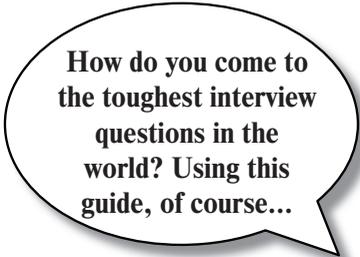
(from *The Russia Business Review*)

D9 **Discuss the following issues:**

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

D10 Read the text below and mark facts (F) and opinions (O).

HOW TO ANSWER... ANYTHING

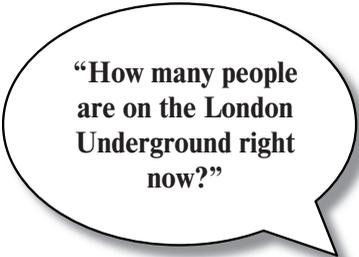


How do you come to the toughest interview questions in the world? Using this guide, of course...

“Is a Jaffa Cake a cake or a biscuit?” No, not the greatest debate the UK has ever seen (after Brexit), but a question that could pop up at your next job interview. Why? To check if you’re future-proof. “The pace of change in the workplace is so fast now that interviews are less about what you know and more about how quickly you can deal with ambiguity”, says careers coach Corinne Mills, author of the *You’re Hired!* “Some jobs today might not exist in 10 years, so employers want to see how

you can apply knowledge and be creative, as well as how you react under stress.”

We’ve rounded up some real questions asked by companies, and the best answers. Prepare to feel unflappable.

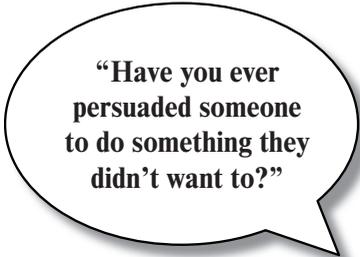


“How many people are on the London Underground right now?”

The ideal answer: “So, there’s nine million people living in London, and it’s raining outside, so more people will be catching the Tube. But it’s not rush hour...”

The worst thing you can say: “I prefer to cycle to work.”

Why: “Getting the right answer is not the aim. The interviewer wants to see you talking through your mental process” advises Adrian O’Connor, director of Global Accounting Network. “They’re assessing how you approach a problem, your creative thinking, speed of response and what calculation you apply to find a solution.”



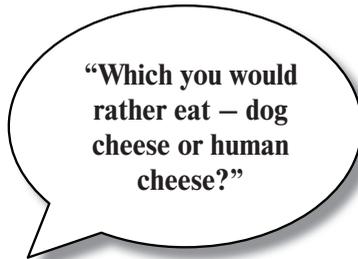
“Have you ever persuaded someone to do something they didn’t want to?”

The ideal answer: “I convinced a friend to come to an aerial assault course. She was pretty scared by the idea, but I said that I would be by her side the

whole time and that it was a lot safer than she thought. I found that there hadn't been any injuries in the five years the course had been open, and used that to reassure her. She went and had a great time”.

The worst thing you can say: “My mate really didn't want to down that dirty pint, but I told her she had to. She threw up”.

Why: “The employer wants to assess your powers of persuasion with this question - how you influence people and get them to buy into things” says business leadership coach Neela Bettridge. “But it also reveals your personal code of ethics. Are you expecting someone to do something that sits uncomfortably with them? Be careful what example you choose. You don't want to look like you have questionable morals”.

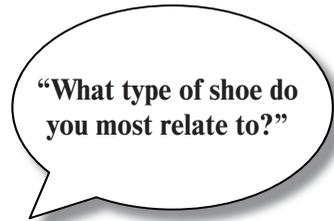


The ideal answer: “Human cheese - I'm thinking it's crafted by humans. How is the dog cheese made? Are the dogs well-treated?”

I'd like to ask a few questions before making a decision.”

The worst thing you can say: “Ew, gross, neither” while retching in the corner.

Why: “What the interviewer wants to see is how you weigh up the pros and cons of something, and whether you can keep an open mind” says Bettridge. “It's important to appear inquiring - this is what they're after”.



The ideal answer: “A trainer, because I move fast and always come in first place”.

The worst thing you can say: “Slippers - I'm all about the chill”.

Why: Comparing yourself to everyone's favorite loungewear is unlikely to secure you a second interview, according to Dean Cowgill, a divisional manager for the company. “The answer should demonstrate your ability to inspire. This question is a playful way to get the candidate to talk about their personality, strengths and skills. We're looking for someone to come up with a fun, original response that succinctly summarizes who they are and shows us they can think on their feet”.

D8 *Make up a list of your strong and weak points. Discuss them with your partner.*

<i>Strengths</i>	<i>Weaknesses</i>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

D9 *In small groups discuss the ways to turn your weaknesses into strengths. Share your conclusions with the group.*

Formulate the message of the text in ONE sentence.

D11 *Work in pairs. Here is a list of questions commonly asked at the interview.*

Roleplay your future interview with a potential employer for a position of.....

Present the profile of a candidate to the group. Choose the most suitable candidate for the position.

Interviewer	Interviewee
About your wishes in life.	
Tell me about yourself.
Do you have any actual work experience?
About success.	
How do you evaluate success?
Describe a situation in which you were successful.
What give you the most satisfaction in life?
How good a team player you are.	
Would you rather work with information or with people?
Are you a team player?
Are you really the right candidate?	
Why should I hire you?
About your aims.	
Are you a goal-oriented person?
What are your recent goals and what you did to achieve them.
When did you decide upon this career?

How you see your life ten years from now.

What are your short-term goals?

What is your long-range objective?

What do you see yourself doing five years from now?

Where do you want to be ten years from now?

How good you are in dealing with conflicts.

Do you handle conflict well?

Have you ever had a conflict with a boss or professor?

How did you resolve it?

About your weak and strong points.

What major problem have you had to deal with recently?

Do you handle pressure well?

What is your greatest strength?

What is your greatest weakness?

About your graduation.

If I were to ask your professors to describe you, what would they say?

Why did you choose to attend your college?

How has your education prepared you for your career?

About money.

Is money important to you?

What kind of salary are you looking for?

How much money do you need to make to be happy?

D14 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 organizations 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 get poorer.

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

D15 *Provide the context for the highlighted collocations.*

D16 *Make up your own end to the fable.*

D17 *You are going to make an opening speech at a Job Fair. Present these six steps. Add your comments and examples. Make your speech lively and emotional.*

- ➔ 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!

A Letter of Application

D18 *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, has 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).

D19 *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 year experience in the export and import trade as well as the qualifications you ...
7. I am ambitious, but 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 CV, which gives full details of my qualifications and work experience. In support of my application, I should like to mention the following points:
10. 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.
11. *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.*

D20 *Read model letters of application paying special attention to the difference in the layout. In the margin place the following headings for each element of the letter.*

Elements of a Letter of Application

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

American Letter of Application

Johnstrasse 34
A-1140 Vienna
Austria

26 May 2019

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 2019

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
Encl

D21 Job requirements. Here is a list of qualities necessary for different jobs. Find the appropriate Russian equivalents.

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

D22 Choose five requirements from the above list for each of the following positions and place them in order of priority.

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

D23 Continue the catch-phrase of David Nobbs, British comedy writer:

I didn't get where I am today without

D24 *Look through the sample of American resumé and Curriculum Vitae. Pay attention to differences in their layouts.*

C.V.

- personal data: name, address, telephone number, date of birth, nationality, marital status
- education
- employment
- additional activities or skills
- interests
- references

RESUMÉ:

- your name, address, telephone number
- education
- employment (both starting with most recent item)
- additional activities or
- skills
- interests
- personal data
- references

Curriculum Vitae

NAME: Irene Palmer-Fitz

DATE OF BIRTH: 3 October 1996

NATIONALITY: Austrian

MARITAL STATUS : Married

ADDRESS: 28 Colkett Drive. Norwich NR6 7ND

TELEPHONE: 01603-47036

EDUCATION:

2003–2011: Grammar School, Krems, Austria

2011–2016: Vienna University of Economics and Business Administration, M.A. in Business Administration

January — May 2011: Exchange Student at the University of Surrey, England

POSTS HELD:

June–December 2015: Part-time receptionist at the Hilton Hotel, Vienna

March–June 2016: Free-lance translator with Global Advertising, Vienna

October 2017 – July 2018:

Advertising, Vienna

September 2018 — 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:

2013 Summer course: English for Business and Commerce,
Norwich

2015 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 Elisabeth Wlaschek
Department of Economics Personnel Manager
University of Surrey Excelsior Bestecke AG
tel. # 01483-259980 431 – 330 68 61

American resumé

THOMAS BILLINGER

Johnstrasse 34

A-1140 Vienna, Austria

Telephone: 01-9432522

EDUCATION: University of Michigan
School of Business Administration
Exchange Program, summer term 2012
Vienna University of Economics and Business Administration
M.A. (Econ.) February 2012
Course of Studies: Commerce Commercial High School,
Graz Graduation June 2007

EMPLOYMENT: Assistant Financial Manager
March 2013
to present
Major responsibilities:
— 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

September 2012
to March 2013
Multicorp GmbH, Vienna
Management Traineeship in all departments with emphasis on the
financial department

July 2011
Industrial Society, London
Accounting department

August 2010
Chase Manhattan, Vienna General back office duties

6. **George W. Bush:** *To those of you who received honors, awards and distinctions, I say well done. And to the C students, I say you, too, can be president of the United States.*
7. **Oliver Cromwell:** *None climbs so high as he who knows where he is going.*
8. **Andrew Grove,** American businessman: *Only the paranoid survive.*
9. **Albert Einstein,** theoretical physicist: *Imagination is more important than knowledge.*
10. **Ted Hughes,** English poet: *Imagination isn't merely a surplus mental department meant for entertainment, but the most essential piece of machinery we have if we are going to live the lives of human beings.*
11. **Rudyard Kipling,** British writer and poet: *The motto of all the mongoose family is, 'Run and find out'.*
12. **Gertrude Stein,** American writer: *Everybody gets so much information all day long that they lose their common sense.*
13. **Napoleon I:** *The career opens to the talents.*
14. **Ray Kroc,** American businessman: *Where there is no risk there can be no pride in achievement and consequently no happiness.*
15. **Benjamin Disraeli,** British PM: *The Youth of a Nation are the trustees of Posterity.*

D27 *Look back at the statements in D26 above. Write an essay of about 500 words developing the arguments for and against. Use the model below.*

People often hold strong opinions about ... Those who are in favor of ... say ...

As well, ...

However, their opponents claim that ...

In addition ...

There will probably never be an end to this discussion since ...

INTRODUCING INTELLECTIVE DISCOURSE

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