

ПРАКТИКА РЕЧИ РАБОТА



SPEECH PRACTICE JOBS

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**Практика речи: Работа
Speech Practice: Jobs**

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Учебно-методическое пособие состоит из четырех частей (“Professional Activity in the Life of Society”, “Job Hunting”, “Professional Life and Human Relations”, “Career Prospects For English Learners”), каждая из которых включает несколько разделов. Пособие может быть использовано как для работы в аудитории под руководством преподавателя, так и для самостоятельного изучения языкового материала.

Для студентов университетов специальности 1-21 05 06 Романо-германская филология, а также других специальностей, предусматривающих изучение английского языка как основного иностранного.

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ПРЕДИСЛОВИЕ

Учебно-методическое пособие «Практика речи: Работа = Speech practice: Jobs» предназначено для студентов высших учебных заведений Республики Беларусь специальности 1-21 05 06 Романо-германская филология, изучающих английский язык как основной иностранный, и ориентировано на развитие у студентов навыков устной и письменной речи по темам «Работа и профессиональная пригодность» и «Путь к успеху в профессиональной деятельности».

Содержание пособия отвечает требованиям ОСВО 1-21 05 06-2018, типовой учебной программы для высших учебных заведений по специальности 1 21 05 06 Романо-германская филология по дисциплине «Основной иностранный язык (английский)» (утверждена 14.06.2011 г., регистрационный № ТД-Д.171/тип.) и типового учебного плана по специальности 1-21 05 06 Романо-германская филология (утвержден 31.08.2018 г., регистрационный № ИН-16).

Учебно-методическое пособие состоит из четырех частей, отражающих основное содержание тем «Работа и профессиональная пригодность» и «Путь к успеху в профессиональной деятельности». В первую часть «Профессиональная деятельность в жизни общества» включены разделы «Мир профессий», «Необычные профессии», «Выбор профессии» и «Безработица». Во второй части «Трудоустройство» нашли отражение разделы «Поиск работы», «Составление резюме» и «Прохождение собеседования». Третья часть «Работа и отношения» раскрывает содержание таких блоков, как «Взаимоотношения с руководством», «Способы решения сложных ситуаций на рабочем месте», «Карьера и семья», «Гендерное разделение профессий» и «Карьерная лестница». Последняя, четвертая, часть «Перспективы карьерного роста для изучающих английский язык» включает разделы «Преимущества лингвистического образования», «Профессия переводчика» и «Профессия учителя».

Содержание каждого раздела ориентировано на два академических часа (таким образом, работа с учебно-методическим пособием рассчитана на 30 академических часов). Каждый раздел включает упражнения, способствующие формированию и закреплению навыков и умений владения английской речью по заявленной теме. Все упражнения структурированы по секциям. Так, секция *Lead-in* содержит вводную информацию по теме занятия. В секции *Topical vocabulary* представлена активная лексика, которая тренируется и закрепляется в секциях *Focus on vocabulary* и *Focus on idioms*, включающих в том числе задания на

словообразование и перевод. Секция *Focus on reading* содержит задания для работы с текстом, ориентированные на отработку разных видов чтения. В секциях *Focus on speaking* и *Focus on writing* представлены задания творческого характера, которые могут быть модифицированы преподавателем и предложены студентам в качестве домашнего задания. В некоторые разделы учебно-методического пособия также включены секции *Focus on listening* и *Project*.

Пособие может быть рекомендовано как для работы во время аудиторных занятий, так и для самостоятельного изучения студентами предложенного материала с последующим обсуждением на занятии.

Авторы выражают искреннюю благодарность рецензентам – кандидату филологических наук доценту *О. Н. Кулиевой* (Белорусский государственный университет) и кандидату филологических наук доценту *А. Р. Пайкиной* (Могилевский государственный университет продовольствия) за высказанные пожелания и замечания.

Могилевский государственный университет имени А. А. Мудещова

PART I
**PROFESSIONAL ACTIVITY
IN THE LIFE OF SOCIETY**

UNIT I
THE WORLD OF JOBS



TOPICAL VOCABULARY

JOBS AND PROFESSIONS

accountant
baker
barber
bartender
builder
butcher
carpenter
cashier
chef
cleaner
dentist
doctor
electrician
engineer
firefighter
hairdresser
journalist
judge

lawyer
(sales) manager
musician
nurse
painter
photographer
pilot
plumber
policeman / policewoman
postman
receptionist
scientist
secretary
tailor
teacher
technician
veterinarian
waiter /waitress

WORK PLACES

advertising agency
agency
bank
company
corporation
department store
enterprise
factory

film company
firm
insurance company
office
plant
publishing company
rental agency
travel agency

DESCRIBING A JOB

badly paid / low-paid
highly paid / well-paid
challenging / demanding
contract
full-time / part-time
job in electronics
permanent / temporary
stable job
staff member
staff of ten workers

9 to 5 work
work agreement
to be on the staff
to get promotion
to have a part-time job
to have vocation (for)
to work full-time/ part-time
to work on weekdays
to work overtime
to work shift work

DESCRIBING WORKERS

freelance worker
full-time / part-time worker
temporary worker
blue-collar workers
co-worker
employee
employer
experienced workers

labourer
manual workers
qualified workers
seasonal workers
skilled workers
to get the sack/ to be fired
unskilled workers
white-collar workers

LEAD-IN

I. Answer the questions and discuss the answers with your group.

1. Can you say at least approximately how many professions are there in the world?
2. Can you name a few most important and useful professions or do you stick to the opinion that all professions are useful and important in their own way?

3. Which professions, in your opinion, will be in demand in the next several decades and which will stop existing forever?

II. Play *Snowball* in a group. Name as many professions as you can. Use the topical vocabulary if necessary. Use the example:

Student A: *a pilot*

Student B: *a pilot, a doctor...*

Student C: *a pilot, a doctor, a carpenter...*

FOCUS ON READING

I. State whether the following statements are true or false. Check your ideas after reading the text.

1. A trash engineer is an expert in trash production.
2. Technology may be able to automate many of the jobs that currently exist.
3. Robots are ready to steal our jobs and a person needs to be creative to have a well-paid job.
4. In few years it still won't be possible to create organs and body parts from materials that don't yet exist.
5. Technology, engineering and maths jobs are super-hot right now.

Jobs in 2030:

Skills You Need Now to Land the Jobs of the Future

The majority of your life has been inundated with technology but the truth is, your most useful tools didn't even exist 15 years ago! By 2030, we'll lose over five million jobs to automation. That means that future jobs will look vastly different by the time you graduate university.

Instead, future jobs will involve knowledge creation and innovation. Machines are actually doing you a favour. They're freeing you up to explore, experiment and find interesting solutions to complex problems, like pollution.

Trash Engineer

A world renowned trash engineer who's solving the earth's waste problems one wrapper at a time. You could turn our rubbish into clean gas! Or **figure out a way** to make it combine to make it strong enough to construct buildings with! The possibilities are endless but it's up to you to come up with the award winning ideas.



Alternative Energy Consultant

People cannot survive on fossil fuel forever, so alternative energy sources are the only hope. You'll be an expert in all things energy and go from city to city around the world assessing the best sustainable energy source for each place.



Earthquake Forecaster

This job is literally impossible in today's day and age, but some people would have said the same thing about weather forecasters less than a hundred years ago! With big earthquakes happening more frequently, someone's going to have to come up with a way to accurately map the Earth's core and figure out how to actually predict earthquakes with plenty of warning.

Organ and Body Part Creator

Because many people around the world spend years on medical waiting lists praying that their name will get called for the next eye, kidney or even heart available. In a few years, it'll be up to you to create organ and body parts from stem cells and other materials that don't yet exist.

Personal Productivity Person



In order to compete with the up and coming automated workforce, people are going to have to become as efficient as possible. As technology continues to evolve, the number of distractions we have will continue to grow and if we are inefficient, machines will be looming in the background ready to take our jobs.

Future Skills

Mental Elasticity and Complex Problem Solving	People Skills
☆The future is going to bring about problems you've never seen before in a world you've never experienced. In order to solve these problems, you'll need to have the mental flexibility to think outside the box , see the big picture and rearrange things to find a solution. The more difficult problems you tackle , the more bendy your brain will get!	☆Machines are going to take over eventually and technology is going to get much more advanced, so humans have to stick together ! If you want to succeed in the future job market, you'll need to learn how to manage and work with people (and robots), which includes getting in touch with your emotions, having empathy and listening.

Creativity	STEM
<p>☆Worried about robots stealing your job? The more creative you are, the less likely you are to lose your job to a robot! While robots may be better than you at calculating and diagnosing problems, they aren't very good at creating original content, thinking outside the box or being abstract. Yet.</p>	<p>☆Even though science, technology, engineering and maths jobs are super-hot right now, don't expect them to go away in the future. As technology progresses, you'll need to have more advanced STEM skills to keep up. Also coding. Learn how to code.</p>

Critical Thinking	Interdisciplinary Knowledge
<p>☆Technology may be able to automate many of the jobs that currently exist, but you probably wouldn't trust it to do your critical thinking for you; as such your future career will require you to have excellent critical thinking skills. You'll constantly need to be analysing various situations, considering multiple solutions and making decisions on the fly through logic and reasoning.</p>	<p>☆Your future career will require you to pull information from many different fields to come up with creative solutions to future problems. This skill's easy to work on as well. Start by reading as much as you can about anything and everything that interests you. Once you get to college, consider double majoring or minoring in completely different fields. It'll pay off in the long run.</p>

FOCUS ON VOCABULARY

II. Explain the meaning of the words in bold.

III. Insert right prepositions (where possible).

- 1) to come _____ with an idea;
- 2) to think _____ the box;
- 3) to get _____ touch with your emotions;
- 4) to pull information _____ different fields;
- 5) to make decisions _____ the fly;
- 6) to figure _____ a way to success;
- 7) to be easy to work _____;
- 8) to require smb to have excellent skills;
- 9) to be good _____ diagnosing problems;
- 10) to have skills to keep _____.

IV. Translate the following word combinations into English.

- 1) полная занятость;
- 2) частичная занятость;
- 3) работать посменно;
- 4) получить повышение;
- 5) быстро принимать решения;
- 6) иметь призвание;
- 7) решать проблемы;
- 8) получать информацию из разных источников;
- 9) окупаться в длительной перспективе;
- 10) навыки критического мышления.

V. For each group of four, match the word on the left to a word on the right to make a suitable collocation.

flexible	leave
employment	working conditions
poor	agency
sick	working hours
minimum	balance
work/life	responsibility
temporary	contract
managerial	wage
foolproof	pressure
major	solution
constant	workload
heavy	drawback

VI. Put one of the expressions above in each space.

I'm an architect. I started in my company at the age of 25 when I was on a (1) _____ and earning the (2) _____. Since then, I've worked my way up and I've now got (3) _____ for several of our major projects and ten members of staff. I love my job but there is one (4) _____ which is the fact that I have a very (5) _____ and I'm under (6) _____ to make sure we meet all our deadlines. The great thing is that if I work a lot of extra hours I can take a day off as we have (7) _____, so if you are

a really good organiser you can have a good (8) _____ and make time for leisure when you want it.

VII. Translate the following sentences from Russian into English.

1. Эта работа, несомненно, требует призвания.
2. Том предпочитает тяжелый физический труд умственному.
3. Когда его уволили?
4. Представители многих профессий вносят свой вклад в развитие различных сфер жизни общества.
5. Посменная работа – не для меня!
6. Скучное сидение в офисе – удел многих «белых воротничков».
7. Работа музыканта и спортсмена, как и некоторые другие, обычно начинается как хобби, но впоследствии оказывается, что это еще и тяжелый труд – физический и эмоциональный.
8. Какие профессии вы бы включили в список наиболее социально значимых?
9. Эта работа предъявляет очень высокие требования, и я не уверена, что мой брат с ней справится.
10. Неквалифицированный труд, как правило, низко оплачивается.

FOCUS ON IDIOMS

VIII. Choose the correct idiomatic word or expression for each of these sentences.

1. A job that offers no prospect of promotion is sometimes known as a / an...	a) hatchet job b) dead-end job c) nose job
2. We sometimes say that people who compete for success in business or in a career are working for the...	a) horse race b) dog race c) rat race
3. We might refer to a bad employer with a reputation for losing talented staff as a...	a) people churner b) people mixer c) people beater
4. If you do a lot of different types of work in an office for very low pay, you could be referred to as a...	a) pigsbody b) ratsbody c) dogsbody
5. When an employee telephones to say that s/he is not coming to work because s/he is ill, but in fact is only pretending to be ill, we say that s/he is throwing...	a) a sickie b) the book at someone c) a wobbly

6. If an employee gets very angry at work because of something bad or unpleasant that happens, we can say that they are experiencing...	a) office anger b) work rage c) shopfloor strops
7. Work that offers the same money for less effort than another similar job is often known as...	a) a cushy number b) a pushover c) child's play
8. When somebody is dismissed from their job, we can say that they have...	a) got the shoe b) got the boot c) got the slipper
9. Someone who receives very little money for their job can be said to make, earn or receive...	a) water b) stones c) peanuts
10. Some people have a second job in addition to their main job, which they might want to keep secret from their employer. This is called...	a) sunlighting b) starlighting c) moonlighting

FOCUS ON LISTENING

Read the statements below. Then watch the video "Time Crunch" twice. Answer the questions based on the information in the video.

1. Which country's workers work more hours: Japan or the United States?

2. How many people in the United States feel over worked?

3. How many workers felt they had no time to reflect on their work?

4. Who feels more overworked: women or men?

5. Who feels more overworked: baby boomers or Gen Xers?

6. How many hours a week would people like to work?

7. How many people work 6-7 days a week?

8. Name two other things mentioned in the video that make people feel overworked.

9. Name two things that overworked employees are likely to do.

10. Name two consequences for businesses that have overworked employees.

- In your opinion, is it good or bad that people work so much? Explain your opinion.
- Do you know of any countries that have better work practices than the U.S? Compare the two countries.

FOCUS ON SPEAKING

Look at the pictures and describe each job in details (using the topical vocabulary).



Choose the one you'd like to try your hand at and give your reasons.

FOCUS ON WRITING

Some people think that we work to live, others – that we live to work. And live accordingly.

Do you have any particular views on the statement? Express your ideas in an opinion essay (160–180 words).

UNIT 2
UNUSUAL JOBS:
WOULD YOU LIKE TO TRY?

LEAD-IN

Look at the pictures showing two unusual jobs. They are surely not the only ones on the list of weird and strange jobs. What other words to describe these two jobs occur to you when you're looking at the pictures? Do you actually consider them unusual? Where is the "border line" between *usual* and *unusual* jobs? Give your reasons.



FOCUS ON READING

I. Skim the three little texts and make predictions answering the following questions.

1. Who are the Internet police?
2. What does a hurricane hunter do?
3. What kind of training do you need to be a disc jockey?
4. Which articles have quotations from people working in the field?

Write a question that you think each article may answer.

II. Read the texts. Look for the answers to the questions above.

Text 1

The Internet Police

You're using the computer at work. After a while, you decide to take a break and go shopping – on the Internet. But when you click on your favorite

shopping Web site, there's a big red hand on the screen. At the bottom of the screen, you see a warning from your company about unauthorized Web surfing.

So, who put it there? People like Ida Smith. Ms. Smith is a content specialist for a Web-filtering company. She spends her days surfing the Web. She is looking for sites that employers do not want their employees to visit. Her specific task is to find shopping, travel, and gambling sites. These sites are some of the places where employees may waste time at work. Other content specialists look for sites on sex, drugs and violence. There are 39 categories in all. She also scans white lists – approved sites for children to make sure that they have no links to naughty sites.



Special spidering programs actually do most of the work. These programs can search millions of pages in just a few minutes. But people like Ms. Smith provide a human review to make sure that pages are not blacklisted or white-listed by mistake.

Ms. Smith enjoys the work. “I love spending time on the Internet. I feel like I’m in touch with what people think and what they’re doing”, she says. However, she admits often taking a couple of aspirin when she gets home. “All that surfing gives me a headache”, she explains.

Text 2

An Interview with a Hurricane Hunter

(By Joe Laron)

Last week I spoke with Karla Williams, a hurricane hunter from Miami, Florida.

JL: How did you obtain this job?

*KW: I was working as a meteorologist. Then I saw a movie called *Storm Chasers*. It was about hurricane hunters – scientists who fly into hurricanes to do research. I thought that it would be a very interesting job. Then two months later I saw an ad for a hurricane researcher. I applied and got the job.*

JL: What do you like most about being a hurricane hunter?

KW: I like working with the other scientists – it’s a classroom in the sky. I also enjoy traveling around the world.

JL: What is an average day like?

KW: There are no average days in this job during hurricane season: the weather is constantly changing. You can never plan anything too far in

advance. Of course, afterwards we work with the information we collect. Then it's pretty much 9 to 5 work for a few months.

JL: What is your educational and professional background?

KW: I received my bachelor's degree in meteorology from Penn State University, and then went to work as a meteorologist.

JL: What advice would you give someone who wanted to enter this field?

KW: Math and science. Get a degree in meteorology and be willing to travel.

Text 3

Disc Jockey

Disc jockeys (DJs) introduce songs on the radio. They may also decide what music to play. While on the air, they comment on the music, weather, and traffic. DJs also announce and play music at clubs, dances, restaurants, and weddings. Some disc jockeys specialize in only one kind of music.



The Skills You Need. DJs need a pleasant and well-controlled voice, good timing, excellent pronunciation, correct grammar. Additionally, DJs should be able to work under tight deadlines. The most successful announcers have a pleasing personality and voice with a likable style.

The Training. You should have formal training in broadcasting from a college or technical school is valuable. Courses in English, public speaking, drama, and computer science are useful. Hobbies such as sports and music are also helpful.

The Salary You Can Expect. Salaries vary widely from \$7,000 to \$100,000+, depending on experience and market.

FOCUS ON VOCABULARY

III. Match the words from the left column with the words from the right column to make as many collocations as you can. Add articles and prepositions where necessary.

successful
need
medical
involve

check
products
work
high risk

reach
quality
approve
hard
serious

models
cash
research
dream
knowledge

IV. Insert the right preposition.

1. To make sure that disgusting food is suitable _____ eating, companies hire stunt testers.
2. You should have formal training _____ broadcasting.
3. These true heroes literally save lives _____ milking snakes.
4. A simple job that requires you to be _____ love with being outdoors.
5. Pet food testers taste pet food to evaluate the flavors and check if it's _____ quality standards.
6. These programs can search millions of pages _____ just a few minutes.
7. I love spending time _____ the Internet.
8. There are a lot of people out there who are not satisfied or just plain bored _____ their office work.
9. Salaries vary widely from depending _____ experience and market.
10. While on the air, they comment _____ the music, weather, and traffic.

V. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

In a study of 737 chief executives working in large corporations, the vast (1) _____ gave the same answer when asked what kind of person they like to employ. Ninety-eight per cent said they would hire someone with a cheerful attitude, (2) _____ with a good sense of humour. Having fun at work apparently inspires (3) _____ in employees. A survey of 1,000 workers showed how (4) _____ their manager's sense of humour or lack of it was to the (5) _____ of time they stayed in a job. If they worked for a boss whose sense of humour they described as 'below average', the employee's (6) _____

MAJOR
PREFER
LOYAL
SIGNIFY
LONG
LIKELY
BENEFIT
NECESSARY
SATISFY

of staying dropped to seventy-seven per cent compared to ninety per cent for a boss who had an ‘above average’ sense of humour.

Laughter may be both (7) _____ and good for business but it isn’t (8) _____ a positive aspect of all jobs. Some people working in retail jobs are required to smile continuously. Such enforced happiness can cause (9) _____ at work and also result in emotional stress.

VI. Translate the following sentences from Russian into English.

1. Почему одни профессии считаются банальными, а другие – необычными и даже экзотическими.

2. Часто людям становится скучно сидеть в офисах с 5 до 9 и они начинают искать работу, которая бы не только приносила доход, но и была бы интересной и увлекательной.

3. Собиратели червей работают в парках, садах и даже на полях для гольфа.

4. Не хотел бы я работать профессиональным «стоятелем в очередях», даже за очень большие деньги.

5. Хм, профессия тестировать диваны и кровати... Супер! Я же создан для нее!

6. Тестирование горок в аквапарке сродни профессии каскадера, не так ли?

7. Я бы не назвал эту профессию странной или необычной.

8. Интересно, какие еще профессии вдобавок к более чем двум тысячам, существующим в мире, могут еще появиться в ближайшее время?

9. Все! Я больше не менеджер! Я – обниматель панд!

10. Недавно появилась еще одна интересная и забавная профессия – помогать пингвинам переворачиваться, если они падают на спину, когда наблюдают за пролетающими самолетами.

FOCUS ON LISTENING

Watch the video “10 Most Unusual And Cool Jobs” on YouTube (<https://www.youtube.com/watch?v=NTUpb7BOJ7g>) and say which of them you would like/ never like to try. Explain why.

FOCUS ON SPEAKING

I. Match the pictures depicting some of the world most unusual jobs with the names of the jobs.

1. Professional Snuggler
2. Pet Food Tester
3. Golf Ball Diver
4. Bed Tester
5. Water Slide Tester
6. Paper Towel Sniffer

a)



b)



c)



d)



e)



f)



II. Work in pairs. Make up and role-play a dialogue in which:

Student A: suggests trying out any unusual profession (from the pictures above) and gives his/ her reasons.

Student B: is eager to try and supports Student A / is very reluctant and gives his/ her reasons.

PROJECT

Make a project “The most unusual job I have ever read / heard of / watched / tried”. You may “invent” your own unusual jobs as well!

UNIT 3

CHOOSING A PROFESSION: WHY DO PEOPLE WORK?

LEAD-IN

Analyze the picture below. Which answer would you choose? Give your reasons.

8. The main purpose of work is to:

- A Earn money to live
- B Be useful to society
- C Exercise your talents
- D Find fulfilment
- E Get blessed

Actually, we don't know... That's why we asked you

FOCUS ON READING

I. Read Text A. Entitle each part of the text.

Text A

The Reasons We Work

You're most likely to lose weight – or succeed in any other endeavor – when your motive is play. Play occurs when you're engaging in an activity

simply because you enjoy doing it. The work itself is its own reward. Scientists describe this motive as “intrinsic”.

Play at work should not be confused with your people playing Ping Pong or foosball in the break room. For your people to feel play at work, the motive must be fueled by the work itself, not the distraction. Because the play motive is created by the work itself, play is the most direct and most powerful driver of high performance.

A step away from the work itself is the purpose motive. The purpose motive occurs when you do an activity because you value the outcome of the activity (versus the activity itself). You may or may not enjoy the work you do, but you value its impact. You may work as a nurse, for example, because you want to heal patients. You spend your career studying culture because you believe in the impact your work can have on others. Dieters may not enjoy preparing or eating healthy meals, but they deeply value their own health, an outcome of healthy eating.

You feel the purpose motive in the workplace when your values and beliefs align with the impact of the work. Apple creates products that inspire and empower its customers, a purpose that is compelling and credible.

The potential motive occurs when you find a second order outcome (versus a direct outcome) of the work that aligns with your values or beliefs. You do the work because it will eventually lead to something you believe is important, such as your personal goals.

Dieters motivated by potential eat healthfully to achieve other things they care about – the ability to run faster on the football field, for example, or to keep up with their kids. When a company describes a job as a good “stepping-stone,” they’re attempting to instill the potential motive.

You may practice the piano so you don’t disappoint your mother. You may stay in a job because its prestige boosts your self-esteem. A dieter may eat healthy meals because he’s embarrassed by how he looks, or because he feels guilty when his partner catches him with his hand in the cookie jar.

When your motive to work is emotional pressure, your performance tends to suffer. High-performing cultures reduce emotional pressure. Emotional pressure is the weakest of the three indirect motives. The effects of economic pressure can be much worse.

Economic pressure is when you do an activity solely to win a reward or avoid punishment. In business, this often occurs when you’re trying to gain a bonus or a

promotion, avoid being fired, or escape the bullying of an angry boss. Economic pressure can occur outside the workplace, whenever you feel forced to do something.

The biggest misconception about the economic motive is that it is strictly a matter of money. In a study we conducted involving more than ten thousand workers, we looked to see how the economic motive changes with household income. We expected to find that the people with the least income experienced the highest economic pressure. Instead, we learned that income and the economic motive were statistically unrelated. People at any income level can feel economic pressure at work.

The most indirect motive of all is inertia. With inertia, your motive for working is so distant from the work itself that you can no longer say where it comes from – you do what you do simply because you did it yesterday. This leads to the worst performance of all. ... As destructive and insidious as it is, inertia is surprisingly common in the workplace.

II. In the text find the necessary information to say whether the statements are true or false.

1. Normal is getting dressed in clothes that you buy at a low price.
2. The authors of one of the texts argue that there are five reasons we do anything.
3. Scarcity is a tool used to create the **feeling of not having enough**.
4. There are indirect motivations and direct motivations of all our actions.
5. The most direct motive of all is inertia.
6. Our society is a debt-based monetary system where governments are borrowing money from their citizens.
7. You're most likely to lose weight – or succeed in any other endeavor – when your motive is play.
8. In 2004, a study was published that showed that **55% of harvested food doesn't get eaten**.
9. Emotional pressure is when you do an activity solely to win a reward or avoid punishment.
10. Economic pressure can occur only inside the workplace.

III. Now read Text B and say if the tips given in it can be really helpful in choosing a future career.

Text B

Choosing a Career

Choosing a career is one of the most important decisions you will make in life. It's about so much more than deciding what you will do to make a

living. To start with, think about the amount of time we spend at work. We are on the job approximately 71% of every year. Over our lifetimes, this comes to roughly 31½ years out of the 45 years most of us spend working, from the beginning of our careers until retirement. The importance of selecting a career with which we are satisfied cannot be overemphasized.

While some people are lucky enough to just know what they want to do and end up in satisfying careers without giving it much thought, most of us are not. Many people don't put enough effort into choosing occupations or pick them for the wrong reasons. Maybe they choose careers that seem secure or pay well. They then end up unhappy. The best way to make sure that doesn't happen to you is to make a well-thought out decision.

Step 1: knowing yourself

Begin by thinking about where you are now, where you want to be and how you're going to get there and asking yourself the following questions:

- Where am I now?
- Where do I want to be?
- What do I want out of a job or career?
- What are my strengths?
- What is important to me?

At the end of this step you will have a clearer idea of your work or learning goal and your individual preferences.

Step 2: finding out

This step is about exploring the occupations and learning areas that interest you. Once you have some idea of your occupational preferences you can research the specific skills and qualifications required for those occupations.

Explore occupations that interest you and ask yourself how your skills and interests match up with these occupations.

Step 3: making decisions

This step involves comparing your options, narrowing down your choices and thinking about what suits you best at this point in time.

Ask yourself:

- How do they match with my skills, interests and values?
- How do they fit with the current labour market?
- How do they fit with my current situation and responsibilities?
- What are the advantages and disadvantages of each option?

At the end of this step you will have narrowed down your options and have more of an idea of what you need to do next to help you achieve your goals.

IV. Answer the questions.

1. What amount of time does an average person spend at his/her job place?
2. What are the major criteria that most people take into consideration choosing a future career?
3. Which are the four crucial steps that the authors of the text offer to take to make the right choice?
4. You can use the four step planning process only when you are a school-leaver, can't you?
5. How important is it to fit with the current labour market?
6. What are the widely-spread mistakes that people make while choosing a future profession?
7. Is it possible to avoid making mistakes in choosing a career? If yes, how? Is it only enough to follow the instructions from this text or some other factors like good luck, for example, should play their role?
8. What motive, in your opinion, will play / has played the main role in your choosing a career? Do you believe you have made the right choice? Is the choice ultimate or are you still in two minds?

FOCUS ON VOCABULARY

V. In which answers to questions 1–6 could you use these words / phrases? Answer the questions below using the words from the box.

to achieve a good work-life balance
to commute
to feel valued
to give praise
a good communicator
a feeling of isolation
a job vacancy

to motivate / motivation
a reasonable / heavy / light workload
to recruit
to take somebody on
a trainee
a work environment
a workplace

1. The world we live in is changing faster than ever before. How do you think our working lives will be different in the future?
2. Many people dream of being able to work from home. What do you think are the advantages and disadvantages of working from home?
3. Some people believe that we should continue working as long as we can, while others suppose that everyone should retire at 60 or 65. What is your opinion?

4. Which do you think is more important in a job: friendly colleagues or a good salary?

5. How can young people get the experience they need to be given a good job?

VI. Translate the following sentences from Russian into English.

1. Мы работаем, чтобы жить, или живем, чтобы работать? Ответ, кажется, очевиден.

2. Невозможно выбирать будущую профессию только по зову сердца. К сожалению, материальный критерий также играет не последнюю роль.

3. В юности все люди верят в блестящую карьеру и многообещающее будущее.

4. Каковы мои перспективы на этой должности?

5. Идти по стопам родителей в выборе будущей карьеры – не всегда верное решение.

6. Ну что, ты доволен своим расчетным листом?!

7. При выборе профессии важно учитывать свой склад характера.

8. Как зарабатывать на жизнь каждый, в конце концов, решает сам.

9. Современному обществу навязываются чувства дефицита и необходимости потреблять все больше и больше.

10. Экономическое давление – один из главных мотивов, побуждающих людей работать и зарабатывать. Мало кто работает просто для удовольствия.

FOCUS ON IDIOMS

VII. Complete the sentences below with the idioms from the box. Consult a dictionary if necessary. Mind the tense forms.

a cushy number / golden hello / at the top of the ladder /
get a foot in the door / a golden handshake / to slog one's guts out /
a sleeping partner / track record

1. Clare's babysitting job is such _____. All she has to do is take the children to the beach and watch them play.

2. Sylvia is really _____ now. She finally has the success she deserves.

3. I took the job at Linderhoffs to _____, even though it wasn't well paid.

4. I _____ for years in the water company and never got a pay rise.
5. Trevor doesn't do very much, even though he owns half the company. He is just a _____.
6. Erica has a good _____ as a sales person. She deserves to be promoted.
7. Did Charlie get _____ when he left the company?
8. She got a very generous _____ when she started her first job after university.

FOCUS ON SPEAKING

Do the *Job Suitability Test*. Put: «+» instead of «-» in each column where you see the activities that seem interesting and suitable to you.

A	-	Broadcast the news
K	-	Audit taxes for the government
B	-	Sort and date dinosaur bones
O	-	Give shots
C	-	Design landscaping
P	-	Give tech support to computer users
D	-	Work in a courtroom
Q	-	Care for injured animals
I	-	Serve meals to customers
E	-	Make three-dimensional items
D	-	Analyze handwriting
B	-	Design indoor sprinkler systems
F	-	Run a factory sewing machine
G	-	Develop personnel policies
Q	-	Train racehorses
D	-	Guard an office building
H	-	Run a department store
A	-	Write for a newspaper
G	-	Use a calculator
O	-	Help people at a mental health clinic
L	-	Remodel old houses
M	-	Care for young children
D	-	Locate a missing person
N	-	Plan estate disbursements/payments
P	-	Enter data

A	–	Design a book cover
E	–	Build toys with written instructions
B	–	Figure out why someone is sick
R	–	Fly an airplane
C	–	Learn how things grow and stay alive
H	–	Sell cars
I	–	Work as a restaurant host or hostess
D	–	Fight fires
G	–	Keep payroll records for a company
J	–	Work in a nursing home
G	–	Hire new staff
O	–	Run ventilators/breathing machines
R	–	Drive a taxi
R	–	Inspect cargo containers
F	–	Work in a cannery
I	–	Coach a school sports team
P	–	Update a website
Q	–	Hunt
K	–	Enlist in a branch of the military
H	–	Sell sporting goods
J	–	Cut and style hair
B	–	Experiment to find new metals
N	–	Work in a bank
G	–	Work with computer programs
N	–	Loan money
L	–	Hang wallpaper
D	–	Make an arrest
O	–	Deliver babies
H	–	Persuade people to buy something
H	–	Stock shelves
I	–	Serve concession stand drinks

Career Evaluation.

Which letter has more “+”-s in the column to the right? Check your results and see the professional areas in which you’ll probably succeed. Do you agree with the results of the test? Do you actually believe that tests like these show 100% true results? Give your reasons.

Career Interest Areas

A. Arts, A/V Technology and Communications: Interest in creative or performing arts, communication or A/V technology.

B. Science, Technology, Engineering and Mathematics: Interest in problem-solving, discovering, collecting and analyzing information and applying findings to problems in science, math and engineering.

C. Plants, Agriculture and Natural Resources: Interest in activities involving plants, usually in an outdoor setting.

D. Law, Public Safety, Corrections and Security: Interest in judicial, legal and protective services for people and property.

E. Mechanical Manufacturing: Interest in applying mechanical principles to practical situations using machines, hand tools or techniques.

F. Industrial Manufacturing: Interest in repetitive, organized activities in a factory or industrial setting.

G. Business, Management and Administration: Interest in organizing, directing and evaluating business functions.

H. Marketing, Sales and Service: Interest in bringing others to a point of view through personal persuasion, using sales or promotional techniques.

I. Hospitality and Tourism: Interest in providing services to others in travel planning and hospitality services in hotels, restaurants and recreation.

J. Human Service: Interest in helping others with their mental, spiritual, social, physical or career needs.

K. Government and Public Administration: Interest in performing government functions at the local, state or federal level.

L. Architecture, Design and Construction: Interest in designing, planning, managing, building and maintaining physical structures.

M. Education and Training: Interest in planning, managing and providing educational services, including support services, library and information services.

N. Finance, Banking, Investments and Insurance: Interest in financial and investment planning and management, and providing banking and insurance services.

O. Health Sciences, Care and Prevention: Interest in helping others by providing diagnostic, therapeutic, informational and environmental services, including researching and developing new health care services.

P. Information Technology (IT): Interest in the design, development, support and management of hardware, software, multimedia, systems integration services and technical support.

Q. Animals, Agriculture and Natural Resources: Interest in activities involving the training, raising, feeding and caring for animals.

R. Transportation, Distribution and Logistics: Interest in the movement of people, materials and goods by road, pipeline, air, railroad or water.

FOCUS ON WRITING

Imagine the world without jobs. What would it look like? Would it be better if people didn't have to work? Would there still be those who are truly eager to work? Express your ideas and thoughts in a composition (150–170 words).

UNIT 4 UNEMPLOYMENT

LEAD-IN

Answer the question and discuss the answers in your group.

1. What are the main reasons for unemployment all over the world? Are they similar in different countries?

2. Complete the sentences with the words and word combinations that in your opinion make the best sense, explain your choice of the continuation:

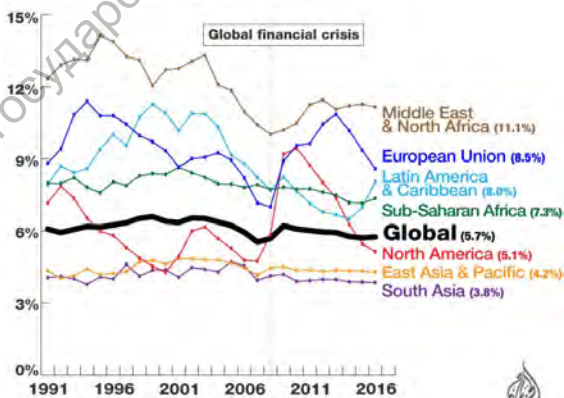
To be jobless is ...

When a person loses a job they feel ...

3. Analyze the following graph. Make your comments (the regions with the lowest rate of inflation, the highest; suggest the reasons, etc).

Global unemployment rates

There are more than 200 million people worldwide without jobs today.



Source: World Bank



FOCUS ON READING

I. Read the text and do the tasks that follow.

ILO*: Unemployment and decent work deficits to remain high **(*ILO – international labour organization)**

The ILO's flagship report shows that while the global unemployment rate is stabilizing, unemployment and decent work deficits will stay at persistently high levels in many parts of the world.

According to *the World Employment and Social Outlook: Trends 2018*, the global unemployment rate has been stabilizing after a rise in 2016. As the long-term global economic outlook remains modest despite stronger than expected growth in 2017, the report attributes the positive trend between 2017 and 2018 mainly to the strong performance of labour markets in developed countries, where the unemployment rate is projected to fall by an additional 0.2 percentage points in 2018 to reach 5.5 per cent, a rate below pre-crisis levels. In contrast, employment growth is expected to fall short of labour force growth in emerging and developing countries, but has nevertheless improved in 2018-2019 compared to 2016. "Even though global unemployment has stabilized, decent work deficits remain widespread: the global economy is still not creating enough jobs. Additional efforts need to be put in place to improve the quality of work for jobholders and to ensure that the gains of growth are shared equitably," ILO Director-General Guy Ryder said.

Vulnerable employment is on the rise and the pace of working poverty reduction is slowing.

The report highlights the fact that the significant progress achieved in the past in reducing vulnerable employment has essentially stalled since 2012. This means that almost 1.4 billion workers are estimated to be in vulnerable employment in 2017, and that an additional 35 million are expected to join them by 2019. In developing countries, vulnerable employment affects three out of four workers. On a more positive note, the report notes that working poverty continues to fall in emerging countries, where the number of people in extreme working poverty is expected to reach 176 million in 2018, or 7.2 per cent of all employed people. "In developing countries though, progress in reducing working poverty is too slow to keep up with the expanding labour force. The number of workers living in extreme poverty is expected to remain stubbornly above 114 million for the coming years, affecting 40 per cent of all employed people in 2018," explains ILO economist Stefan Kuhn. The

authors also highlight the fact that participation rates among women remain well below those for their male counterparts. Women are also more likely to face inferior quality of jobs and lower salaries.

Looking ahead, structural shifts and ageing will add further pressures on the labour market.

Looking at shifts in the sectoral composition of employment, the report notes that service sector jobs will be the main driver of future employment growth, while agriculture and manufacturing employment continue to decline. Since vulnerable and informal employment are prevalent in both agriculture and market services, the projected employment shifts across sectors may have only limited potential to reduce decent work deficits, if not accompanied by strong policy efforts to boost job quality and productivity in the service sector. The report also looks at the influence of population ageing. It shows that the growth of the global workforce will not be sufficient to compensate for the rapidly expanding pool of retirees. The average age of working people is projected to rise from just under 40 in 2017 to over 41 in 2030. “Besides the challenge a growing number of retirees creates for pension systems, an increasingly ageing workforce is also likely to have a direct impact on labour markets. Ageing could lower productivity and slow down labour market adjustments following economic shocks,” says the ILO’s Director of Research Department a. i., Sangheon Lee.

Main regional findings

Northern Africa

The unemployment rate has declined from 11.7 per cent in 2017 to 11.5 per cent in 2018.

Globally, the region features the highest unemployment rate driven by large gaps for youth and women who are significantly over-represented among the unemployed.

Sub-Saharan Africa

The number of unemployed has increased by 1 million in 2018 due to the region’s high levels of labour force growth. More than one in three workers is living in conditions of extreme poverty, while almost three out of four workers are in vulnerable employment.

Northern America

Unemployment is has declined from 4.7 per cent in 2017 to 4.5 per cent in 2018.

This is driven by a decline in the unemployment rates in both Canada and the United States.

Arab states

Labour market conditions remain relatively stable. Still, almost 5 million people were unemployed in 2018, with women accounting for almost one third of the unemployed pool despite representing only 16 per cent of the regional labour force.

Northern, Southern and Western Europe

The unemployment rate has decreased, according to the statistics, from 9.2 per cent in 2016 to 8.5 per cent in 2017, the lowest rate since 2008.

Eastern Europe

As economic growth rebounds considerably, the unemployment rate has declined, but only modestly. This reflects falling unemployment rates in countries such as Poland, Ukraine and Slovakia, only partly offset by the expectation of growing unemployment in the Czech Republic.

Central and Western Asia

The relatively strong rebound in economic growth is only partially translating into falling unemployment. The regional unemployment rate is expected to remain at around 8.6 per cent throughout 2018 and 2019.

II. Insert the right word to complete the sentences from the text.

1. ILO stands for international _____ organization.

According to the World Employment and Social Outlook: Trends 2018, the global unemployment _____ has been stabilizing after a rise in 2016.

In More Sub Saharan Africa more than one in three workers is living in conditions of extreme _____, while almost three out of four workers are in vulnerable employment.

Even though global unemployment has stabilized, decent work _____ remain widespread: the global economy is still not creating enough jobs.

Looking ahead, structural shifts and ageing will add further _____ on the labour market.

Women are also more likely to face _____ quality of jobs and lower salaries.

Labour market conditions remain relatively _____ in Arab states.

The average age of working people is projected to _____ from just under 40 in 2017 to over 41 in 2030.

The ILO's flagship report shows that while the global unemployment rate is stabilizing, unemployment and decent work deficits will stay at persistently high _____ in many parts of the world.

As economic growth rebounds considerably, the unemployment rate has _____, but only modestly in Eastern Europe.

FOCUS ON VOCABULARY

III. Explain the meaning of the following words and word combinations in English and provide their Russian / Belarusian equivalents.

- | | |
|---------------------------|-------------------------|
| 1) flagship; | 6) unemployment rate; |
| 2) labour market; | 7) structural shifts; |
| 3) vulnerable employment; | 8) over-represented; |
| 4) relatively stable; | 9) service sector jobs; |
| 5) extreme poverty; | 10) emerging countries. |

IV. Translate the following sentences from Russian into English.

1. Безработица – явление, широко распространенное во всем мире.
2. Эта группа населения наиболее уязвима в плане занятости.
3. Каков уровень безработицы в этом регионе?
4. По прогнозам, уровень безработицы должен снизиться с 4,8% до 4,2% к концу года.
5. Изменения на рынке труда напрямую зависят от состояния экономики.
6. Жители многих регионов Африки живут в условиях чрезвычайной бедности.
7. Этот доклад представил ясную картину по уровню безработицы в стране.
8. Эти люди – просто дешевая рабочая сила для западных нанимателей.
9. Создание новых рабочих мест в этой сфере поможет в решении проблемы занятости населения.
10. Экономическая ситуация в регионе в целом стабилизировалась.

FOCUS ON LISTENING

Watch the video “I Lost My Job... Now What?” on YouTube (<https://www.youtube.com/watch?v=bCsDThe-h7A>) and say whether the tips can be really helpful to people who've lost their jobs.

FOCUS ON SPEAKING

Have a round-table discussion “The reasons for unemployment and the ways of solution”:

Student A: a reporter

Student B: a representative of a job centre

Students C, D, E... : the unemployed

FOCUS ON WRITING

a) Make *The List of Dos* and *The List of Don'ts* that a person should follow in the situation when they have just found themselves jobless.

b) Imagine that one of your friends has just lost his/her job. Think of the reasons for it (was fired / laid off because of bad relations with the boss; appeared at his job place drunk; failed to get an important project ready, etc.). Try to support him/her in your letter (130–150 words).

PART II JOB HUNTING

UNIT 1 LOOKING FOR A JOB



TOPICAL VOCABULARY

apply for a job
applicant
be cut out for
be eligible for
correspondence
cover letter
curriculum vitae
dole
employment agency
job centre
job hunter
job hunting
job offer
job seeker
jobless
make/ compile a resume
marketplace
permanent
priority
productivity

professional affiliations
proficiencies
recruitment agency
required skill set
requirements
resignation
resume
searching for a job
set goals
shortcoming
staff
staffing service
strength
temporary
to craft a document
to land a job
unemployed
unskilled candidate
weakness

LEAD-IN

Answer the questions and discuss the answers with your group.

1. Look at the pictures. Do they arouse similar feelings? Give your reasons.



2. Do you believe job centres to be helpful to job hunters in finding a job?

3. Can you tell the difference between job centres and employment / recruitment agencies?

4. Which way of job hunting is more popular in your country: through job centres / employment agencies or through the help of friends / relatives / acquaintances?

5. They say that to find a job in any country is rather easy but to find a *good* job is extremely hard. Do you agree with the statement? Give your reasons.

FOCUS ON READING

I. Read the text, entitle its parts using the prompts below.

- | | |
|------------------------------------|---------------------------------|
| • When You Are Resigning | • Explore (and Expand) Your |
| • Strategize Your Transition | Network |
| • Evaluating Job Offers | • Define Your Personal and Pro- |
| • Set Goals and Get Organized | fessional Priorities |
| • Be Prepared to Share Your Story | • Reach Out to References Now |
| • Start Searching and Applying for | • Clean Up Your Online Presence |
- Jobs

Step-By-Step Guide for a Successful Job Search

For most of us, job searching is never easy, whether it's your first or fifth time looking for a new job. If you feel overwhelmed or don't know where to start – don't worry. Job searching is both an art and a science, one that requires time, planning, preparation, and a lot of brain power.

Follow these steps for a crash course in how to find a job.

1. _____

When it comes to finding a job, everyone starts somewhere, whether you've just finished school, you're planning to resign or to get a better opportunity for a career change, you've been fired, or you've been laid off. Regardless of your circumstances, plan your approach and take care to address any potential obstacles up front.

2. _____

Unless you have the financial means to do so, do not resign until you have secured a new position. In addition, you'll want to make sure to coordinate the timing of your resignation and the start date of a new job.

3. _____

No matter why you're moving on, get your story straight now and learn it by heart. Narrate your background in a way that's compelling and convincing, so you are ready to explain your reasons for finding a new job, how it relates to your professional goals, and why you are the best fit for any given position.

4. _____

Define your priorities before you begin your job search. First, make a list of the "must-haves," such as the location of the company and your commute time, a desired salary range and benefits selection, and any other factors that are "non-negotiable" to you.

Then, make a list of the "nice-to-haves." For example, are you looking for a specific type of company culture? Would you prefer to work at an established corporation, or at a start-up or small business?

5. _____

It's more important than ever to brush up on your social media do's and don'ts when it comes to job searching. Prospective employers may be Googling your name and looking you up on Facebook, Instagram, Twitter, and Snapchat.

It is generally advisable to keep all social media profiles as private as possible while you are job searching.

6. _____

Most jobs you apply for will require you to provide three to four professional references that can testify to your qualifications. You don't want to have to scramble to reach these people, or worse, have an interviewer catch them by surprise. Instead, contact them in advance and let them know that you would like to use them as a reference.

7. _____

Your "network" can include former colleagues, managers, clients, alumni from your alma mater, friends, or friends of friends, family members,

neighbours, or anyone from a “community” you belong to. Although real-life connections are key, browse your Facebook friends and other contacts to see if you can find anyone working in your industry or at a company you’d be interested in working for.

8. _____

Now, it’s time to find and apply to those jobs. If you know that you want to work for a certain company, look for job openings directly on their website. You may have to do some digging, but most companies list jobs on a “Careers” or “Opportunities” page that you can find on the footer of the website.

Keep in mind that the vast majority of job applications these days are online applications, so you will need to submit a digital version of your cover letter and resume. Be sure to use a working (and professional) email address for all correspondence related to your job search.

9. _____

Job searching is a tiring process, and it’s easy to burn-out. Set reasonable, achievable goals for yourself. For example, you might aim to apply to ten jobs per week. Then, be sure to set aside time to complete these goals. You might have to make some sacrifices, such as getting up an extra hour early, or using your lunch break to look for jobs.

Organize your job search progress and note which jobs you applied to, and when, so you can follow up accordingly.

10. _____

With job offers in hand, it is now time to evaluate your options. Look back to your original “must-have” and “nice-to-have” list and see where the offers fit. Be sure to consider practical factors, such as the salary, benefits, vacation time, corporate culture, your commute, and the attitude and personalities of the people you would be working with.

II. Insert the right word to complete the sentences from the text.

1. Job searching is a _____ process.

2. It’s easy to _____ looking for a job.

Although real-life connections are _____, browse your Facebook friends and other contacts to see if you can find anyone working in your industry.

Most jobs you apply for will require you to provide three to four professional references that can testify to your _____.

Networking can be a truly powerful way to _____ a job if done correctly.

Define your _____ before you begin your job search.

Job searching is both an art and a science, one that requires time, planning, preparation, and a lot of _____.

When it comes to finding a job, everyone starts somewhere, whether you've just finished school, you're planning to _____ or want to get a better opportunity for a career change, whether you've been fired, or you've been laid off.

3. The vast majority of job _____ these days are online applications.

4. Do not _____ until you have secured a new position.

FOCUS ON VOCABULARY

III. Form the words from the roots *job* and *employ*. Insert them into the sentences.

1. She's been _____ since October.

2. The rate of _____ in the region is quite high.

3. The manager has decided to lay off a few _____.

4. "How did you like your potential _____?" "Oh, such a terrible interview! I wouldn't like to have a boss like that!"

5. It's so tiring and nerving to be _____.

6. _____ agencies are mostly privately run.

7. Job - _____s use different ways of searching for a job.

8. She is officially _____, but she has a good income from her bank account.

9. What should be done to improve the situation with _____ in the country?

10. I used to be an _____. Now I'm an _____.

IV. Translate the following sentences from Russian into English.

1. Поиск работы – утомительный и нервный процесс.

2. Почему он уволился? – Трудно сказать.

3. Широкий круг знакомых существенно облегчает поиск работы.

4. Я без работы уже шесть месяцев... Нелегкий период в жизни.

5. В наше время многие компании сообщают о своих вакансиях онлайн.

6. Она послала резюме сразу в несколько организаций, но пока безрезультатно.

7. Заводу пришлось сократить часть своих рабочих, и Адам остался без работы.

8. Она живет на пособие по безработице.

9. Люди теряют работу по разным причинам: сокращение, конфликт с боссом и коллегами, тяжелые условия, низкая зарплата и просто отсутствие интереса.

10. На неквалифицированный труд существует немалый спрос, но не всех привлекают такие вакансии.

FOCUS ON IDIOMS

V. Match the idioms with the sentences or expressions that mean the same.

1) learn the ropes	a) become more successful
2) off the hook	b) unemployed
3) burn the candle at both ends	c) the ordinary members of an organization
4) move up in the world	d) fire someone, remove someone from a group or team
5) give someone the old heave-ho	e) a layoff notice; loss of a job, typically because of layoffs
6) pink slip	f) free from blame or responsibility to do something
7) get the sack/ be sacked	g) work very long hours
8) rank and file	h) in great danger of elimination or failure
9) be hanging by a thread	i) to be fired
10) out of work	j) become more familiar with a job or field of endeavor; be trained

VI. Fill in the gaps with the appropriate idioms.

1. *It will take me several months to _____ but I'm sure you'll be satisfied with my performance.*

2. *I just _____, and so did 20 other people. I have three hours pack up my things and leave the office.*

3. *Jason said he'd finish the project tonight, so you're _____.*

4. *After you botched a third sales presentation, your job is _____ you really need to improve.*

5. *I've been working two jobs so we can buy a car, but I'm very tired. I'm _____.*

6. *Labor leaders announced that they have agreed to a new contract, but the _____ still don't like it.*

7. After teaching for ten years in that district, I got a _____ last Tuesday.

8. I've been _____ since December. Hope I find a new job soon!

9. You're driving a Lexus now. I can see you're _____.

10. Linda hasn't done a bit of work in months. I think it's time we _____.

FOCUS ON LISTENING

Watch the film *Terminal* with Tom Hanks in the main part and describe all the jobs that the main character had to do while staying in the airport. How does his character reveal through this hard situation?

FOCUS ON SPEAKING

Work in pairs. Role-play a dialogue between.

- A person looking for a job and job centre agent.
- Two people looking for a job in a job centre.
- Job centre agents discussing their work.

FOCUS ON WRITING

Write a letter to a friend describing an experience of visiting a job centre / employment agency (140–160 words).

UNIT 2

COMPILING A RESUME

LEAD-IN

Answer the questions and discuss the answers with your group.

1. Can you tell the difference between a CV and a resume?
2. Is it necessary to compile a good resume if you want to find a good job? Why do you think so?
3. If you had to compile a resume, would you do it by yourself or would you ask someone to give you a helping hand or maybe even do it for you?
4. Have you ever had an experience of compiling a resume or writing a CV?

FOCUS ON READING

I. Read the following text and say what information is new to you.

The Difference Between a Resume and a Curriculum Vitae

What Is a Resume?

A **resume** provides a summary of your education, work history, credentials, and other accomplishments and skills. There are also optional sections, including a resume objective and career summary statement. Resumes are the most common document requested of applicants in job applications.

A resume should be as concise as possible. Typically, a resume is one page long, although sometimes it can be as long as two pages.

What Is a Curriculum Vitae?

A **curriculum vitae** (CV) provides a summary of your experience and skills. Typically, CVs for entry-level candidates are longer than resumes – at least two or three pages. CVs for mid-level candidates who have amassed numerous publications tend to run much longer.

CVs include extensive information on your academic background, including teaching experience, degrees, research, awards, publications, presentations, and other achievements. CVs are thus lengthier than resumes, and include more information, particularly details related to one's academic and research background.

II. Work in groups.

Read the second text. Group 1 should find some more information about the similarities of a resume and a CV, Group 2 – the information about the differences between these two documents.

Some Steps to Writing the Perfect Resume

With that said, whether you're planning to use a professional resume-writing service or give it a go on your own, it's important to take some time to prepare for your resume rewrite. Your resume will only be as good as the information you or your writer has to work with. Gather the following details ahead of time to craft a powerful document that effectively tells your story and markets your qualifications to help you land your dream job.

Contact information

Select one email address and one phone number to include on your resume. I recommend setting up an email address that's dedicated to your

job-search activities and using your cell phone number on your resume, as this gives you the ability to control the voicemail message, who answers the phone, and when.

Sample job descriptions

When you're writing the perfect resume, it should be tailored to support a specific job goal. One of the best ways to ensure your resume is properly positioned is to identify sample job descriptions that you're interested in and qualified to perform.

Copy and paste the text of the description itself into a Word or Google document and then highlight or bold any requirements or desirable skills from the posting you possess. This will help you or your writer identify which of your qualifications should be showcased throughout the resume.

Technical skills and proficiencies

What technical platforms and tools are you proficient? List all that apply to your work. Be specific and as comprehensive as possible. This list can include anything from social media platforms to project management systems and computer languages. If you've worked with proprietary platforms, list those as well.

Your professional experience

Start with your most recent job and work your way backward. The perfect resume should detail out all your professional positions within the past 15 years. If you served in the military or held a board position, list this experience as you would any other role in your work history. If you recently graduated from college, include your internships and any work experience that took place since you entered college.

Early career history

Before you get started writing the perfect resume, make a list of the job titles you held, the names of each employer, the locations where you worked, and your dates of employment for these roles. While the dates will likely not get used in your resume, it's good to have a clear record of your earlier experiences for the writer.

Volunteer work

List any volunteer work you've done that's relevant to your current job goals in chronological order, beginning with your most recent work. If you're new to the workforce, include any campus activities or clubs in which you were active.

Professional affiliations

List any relevant professional organizations or affiliations you're a member of that aren't listed on your resume. For each group, please list its

name and URL, when you became a member, and what positions you held. If you took an active role in the organization, describe your responsibilities and any notable achievements.

Language skills

Language skills can be a great selling point on your resume. If you're multilingual, be sure to list each language you speak and your proficiency level.

Education and professional development

Create a record of all your education, beginning with your most recent degree. List the institution, its location, the name of your degree, your major and minor, your graduation year, and any honours associated with the degree, such as summa or magna cum laude. Do the same for any relevant certifications you've obtained or additional training opportunities or workshops you've attended.

What is a Cover Letter?

Cover letters are an essential part of a strong job application. A great one can get you interviews even if your resume is lacking. A bad one, however, can make you look unprofessional and completely ruin your chances. Although a cover letter is harder to prepare, as it should be personalized for each and every job you apply to, review what to include in a cover letter and figure out what you can write in advance, and what you will need to customize once you start applying to jobs.

III. Answer the questions.

1. What information should be included in a thoroughly prepared resume?
2. Is a fine resume 100% guarantee for a potential employee to be taken on, in your opinion?
3. It is necessary to make a list of the job titles you held, the names of each employer, the locations where you worked, and your dates of employment for these roles, isn't it?
4. According to a recent Top Resume study, only 30 percent of professionals described themselves as "confident" in their resume-writing ability." How can you comment on this?
5. What specific issues connected with a job title should a person take into account?
6. Why is it necessary to mention any kind of voluntary work in a resume?
7. What is a cover letter?
8. Why is it necessary?

9. The text says that you can also make your cover letter and your resume aesthetically match. Do you have any idea how to do it?

Would you prefer to use a professional resume-writing service or give it a go on your own? Why?

FOCUS ON VOCABULARY

IV. Explain the meaning of the following words and word combinations in English and provide their Russian / Belarusian equivalents.

- | | |
|------------------------------------|-------------------------------|
| 1) Top Resume study; | 6) a complementary role; |
| 2) an informational anchor; | 7) to highlight and emphasize |
| 3) a “master” version of a resume; | 8) optional sections; |
| 4) a hiring manager; | 9) proficient; |
| 5) current job goals; | 10) technical tools. |

V. Use the words and expressions from *Task III* in the sentences of your own.

V. Translate the following sentences from Russian into English.

1. Обязательно ли дополнять резюме сопроводительным письмом?

2. Подавая заявление о приеме на работу, важно позаботиться о том, чтобы оно было написано без орфографических ошибок.

3. Ваше заявление еще рассматривается.

4. Я рада писать данную характеристику на мистера Смита: мы были коллегами в течение 15 лет.

5. В своем резюме не забудьте указать и свой волонтерский опыт – это поможет вам выгодно выделиться среди других кандидатов.

6. Высылаю свою автобиографию и сообщаю, что готов пройти интервью в удобное вам время.

7. В сопроводительном письме не стесняйтесь указывать все свои, даже малейшие, достижения.

8. Правильно составленное резюме – половина успеха, не так ли?

9. Судя по результатам опроса, только 24% респондентов уверены в том, что умеют правильно составлять резюме.

10. Сопроводительное письмо составить сложнее, чем само резюме, но процесс того стоит.

FOCUS ON SPEAKING

Role-play a dialogue between two job hunters in the process of compiling resumes. Use the following structures:

If I were you I would...

It's necessary that we / you...

You'd better...

We / you should take into account...

Mind that the two people aren't the applicants for the same position (they are not opponents!)

FOCUS ON LISTENING

Watch the video "Basic Elements of a CV" and complete the table below (<https://www.youtube.com/watch?v=9X4wwfHLMgM>).

The purpose of a CV	
Key element	Short characteristics
1.	
2.	
3.	
4.	
5.	
6.	

FOCUS ON WRITING

You're hunting for a job. Compile a most winning resume. Use the example below.

Maxine Curry
Teacher

Contact Details
Dayjob.com
120 Vyse Street, Birmingham B18
T: 0121 638 0026
info@dayjob.com

Personal Summary

An effective classroom practitioner with the required behavioural management skills and personal commitment needed to ensure that all students succeed and fulfill their academic potential. She can bring high-level skills to the table and genuinely strives to satisfy each and every pupil's unique learning requirements. Furthermore, I possess vast experience of working in diverse academic settings & of developing lessons for a wide range of students.

Career History

Sparkbrook School, Teacher (Sep 2014 – Present)

West School, Teacher (Jun 2012 – Sep 2014)

General School, Trainee Teacher (Jan 2010 – Aug 2012)

Duties

- Encouraging students to observe, question, discover, and investigate in order to engage them in their learning.
- Working hard to build strong partnerships between pupils, staff, parents, governors and the wider community.
- Helping students to develop their creativity and intellect at a pace suited to their personalities and abilities.
- Maintaining pupil discipline with regard to punctuality, behaviour, standards of work and independent learning.
- Marking and grading every student's work so as to give them back written, verbal and diagnostic feedback.
- Observing and evaluating every students' academic performance, progress, behaviour, and social development.

Professional Skills

- Can communicate clearly, effectively and professionally in a manner that every student will fully understand.
- Having a forward-thinking and modern approach to teaching & mentoring pupils throughout their academic time.
- An in-depth understanding of the national standards within specific subject areas & ensuring these are followed.
- Good understanding of the private education sector and how it can work in partnership with the public one.
- Willing to listen to and indeed actively seeking pupil and colleague feedback, on all aspects of teaching.
- Open to constructive feedback & willing to try new techniques that could help students improve their skills.

Personal Skills

- Passionate about reducing academic inequalities and willing to go the extra mile to ensure fairness for all pupils.
- Adhering at all times to the strictest interpretation of all relevant Teaching Codes for Professional Conduct.
- Possess own car, along with a clean driving license and willing to use own car to visit different schools to teach.

UNIT 3 JOB INTERVIEW: KEEP CALM AND GOOD LUCK!

LEAD-IN

Look at the pictures. What do they convey: hope, inspiration, embarrassment, boredom or any other emotions? Give your reasons.



FOCUS ON READING

I. Read the following text and do the tasks that follow.

How to Shine at the Interview

Get Ready for the Interview

A crucial step in landing a job is acing your interview. You may have several rounds of interviews, usually starting with a phone interview, then followed by in-person interviews. You should never risk an interview by “just winging it.” Take your interview preparation seriously, and be sure to:

Carefully read the job description, focusing on the responsibilities and requirements. Be prepared to explain, with tangible examples, how you fit the requirements and how you can fulfill the responsibilities.

Research the company, including their mission statement and any recent or notable achievements, or changes in strategy or positioning.

Practice answering interview questions specific to your desired position and industry.

Prepare for a Phone Interview

For a phone interview, set aside at least 45 minutes of quiet, uninterrupted time. Have your resume and cover letter printed or open on your computer for reference. Be sure to take the call somewhere with excellent cell service. If you have one, a landline is preferable for optimal audio quality.

Prepare for an In-Person Interview

For an in-person interview, arrive 10 minutes early with a printed cover letter and resume. Be sure to dress to impress, and express polite and professional enthusiasm about the position and the company.

Take the Time to Say Thanks

Be sure to take the time to follow-up after the interview with a thank you note or email message reiterating your interest in the job and the company.

List of strengths and weaknesses: What to say in your interview

Discussing your strengths and weaknesses can be one of the most difficult parts of the job interview. Avoid interview paralysis with our advice. When asked about your weaknesses in a job interview, don't panic.

If you've ever been asked the question “What are your strengths and weaknesses?” in a job interview, you probably immediately noticed your heart racing. How do I say what I'm not good at without looking terrible and say what I am good at without bragging? Yep, this is a toughie. But there's a secret formula that can help you succeed: Emphasize a positive quality or skill that's needed for the job, and minimize – but be truthful about – the negatives.

Let's say two candidates – we'll call them Francine and William – have job interviews for a customer service manager position. As always, one of the interview questions they'll be asked is about their strengths and weaknesses.

First up is Francine. When she's asked, "What are your greatest strengths and weaknesses?" Francine responds, "My strength is that I'm a hard worker. My weakness is that I get stressed when I miss a deadline because someone else dropped the ball".

This answer is unimaginative, a no-brainer. Most people think of themselves as hard workers – who would actually admit to not being a hard worker? Also, Francine's weakness is technically not a weakness, plus she passes the buck: Someone – not her – drops the ball, which causes her to get stressed.

Now it's William's turn. He also has difficulty with the question. "I really can't think of a weakness," he begins. "Maybe I could be more focused. My strength is probably my ability to deal with people. I am pretty easy-going. I usually don't get upset easily."

This answer leads with a negative, and then moves to vague words: maybe, probably, pretty and usually. William isn't doing himself any favours. So what is the best way to answer this common interview question?

Assessing your weaknesses

Some examples of weaknesses you might mention include:

- Being too critical of yourself
- Attempting to please everyone
- Being unfamiliar with the latest software

The best way to handle this question is to minimize the trait and emphasize the positive. Select a trait and come up with a solution to overcome your weakness. Stay away from personal qualities and concentrate more on professional traits. For example: "I take pride in my being a "big-picture" guy. I have to admit I sometimes miss small details, but I always make sure I have someone who is detail-oriented on my team."

Assessing your strengths

When it comes time to toot your own horn, you need to be specific. Assess your skills to identify your strengths. This is an exercise worth doing before any interview. Make a list of your skills, dividing them into three categories:

- Knowledge-based skills: Acquired from education and experience (e.g., computer skills, languages, degrees, training and technical ability).
- Transferable skills: Your portable skills that you take from job to job (e.g., communication and people skills, analytical problem solving and planning skills)
- Personal traits: Your unique qualities (e.g., dependable, flexible, friendly, hard working, expressive, formal, punctual and being a team player).

II. Say whether the statements are true or false.

1. You should try to risk an interview by “just winging it.”
2. Job interviews are among the most interesting part of the job-search process.
3. Some examples of strengths you might mention may include enthusiasm, trustfulness, patience and others.
4. Knowledge-based skills include the knowledge acquired from education and experience.
5. To speak about strengths is probably the most dreaded part of the question.
6. Make the interviewer believe that you are perfect.
For an in-person interview you may arrive 5-10 minutes later with a printed cover letter and resume.
You may have several rounds of interviews, usually starting with a phone interview, then followed by in-person interviews.
- If you’ve ever been asked the question “What are your strengths and weaknesses?” in a job interview, you probably immediately noticed a smile the interviewer’s face.
7. Be prepared to explain, with tangible examples, how you fit the requirements and how you can fulfill the responsibilities.

FOCUS ON VOCABULARY

III. Give synonyms or synonymic expressions for the following words and word combinations.

- | | |
|------------------------|---|
| 1) tangible examples; | 6) determination; |
| 2) job-search process; | 7) dedication; |
| 3) to boost; | 8) to respond; |
| 4) long-term goals; | 9) shortcomings; |
| 5) weaknesses; | 10) to drop the ball (<i>an idiom</i>). |

IV. Translate the following sentences from Russian into English.

1. Неужели ты действительно пойдешь на это интервью?
2. Что на Ваш взгляд является вашими сильными и слабыми чертами?
3. Многие люди испытывают смущение, когда во время собеседования их просят назвать их сильные и слабые черты.
4. Одежда, в которой ты пойдешь на собеседование, играет важную, но не решающую роль.

5. Мы ищем эрудированного молодого человека, свободно владеющего как минимум одним иностранным языком и имеющего высокий уровень компьютерной грамотности.

6. Я рекомендую этого кандидата на вакансию.

7. Я не уверен, что смогу работать в вашей компании.

8. Малый опыт работы в этой сфере здорово компенсируется личными качествами Тома.

9. Упорство и энтузиазм – наиболее популярные среди положительных качеств, которые называют кандидаты на должность во время интервью.

10. Во время интервью мой потенциальный босс был так груб и невежлив, что я сразу передумал наниматься в ту фирму.

FOCUS ON SPEAKING

Answer the questions that are considered to be the most popular at a job interview.

1. Tell me about yourself.

2. Why should we hire you?

3. What is your greatest strength?

4. What is your greatest weakness?

5. Why are you leaving or why have you left your job?

6. What are your salary expectations?

7. Why do you want this job?

8. How do you handle stress and pressure?

9. Describe a difficult work situation or project and how you overcame it.

10. What are your goals for the future?

Would you add some other questions to the list?

FOCUS ON WRITING

Imagine your friend is going to his/her first job interview ever and feels really nervous. Write a letter to him/her sharing your experience and giving some advice how to behave (140–160 words).

PART III
PROFESSIONAL LIFE AND HUMAN RELATIONS

UNIT 1
BOSS LEVEL

TOPICAL VOCABULARY

bully	quarry
charge	sloppy
collaborative	staffer
disparage	supervisor
disparage	to accomplish goals
exponentially	to be seated in a position
gossip	to charge
haulage firm	to elicit
law enforcement	to make tough calls
multi-tasking job	to solicit feedback
obstacle	toll
positive outcomes	troubleshoot issues

LEAD-IN

Answer the questions and discuss the answers with your group.

1. What associations and images occur to you when you hear or read the word “boss”?
2. Why do people mostly imagine male bosses? Is that really fair nowadays?
3. Have you ever wanted to become a boss of any company / enterprise / establishment?
4. Is it hard to be a boss, in your opinion?
5. Which is better, from your point of view: to manage / rule or to submit?
6. Is it necessary for a boss to be strict? Why do you think so?

FOCUS ON READING

I. Read the text below.

a) In the text find the necessary information to say whether the following statements are true or false.

1. As nobody is perfect, there can be no professional traits that can make you an excellent boss.
2. A great boss has an event temperament, a sense of humor and a sense of humility.

b) Entitle each part of the text using the prompts from the box.

<ul style="list-style-type: none"> • Ethical Individual • Fair Decision-Maker • Understanding Personality • Conflict Manager • Strong Leader 	<ul style="list-style-type: none"> • Personable Nature • Knowledgeable Professional • Team Player • Good Communicator • Personal Motivator
---	---

Ten Things That Describe a Perfect Boss

While nobody is perfect, there are a number of solid professional traits that can make you an excellent boss. Employees appreciate leaders who step forward and take control rather than acting as a friend or colleague. Also appreciated are bosses who are gracious enough to solicit feedback from staffers, treat employees with respect and share credit where it's due.

1. _____

Solid interpersonal communication skills are key to being a good manager. Employees respond to supervisors who are willing to listen, compromise, explain and exchange information on a number of levels.

2. _____

Employees respect a boss who decisively makes tough calls. A strong leader with visionary traits can inspire staffers to new heights. An effective leader will have short- and long-term strategic plans and be able to rally employees and inspire their best performance.

3. _____

Exceptional bosses are fair, carefully weighing the pros and cons of decisions to ensure equitable outcomes. Strong leaders have the ability to evaluate people and situations and make the most educated choices based on the circumstances with which they are presented.

4. _____

A great boss has an event temperament, a sense of humor and a sense of humility. This supervisor is able to communicate with a range of personality types, does not discriminate or disparage, and always has a positive attitude.

5. _____

With superior industry knowledge, a boss can provide direction, troubleshoot issues and instruct employees. The best managers also know

when to admit they don't know something, when to ask for assistance and when to apologize for mistakes.

6. _____

An exceptional leader knows how to motivate employees, both individually and in groups. This involves understanding what excites employees about their jobs and finding the appropriate incentives and rewards to encourage professional success.

7. _____

An effective boss not only leads the team but participates in collaborative efforts. A great boss is one who is willing to provide hands-on assistance and work alongside his charges on group efforts.

8. _____

Employees are not simply staffers, but individual people who sometimes have personal problems to contend with in the workplace. A compassionate boss is understanding and accepting of these situations and helps employees maintain an appropriate work-life balance.

9. _____

As conflicts arise between employees or with customers, managers must step up to resolve the situation. This may include mediation, dispute resolution and employee counseling. A strong leader can accomplish these goals while helping all parties retain their dignity.

10. _____

An ethical boss elicits the respect of employees by leading by example. Ethical behaviours that are incorporated into workplace practices demonstrate to employees the value and necessity of setting high professional standards. Employees recognize that a boss who treats customers and business associates ethically will likely be fair and equitable to them as well.

FOCUS ON VOCABULARY

II. Explain the meaning of the following words and word combinations in English and provide their Russian / Belarusian equivalents.

- | | |
|--------------------------------|---------------------------------------|
| 1) to be superior; | 6) to dominate an office environment; |
| 2) problems and issues; | 7) understanding ability; |
| 3) a key element; | 8) leadership arrogance; |
| 4) to handle the house work; | 9) protective behaviour; |
| 5) to be seated in a position; | 10) conclusive statement. |

III. Insert the right preposition.

1. He always tries to be more patient _____ his employees.
2. Patience is a key element that a person needs to understand while working in an office full _____ employees.
3. It is not so easy to expect an understanding _____ them.
4. People often keep thinking _____ their personal equation _____ their coworkers.
5. It is commonly understandable that a male boss is preferred less _____ a female boss.
6. Being a leader surely requires a measurement _____ knowledge and credibility to choose a communicating language of leadership.
7. Strong leaders have the ability to evaluate people and situations and make the most educated choices based _____ the circumstances with which they are presented.
8. But there is still some thinking that creates a small line of difference _____ working abilities of a male and a female gender.
9. Employees respond to supervisors who are willing to listen, compromise, explain and exchange information _____ a number of levels.
10. Also appreciated are bosses who are gracious enough to solicit feedback _____ staffers.

IV. Translate the following sentences from Russian into English.

1. Гендерная принадлежность руководителя иногда также играет свою роль.
2. Лидерские качества – неотъемлемые черты по-настоящему классного руководителя.
3. Кем лучше быть, руководителем либо подчиненным?
4. У этой дамы в подчинении – огромный штат сотрудников.
5. Тяжело оставаться понимающим и мягким, занимая такой ответственный пост.
6. Какие бы черты идеального босса вы назвали?
7. Так как нет идеальных людей, не может быть и идеальных руководителей.
8. Руководитель компании – это, прежде всего, командный игрок.
9. Как он так быстро смог продвинуться и стать вице-президентом корпорации?
10. Помогать решать конфликты в коллективе – одна из непростых задач руководителя.

FOCUS ON IDIOMS

All the following set expressions in bold contain the lexeme “boss”. Can you guess their meanings through the context without using a dictionary? Translate the sentences into Russian / Belarusian.

1. My friend *at* work got promoted, so now *he* thinks *he* can **boss me around**.

2. I’m very much **my own boss** and no one interferes with what I do.

3. You saw what their players said about *us* on Twitter. Let’s *go* out there and show them **who’s boss** in this conference.

4. She’s nothing more than a **straw boss**, but Janet acts like she runs the place now.

5. That *a* **boss** tune! That’s really awesome!

6. You’ll have *to* ask the **boss lady**.

7. *A*: “You have *to* clean your room and take out the trash before you *go* out tonight.

B: “Geez, **who died and made you boss**? Quit telling *me* what *to* do!”

8. You can’t **boss me about** just because Mom isn’t here!

FOCUS ON SPEAKING

a) Comment on the following quotations.

Every boss started as a worker.

Moosa Rahat

If you think your teacher is tough, wait until you get a boss. He doesn’t have tenure.

Bill Gates

The boss inspires fear; the leader inspires enthusiasm.

John C. Maxwell

Being a boss anywhere is lonely. Being a female boss in a world of mostly men is especially so.

Allison Gomme

b) Work in two groups. Organize a discussion: Group A should give arguments for a kind and understanding boss; Group B – for a strict and severe boss. Give your reasons.

FOCUS ON WRITING

Write a composition (150–170 words) on one of the following topics:

- If I were a boss I would...
- The best boss I have ever seen / read of / heard of...
- The worst boss I have ever seen / read of / heard of...
- A male boss or a female boss: does it really matter?
- 10 steps to become a boss.

UNIT 2 HOW TO HANDLE DIFFICULT SITUATIONS AT WORK

LEAD-IN

Look at the pictures and say what difficult situations connected with work they depict.



FOCUS ON READING

I. Read the text and do the tasks that follow.

Dealing with Challenging Situations in the Workplace

No matter what you do in life, there will be challenging situations in both your personal and work life. In order to be successful, it's essential that you have a positive work environment. No, you can't change the actions of others; however, you can change the way you react to the situation. Always keep that in mind the next time you come across a challenging issue in the workplace.

Interpersonal Issues

No matter how nice and accommodating you are to your co-workers, there will always be someone you don't get along with. Everyone's personalities just don't fit together well all the time, but that is no reason to let it cause you problems. Interpersonal issues can cause unnecessary drama that can zap any productivity or creativity you might have. If not handled swiftly, it will cause a great amount of stress that will continue to build.

✓ Take ample time to reflect on the situation at hand. What kind of problem are you having? Is it a simple annoyance, such as loud talking, or something similar to that? If so, take a step back to look at your habits, first. If it's something that you just can't deal with, then by all means talk to that person. Most importantly, be nice when you approach that person. Being rude isn't going to make the situation any better.

Office Gossip

While you may find yourself drawn to find out who did what, or said whatever, it's one of the worst situations you can find yourself in. There is nothing good about office gossip, or the people that do it. There are always going to be



the office gossips, because that will never go away; however, that doesn't mean you have to participate. Negative gossip can create so many unnecessary issues, affecting productivity, morale, employee engagement, and turnover.

No workplace is safe from gossiping, and honestly there is no escaping it. It can be extremely toxic to the work environment if there are any of these aspects:

- disrupting the work place and business of work;
- hurting employees' feelings;
- damaging interpersonal relationships;
- harming employee morale.

✓ The best advice is to not be a part of any type of office gossip. You will be better for it in the long run, and you don't want the reputation of a gossip. Keep the trust of your fellow co-workers by not participating. You don't want to lose your credibility, integrity or reputation.

A Bully at Work



Think you work with a bully? Do you regularly feel intimidated, dread to work near a particular coworker, or you're yelled at, insulted, and put down? When you feel intimidated to attend certain meetings, you avoid going into the

lunchroom depending on who is eating there, or you take a pause before attending company functions for employees, the problem isn't that you're shy or retiring. Take a look at your interaction with a particular co-worker. You may find that he or she is bullying you.

✓ You can deal with a bully and change the bully's behavior if you are willing to practice personal courage. But, you must do something. Most importantly, once you have set the limit in your mind, exercise your right to tell the bully to stop the behavior. Tell the bully exactly how his behavior is having an impact on your work. Tell the bully what behavior you will not put up with in the future. Stick with your statement and if the bully violates your space, move on to confrontation.

Dealing with Difficult People

When it comes to dealing with difficult people, especially in the workplace, it's not an easy task. It takes confidence and great self-esteem to deal with this type of situation. Also, there is always both a right way and a wrong way to deal with difficult situations.

✓ First and foremost, when you find yourself face to face with a difficult person, do not allow yourself to get pulled into the drama. Also, never be judgmental or try to correct their way of thinking. These tactics just won't work. People are people and all of us have different ways that we deal with things.

✓ Admit mistakes. When you realize that you were wrong, then admit it. There is absolutely nothing wrong with making mistakes and acknowledging them, because it is a great growing process.

✓ Don't avoid the situation. Keep in mind that avoiding the situation will just make matters worse over time. Conflict can't be escaped and it is unavoidable in the workplace, as well as your personal life. It is all about how you deal with things. This is especially true if you are in a leadership role at work.

II. Answer the questions.

1. Do you agree that dealing with difficult coworkers, bosses, customers, clients, and friends is an art worth perfecting? Give your reasons.
2. Is gossip rampant in most working places? Why?
3. Is dealing well with bosses extremely important? Why?
4. Why is it so easy to ruin both a job and a career by the relationships that a person develops with their co-workers?
5. Why is it sometimes beneficial not to avoid a conflict but be involved in it?
6. How is it possible to improve your own work environment?
7. How can you figure out a bully in your working place?
8. How difficult is it for you to deal with people you depend on / people who depend on you?
9. Is it possible to avoid problems in a working place?
10. How do you understand the statement *“While conflict is a normal part of any social and organization setting, the challenge of conflict lies in how one chooses to deal with it.”*?

FOCUS ON VOCABULARY

III. Explain the meaning of the following words and word combinations in English and provide their Russian / Belarusian equivalents.

- 1) to fit together;
- 2) to zap productivity;
- 3) to be extremely toxic to the work environment;
- 4) fellow co-workers;
- 5) to feel intimidated;
- 6) interaction with a particular co-worker;
- 7) to practice personal courage;
- 8) to violate one's space;
- 9) to be judgmental;
- 10) to get pulled into the drama.

IV. Correct the mistakes (1–2 in each sentence).

1. Gossips are rampant in most workplaces.
2. Nothing is more distractive in the workplace than difficult bosses.
3. You want to be well known and liked among the people the company regards as superstars, allies who have power and will speak down for you.
4. Have you worked with a coworker who had annoyed habits?
5. Do you think that you work with a bull?
6. In fact, you can achieve job secure if you view as a superstar by your organization.
7. Dealing with difficult people is easier when the person is just generally obnoxious or when the behaviour affects on more than one person.
8. Dealing with difficult coworkers, bosses, customs, clients, and friends is an art worth to perfect.
9. How about a coworker who had personal hygiene problems or exuded the smell of alcoholism and coffee at work?
10. Bosses can make or break an employees' day.

V. Translate the following sentences from Russian into English.

1. «Травля» на рабочем месте – обычное дело в некоторых организациях.
2. Межличностные отношения – это очень тонкая, сложная сфера.
3. Каждому хочется, чтобы его ценили на рабочем месте. Некоторые даже хотят быть «звездой» офиса.
4. Такие мелочи, как постоянный запах кофе, который пьет коллега, легкий беспорядок на столе и пр. могут вывести из себя других сотрудников.
5. Я предпочитаю работать на дому – шансы конфликта с коллегами минимальные.
6. Ничто не может быть таким деструктивным в трудовой деятельности, как плохие отношения с начальством.
7. Сплетни в некоторых компаниях могут быть просто абсурдными и переходить всякие границы.
8. Хорошие отношения внутри коллектива – половина успеха всего предприятия.
9. Я так больше не могу! Атмосфера в офисе настолько враждебная, что я подумываю об увольнении!
10. В любом коллективе обязательно найдется «трудный» человек. Конечно, речь идет не о профессиональных, а о личных качествах.

FOCUS ON SPEAKING

Work in pairs or in groups. Role-play a situation showing any kind of job problem. Will there be a positive solution and a happy end? Or will it all lead to a deadlock and the aggravation of the relations?

FOCUS ON WRITING

There's no doubt that a large number of problems at work is connected with human relations. Write an opinion essay (160–180 words) on the topic “Gossip at work: just to “spice up” a boring working day?”

FOCUS ON LISTENING

I. You are going to hear five news reports related to work. Listen and match one of the statements (a–g) to each report. There is one extra statement you will not use.

- | | |
|----|--|
| 1. | a) someone neglected to pass on relevant information; |
| 2. | b) traditional ways of working are under threat; |
| 3. | c) someone went to prison; |
| 4. | d) a perk has been cut; |
| 5. | e) someone reported a colleague; |
| | f) someone neglected to pass on relevant information; |
| | g) statutory rights have been enthusiastically embraced. |

II. In pairs, render as much information of the five stories as you can, using these words.

- | | |
|----|---|
| 1) | call centre – CCTV footage – 150 – retraining; |
| 2) | mourn – 137 days – tribunal – injuries – compensation; |
| 3) | full entitlement – divorce rate – birth rate – role models; |
| 4) | seats – a thousand pounds – theft – fares; |
| 5) | a burden – retirement – society –leisure – incentives. |

III. Work in groups. Discuss these questions.

1. How do you feel about what happened to the call centre worker and the postman? Why?
2. Do you agree that men taking more paternity leave is socially beneficial? Why? Why not?
3. What do you think of the budget airline's decision to ban the charging of mobile phones?

UNIT 3 CAREER VS. FAMILY

LEAD-IN

Look at the picture. What idea does it convey? Does it imply a choice that a person needs to make? Describe your ideas and associations.



FOCUS ON READING

I. Read the text and do the tasks that follow.

Career vs. Family

While women have always been scrutinized for choosing career over their families, today, the same can be said for men as well. This means that the social scales have tipped towards the middle.

But, how can someone raise a family while nurturing a career? Here's what you should consider when balancing work and family.

Family status

The first question that anyone should ask themselves when considering a career over their family is what their current family status is like.

Does the family have enough resources to provide for everyone if one of them goes off to hone their skills and travel the world in the name of his company?

Raising a family takes much more than putting money on the table. The presence (or lack thereof) of a family member can be felt and it can cause great changes in the family.

If a single person is considering whether they want to raise a family or focus on their career, they should always think about where they want to see themselves down the line.

Which picture seems more attractive? A CEO*’s chair or two children holding your hands?

Having both is not an impossibility but for this, you would need a very strong support system in the form of a dedicated spouse or parents who will take up the slack when your business needs your 100% focus.

Monthly income

Feeding children and paying the bills can take a toll on your monthly income. Even if both you and your spouse are working, it might be impossible to sustain a bigger family.

You might have to give up a lot of your spare time in order to provide enough attention to your child if you choose to raise a family. Opting for the career path will have different consequences, however. You might end up with a lot of spare money that you won’t know how to spend, leaving you lonely and depressed.

Social bias

The most important thing you need to understand is that people will judge you no matter what you do. If you choose a career over raising a family, people will call you selfish and cruel. If you choose raising a family, you will also be judged if you are a poor provider.

Social biases are determined by your local environment and the predominant social layer of that particular area.

Raising children

Some will tell you that raising a child comes naturally. You will find your footing down the line and come out on top. While a child will grow up, either way, the question is what kind of a person will he become?

Putting too much faith in chance and the goodwill of those around you can have devastating consequences if you try and raise a child while also catering to your career. People who try and raise a child while also nourishing a career in an area such as surgery, law or even law enforcement, can have problematic relationships with their children.

Being with a spouse who is understanding and supportive is a must.

Many will argue that raising a child is much more demanding than simply building a career. It takes much more time and effort, often ending in a complete sacrifice of spare time and personal leisure. In turn, your child will always be there for you and help you when you are older – which we all become sooner or later.

Long-term results

In the end, the question that each of us needs to ask ourselves is what do we want out of life? Do we want to see children running around our backyard, laughing and playing with their friends or do we want an expensive, single life and traveling the world?

The question is certainly a difficult one and much more complex.

All of us are given a life to live however we want and know best. It's up to us what we do with it and where we go from there.

For some, children represent a step backward and a huge detriment. For others, however, having a child is the best thing in the world, no matter how difficult it can sometimes be.

Asking yourself if you have to choose between a family and a career is often arbitrary. Many people choose both and end up sacrificing a bit of each down the line. This can result in being absent from important milestones in your children's lives or missing out on promotions and other forms of career advancement.

Try talking to your family and spouse before doing anything as impactful as choosing between the two. Whichever you choose and whatever you decide, they will be the important people in your life who will be supporting you and cheering you on.

*- Chief Executive Officer

II. Work in two groups. In the text “Career vs. Family” find:

Group A – points *for* preferring a career to a family life, bringing up children.

Group B – points *against* preferring a career to a family life, bringing up children.

Would you add some other points?

FOCUS ON VOCABULARY

III. Insert the right word to complete the sentences from the text.

1. For some, children represent a step backward and a huge _____.
2. All of us are given a life to live however we want and know _____.
3. Being with a spouse who is understanding and supportive is a _____.
4. Some will tell you that _____ a child comes naturally.
5. If you choose a career over raising a family, people will call you _____ and cruel.

6. If you choose raising a family, you will also be judged if you are a poor _____.

7. Raising a family takes much more than putting _____ on the table.

8. Asking yourself if you have to choose between a family and a career is often _____.

9. Social biases are determined by your local _____ and the predominant social layer of that particular area.

10. People who try and raise a child while also nourishing a career in an area such as _____, law or even law enforcement, can have problematic relationships with their children.

IV. Explain the meaning of the following words and word combinations in English and provide their Russian / Belarusian equivalents.

- | | |
|---------------------------------|---------------------------------------|
| 1) been scrutinized for | 6) to have devastating consequences |
| 2) to nurture a career | 7) to be a must |
| 3) to hone one's skills | 8) a complete sacrifice of spare time |
| 4) down the line | 9) to represent a huge detriment |
| 5) the predominant social layer | 10) important milestones |

V. Translate the following sentences from Russian into English.

1. Создавая семью либо строя карьеру, каждый из нас должен прежде всего задаться вопросом: действительно ли это то, чего я хочу от жизни?

2. Трудоголики часто сами не признают себя таковыми.

3. Трудоголизм можно сравнить с другими зависимостями, такими как алкоголизм, табакокурение, наркозависимость и азартные игры.

4. Карьера для нее – на первом месте. Профессиональный успех и богатство – вот ее главная цель.

5. Лучшее лечение для трудоголика – общение с близким людьми и хобби.

6. Работа – это часть жизни, но не сама жизнь.

7. Трудоголиками чаще становятся люди определенного склада характера.

8. Как этой прекрасной женщине удастся совмещать воспитание троих детей и блестящую карьеру актрисы?

9. Некоторые люди полагают, что чем больше они будут работать, тем больше денег заработают. К сожалению, это не всегда так.

10. Неспособность оторваться и отвлечься от работы снижает продуктивность работника.

FOCUS ON LISTENING

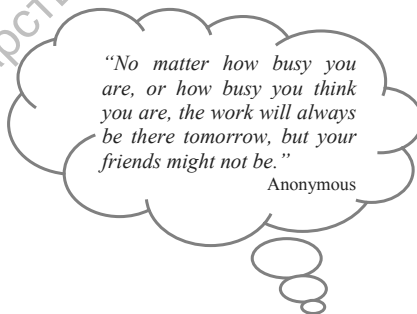
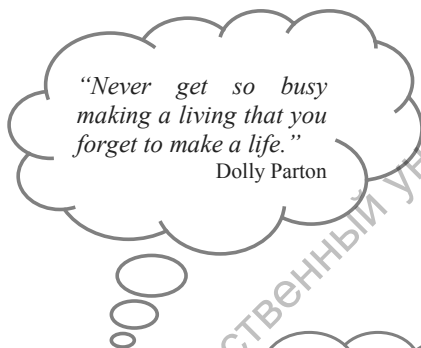
Watch the movie *“If only...”* (2004) and state its main idea. Dwell on the point of career (job) interference in the main characters’ relations and how they managed to solve the problem.

FOCUS ON SPEAKING

a) Act out one of the following dialogues between:

- a business-lady and a housewife talking about the sorrows and joys of their lives;
- a husband trying to dissuade his wife from working at a regular job;
- a wife asking her husband to cut down on the amount of hours that he regularly spends at his office.

b) Comment on the following quotations.



FOCUS ON WRITING

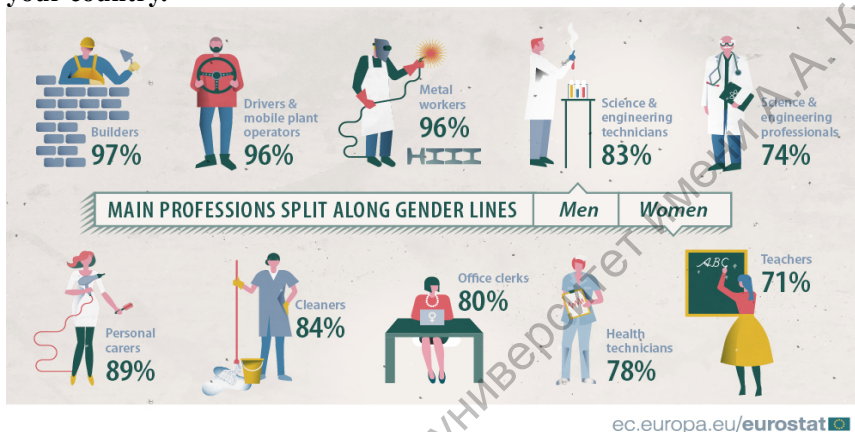
Write a composition *“If I had to make a choice between a family and a career I would...”* (150–170 words).

UNIT 4

MALE AND FEMALE JOBS?

LEAD-IN

a) This picture demonstrates that the main professions still split in the EU along gender lines. Analyze it and compare with the situation in your country.



b) Have you ever heard of the Global Gender Gap Index? What does it indicate? What does it have to do with the division of jobs into male and female?

The Global Gender Gap Index

The Global Gender Gap measure was introduced by the World Economic Forum to examine four critical areas of inequality between men and women:

- economic participation and opportunity – outcomes on salaries, participation levels and access to high-skilled employment;
- educational attainment – outcomes on access to basic and higher level education;
- political empowerment – outcomes on representation in decision-making structures;
- health and survival – outcomes on life expectancy and sex ratio.

The Gender Gap Index assesses countries on how well they are dividing their resources and opportunities among their male and female populations, regardless of the overall levels of these resources and opportunities. By providing a comprehensible framework for assessing and comparing global

gender gaps and by revealing those countries that are role models in dividing these resources equitably between women and men, serves as a catalyst for greater awareness as well as greater exchange between policymakers.

c) If interested, check the current information on your country online.

FOCUS ON READING

I. Work in two groups. Group 1 should read texts A and B, Group 2 – Texts C and D. Entitle the texts using the prompts below:

- Gender Roles? Traditional “Gendered” Jobs Are Now Being Flipped
- BBC News boss: Women lack confidence to apply for top reporting jobs
- More Men Take Traditionally Female Jobs
- Meet the Women Doing “Men’s Work”

Text A

(from the Guardian)

We talk to women working in professions heavily dominated by men – from one of the 0.5% of truck drivers who are women to one of the only three female butchers in the UK. They tell us what it’s really like. The first one is:

Katie Gillard, 21, truck driver.

There are 300,000 truck drivers in the UK, of whom 1,600 (0.5%) are women. Katie completed her category C HGV exams in 2010 and started her career at her dad’s haulage firm, JL Gillard & Sons in Somerset. She now works for Tarmac at a quarry in Wiltshire.

I left college with a full qualification to work with young children, but decided it wasn’t for me. My dad told me that the age limit to get an HGV licence had changed from 21 to 19 and suggested I do the exams. I passed the test first time in 2010 and last year I passed the class 1 articulated lorry test. Walking into the classroom to do the first of my HGV practical exams was really intimidating. I was the only girl.

The first time I sat behind the wheel was terrifying, but I picked it up pretty quickly. I work with my father, Andrew, who owns a quarry. I’m used to people doing a double-take when I’m driving. I get it every day, particularly when I’m sitting in traffic. It doesn’t bother me too much. I really enjoy driving.

On some sites, blokes look at you with an expression that says, “Oh, you’re only a young girl and you’re driving a big lorry.” The other day, I had

to manoeuvre out of a tight spot and a builder insisted on telling me how to move my lorry, but it was totally the wrong way. People can often be like that, but I just ignore it.

A lot of teasing goes on where I work, but everyone gets the same treatment. Male or female, if you're shy or timid, a quarry would be the wrong place to work.

Some people say more girls are sitting their HGV test. But from what I see, women are always going to be a minority in this industry. It's always going to be seen as a man's world.

Text B

By Chad Brooks, Business News Daily Senior Writer July 16, 2017

For decades, some jobs were traditionally held by women, while others were filled with mostly men. New research shows, however, that in recent years those gender lines have begun to blur.

The study from CareerBuilder revealed that a greater number of women and men are moving into roles that have traditionally been held by the opposite sex.

“Women and men are sidestepping preconceived notions and crossing over into roles that historically have been heavily populated by the opposite sex,” said Rosemary Haefner, chief human resources officer for CareerBuilder, in a statement.

The study found that nearly one-quarter of the new jobs in typically male-dominated occupations, such as CEOs, lawyers, surgeons, web developers, chemists and producers, were filled by women between 2009 and 2017. Overall, 23 percent of all jobs traditionally held by men are now held by female workers.

Conversely, men took 30 percent of the new jobs in positions typically held by women over the last eight years. The research shows that currently 27 percent of all female-dominated occupations, such as education administrators, pharmacists, interior designers, cooks, accountants and human resources managers, are held by male workers.

“Over the last ten years, women have been gaining ground in management, law and various STEM-related roles,” Haefner said. “More men are moving into education and training, support roles and creative fields.”

The study is based on an analysis of 2009 to 2017 data from Emsi, CareerBuilder's labor market analysis arm, which pulls information from multiple federal and state labor market sources.

Text C

(from *The Telegraph*)

The BBC is finding it hard to attract women to top reporting roles because they lack confidence in the workplace, the head of the corporation's newsgathering operation has disclosed.

Jonathan Munro said that women now held six of the BBC's top 15 reporting posts, all of which were occupied by men three years ago, but added that the broadcaster still found that some "very capable" women lacked the confidence to apply for the top jobs.

The four other women to hold one of the 15 coveted on-air editor positions are Sarah Smith, the Scotland editor, Carrie Gracie, the China Editor, education editor Branwen Jeffreys, and Lucy Manning, whose role as special correspondent is considered an editor-level post.

Mr Munro, the BBC's head of newsgathering, said that when he joined the BBC, in 2013, the corporation had just lost its economics editor, Stephanie Flanders, and had no women among its top tier of reporters.

He said male executives at the broadcaster had been guilty of "unconscious bias" in hiring other men, adding: "Appointments we made over the years were people hiring in the image of themselves. It becomes a self-fulfilling prophecy. I don't think people realised they were being biased, but the evidence was pretty strong."

Jonathan Munro is the BBC's head of newsgathering. Female reporters routinely face vilification from internet trolls, leading Fran Unsworth, the BBC's deputy director of news, to warn that women needed to learn to "harden up" to online attacks.

Mr Munro said that the BBC had offered flexible working patterns and "confidence in the workplace training", to help women reach their potential within the BBC, but still found that some female staff did not feel able to put themselves forward for the most high-profile posts.

He added: "If you walk around the BBC newsroom it's a really diverse place, but you find some very capable women don't feel confident enough to pitch for stuff that we'd really like them to apply for."

Mr Munro also admitted that the corporation had a "real recruitment problem at all levels for ethnic minorities" as well.

The executive also added that the corporation had decided not to base any of its coverage of the referendum on the opinion polls, after being badly burnt during the general election campaign earlier this year, in which the pollsters failed to predict the result.

Text D

Timothy Turner was a coal miner. He is now an intensive care nurse at the Charleston Area Medical Centre in Charleston, W. Va.

“When I got laid off from the mines, first thing I did was apply for a nursing school, because I thought that was the easiest way to get into the medical profession,” Turner said.

Turner said his new job is rewarding and stable, something hard to find in his economically depressed area.

For millions of Americans, this has been a summer spent searching for work. Of the 7.7 million adults out of a job last month, 4.4 million of them were men.

“In economic hard times, you do see more men crossing over, because jobs that are predominantly female tend to be located in more stable places of employment,” said Christine Williams, a professor at the University of Texas at Austin.

“You Get the Funny Look”

John Snedegar, another registered nurse at the Charleston Area Medical Centre, used to be a soldier.

“You go in, in your scrubs, and they think, “Hey, the doctor’s here,” he said. “And when they find out you’re the nurse, you know, you get the funny look.”

The number of male nurses in the United States has increased by two-thirds in the last 20 years, and there has been similar growth in other jobs traditionally held by women.

In fact, the number of male telephone operators has risen about 50 percent over the period, librarians, 45 percent, bank tellers, 40 percent, and male preschool and kindergarten teachers have helped boost the number of male teachers by 28 percent, according to the U.S. Department of Labor’s Bureau of Labor Statistics.

Patrick Thornton works in the traditionally female-held job of midwife. He has delivered more than 300 babies.

“I felt I had something very worthwhile to offer people,” he said, “I thought there was ... a need for that in the world that went beyond gender.”

Obstacles, Stereotypes

While more men are taking jobs traditionally for women, the numbers are still relatively small, and there are still obstacles for the men to overcome, especially with jobs involving children.

“There are often stereotypes about their sexuality – or that they might be predators – that act as definite discriminatory barriers against the men,” Williams said.

But those stereotypes are changing.

“It’s not a cissy profession,” Snedegar said of nursing. “You know, I’m about as country and hillbilly as they can be. I try to think that, I like to think, I’m a manly kind of man.”

During World War II, Rosie the Riveter, filling in for men overseas, changed ideas about what women could do and do well. Now, economic necessity means that’s happening again, but for the opposite sex.

II. Answer the questions.

1. What is the percentage of female truck drivers from the total number of people involved in this profession in the UK?
2. What does Katie say about the first time she sat behind the wheel?
3. How does Katie react to blokes who try to tease her?
4. Can you name any character traits typical of all the main characters of the texts?

What does the study from CareerBuilder reveal?

Why is the BBC finding it hard to attract women to top reporting roles?

What did Mr. Munro accuse male executives of?

What do female reporters routinely face?

The corporation had a real recruitment problem at all levels for ethnic minorities, didn’t it?

How does Timothy Turner characterize his job?

FOCUS ON VOCABULARY

III. Translate the following words and word combinations into English:

- 1) возрастные ограничения;
- 2) довольно быстро чему-л. научиться;
- 3) игнорировать что-л.;
- 4) вытаскивать / буксировать кого-то / что-то;
- 5) недостаток уверенности (защищенности) на рабочем месте;
- 6) обращаться за работой, имеющей высокий статус;
- 7) мужчины-руководители;
- 8) неосознанное предубеждение;
- 9) гибкий рабочий график;
- 10) профессия для «неженок».

IV. Translate the following sentences from Russian into English.

1. В сфере образования доминирующую позицию по-прежнему занимают женщины.

2. Клара работает мясником... Типично мужская профессия!
3. Не секрет, что лучшие шеф-повара – мужчины.
4. До сих пор в сознании многих людей существует четкое подразделение профессий на типично “мужские” и типично “женские”.
5. Как такая хрупкая девушка смогла преуспеть в таком нелегком деле, как пилотирование вертолета?!
6. Подразделение сфер деятельности по гендерному признаку – стереотип.
7. Вы бы хотели попробовать поработать в профессии, считающейся типичной для представителей противоположного пола?
8. Работать в детском саду некоторые мужчины посчитали бы просто унижительным.
9. Все больше и больше женщин в наше время работают на государственных должностях.
10. Работа репортера в последнее время считается одной из самых опасных и, следовательно, абсолютно не «женской».

FOCUS ON LISTENING

Watch a film “Amelia” (2009) about an outstanding woman-pilot Amelia Earhart and describe her character and lifestyle as fully as you can.

FOCUS ON SPEAKING

Work in a group. Organize a discussion “Gender division in the world of jobs: does it really make sense?” Take the following roles: 2-3 students – men who succeeded in stereotypically “female jobs”, another 2-3 students – women who succeeded in stereotypically “male jobs”. All the rest are reporters asking their interviewees different types of questions about hobbies, family backgrounds, school years, ways to success, etc.

FOCUS ON WRITING

Imagine you have just read an article in a newspaper “Gender division in the world of jobs: just a stereotype?”. Write a letter to the newspaper expressing your point of view on the issue (140–160 words).

UNIT 5 THE LADDER OF SUCCESS

LEAD-IN

Look at the picture. What do you think, does it imply the idea that climbing a “career ladder” and achieving success always demands taking risks, sacrificing your private life and even doing bad things to others? Give your reasons.



FOCUS ON READING

I. Read and translate the text and do the tasks that follow.

Mark Zuckerberg Biography:

Success Story of Facebook Founder

In this success story, we are going to share Mark Zuckerberg biography, the youngest billionaire on the planet who created the Facebook social network that now has 1 billion monthly active users.

Thanks to Facebook people around the world can easily keep in touch with all their friends. Not long ago, society just did not have such opportunity, but now everything has changed. However, Facebook is not limited only to communication and acquaintances.

Mark Elliot Zuckerberg was born on May 14, 1984, and grew up in the suburbs of New York, Dobbs Ferry. He was the second of four children and the only son in the educated family. Mark's father, Edward Zuckerberg, is a dentist and mother, Karen Zuckerberg, is a psychiatrist.

Mark got interested in programming yet in elementary school. The fact that the world is divided between programmers and users, Mark found out when he was 10 years old and got his first PC Quantex 486DX on the Intel 486.

In his teens Mark enjoyed developing games and communication tools and as he said he was doing it just for fun. His father, Edward Zuckerberg, even hired a computer tutor David Newman, who gave his son some private lessons.

Also being at high school, Mark wrote an artificially intelligent media player Synapse for MP3-playlists that carefully studied the preferences of a user and was able to generate playlists “guessing,” which tracks a user wanted to listen to. Soon Mark Zuckerberg studied at the Academy of Phillips Exeter, an exclusive preparatory school in New Hampshire. He showed good results there in science and literature, receiving a degree in classics. He also showed a great talent in fencing and even became the school captain of the fencing team. Yet Mark Zuckerberg stayed fascinated by coding and wanted to work on the development of new software.

On February 04, 2004, Mark Zuckerberg registered the domain name *TheFacebook.com*, now known throughout the world as *Facebook.com*. However, it functioned only within Harvard. Soon, Facebook went beyond the education sector, becoming more and more popular. By 2005, Facebook became accessible for all educational institutions and universities in the USA. Zuckerberg still believed that his project is a social network for students, but the interest of users to Facebook grew exponentially. Then it was decided to make a registration accessible to the public. And after this, a Facebook “epidemic” started.

The main thing that immediately attracted users in Facebook is that friends who meet in real life now could communicate with each other online. It was something new.

The basic earnings of Facebook come from contextual ads on the pages of the social network. Growing number of users and the time they spend on the site is converted into advertising revenues. 85% percent of cash-flow that went through the company last year was earned through contextual advertising. In 2013, the turnover of Facebook, Inc. reached \$7.87 billion and net income – \$1.5 billion. The growth rates are also impressive: three years’ turnover has increased six-fold.

In January 2010, *TIME* magazine named Facebook founder, CEO and 26-year old billionaire Mark Zuckerberg the Person of the Year 2010.



Lady Gaga, James Cameron and founder of WikiLeaks, Julian Assange, were struggling for this title that year. However, *TIME* magazine chose his hero. “The social network created by Mark connected almost every tenth person on the planet”, – Richard Stengel, *TIME* editor-in-chief explained their choice. According to him, “Today, Facebook is the third largest country in the world that knows about its citizens as much as no government on planet does.”

Mark Zuckerberg is a great strategist, and he keeps acquiring companies that continue their operation as independent entities under Facebook’s umbrella. In April 2012, Mark Zuckerberg acquired mobile photo sharing app Instagram for \$1 billion in cash and stock, and in October 2014, he completed the purchase of Whatsapp for \$22 billion.

In 2010, Forbes magazine admitted Mark Zuckerberg as the youngest billionaire in its list to the state of \$4 billion. In the rating of the 400 richest people in the United States, published by Forbes magazine in 2015, Zuckerberg took 7th place with a net worth of \$40.3 billion.

Interesting Facts about Mark Zuckerberg

- ✓ Facebook’s logo is blue because Zuckerberg has red-green colour blindness.
- ✓ He first learned to code from a *C++ for Dummies* book.
- ✓ He and his wife met for the first time in line for the bathroom at a fraternity party at Harvard.
- ✓ Zuckerberg’s dog, has his own fan page with more than 2 million likes.
- ✓ He’s buddies with Vin Diesel.
- ✓ His signature T-shirt costs \$300 to \$400.

II. Say whether the sentences are true or false.

1. Mark Elliot Zuckerberg was born on May 13, 1984.
2. Facebook is not limited only to communication and acquaintances.

3. In January 2010, *PEOPLE* magazine named Facebook founder, CEO and 26-year old billionaire Mark Zuckerberg the Person of the Year 2010.

4. In the rating of the 400 richest people in the United States, published by Forbes magazine in 2016, Zuckerberg took 3th place.

5. Mark got interested in programming yet in elementary school.

6. Mark Zuckerberg is a great strategist, and he keeps acquiring companies that continue their operation as independent entities above Facebook's umbrella.

7. Initially, Facebook functioned only within Oxford.

8. In his teens Mark enjoyed developing games and communication tools.

9. The basic earnings of Facebook come from contextual ads on the pages of the social network.

10. Mark also showed a great talent in rowing and even became the school captain of the rowing team at the University.

FOCUS ON VOCABULARY

III. Explain the meaning of the following words and word combinations in English and provide their Russian / Belarusian equivalents.

1) basic earnings;

6) three years' turnover;

2) editor-in-chief;

7) to increase six-fold;

3) under Facebook's umbrella;

8) monetization of the project;

4) cash-flow;

9) advertising revenues;

5) communication tools;

10) software.

IV. Translate the following sentences from Russian into English.

1. Можно ли добиться успеха, ничем не жертвуя?!

2. Каждый вкладывает в понятие успешности что-то свое.

3. Стать миллионером в возрасте менее 30 лет, и не благодаря огромному наследству, а исключительно своему таланту, везению и упорству дано единицам.

4. Цукерберг был признан известным журналом Персоной Года в 2010.

5. Хорошего образования не достаточно, чтобы достичь успеха.

6. Для кого-то пост начальника отдела – предел мечтаний.

7. Очень амбициозные люди часто “шагают по трупам”, чтобы достичь своих целей.

8. Основной доход Фейсбуку идет от контекстной рекламы.

9. Первоначально Фейсбук создавался как сеть для общения студентов Гарварда.

10. Карьерная лестница – лестница успеха. Но с этим утверждением можно поспорить.

FOCUS ON IDIOMS

People can be a success in different life spheres. But no one knows what will follow the greatest success. Life is full of ups and downs. It is “striped” like a zebra. Maybe, an awful failure expects a person tomorrow after today’s success (and vice versa). Here are some idioms about success and failures. Match them with their explanations, then use the idioms in the sentences that follow.

1) alive and kicking	a) said to suggest that you will be surprised if something happens
2) be dead in the water	b) envy, jealousy
3) bear fruit	c) said about a world where people do anything to be successful
4) count one’s chickens before they are hatched	d) something described as a dead loss is absolutely unsuccessful or useless (a complete failure)
5) dead loss	e) to assume success too early, before it is certain
6) dog-eat-dog	f) certain or extremely likely to occur; assured about the success of something
7) green-eyed monster	g) to start hard work; to begin to toil
8) I’ll eat my hat	h) to yield successful results
9) in the bag put one’s shoulder to the wheel	i) also be alive and well; to continue to be well, healthy or successful
	j) something is unsuccessful and it seems impossible that it will be successful in the future

1. Just _____. If you keep working hard, you’ll be successful one day!
2. Unfortunately, the whole economy _____.
3. Don’t worry about your grandfather; he is _____.
4. He thinks his new plan will undoubtedly _____.
5. It’s too soon to cry victory. Don’t _____!
6. Don’t worry about the final exam. It’s _____!
7. When it comes to math, my sister is a _____.
8. It’s disheartening to know that we are living in a _____ world.
9. His success aroused the _____ in his friend.
10. If his business becomes successful, I’ll _____.

FOCUS ON SPEAKING

I. Here are some peculiar character traits of mentally and spiritually strong people who are most likely to succeed in life. Do you agree with the list? Would add or eliminate some features? Give your reasons.

- They're emotionally intelligent.
- They're confident.
- They neutralize toxic people.
- They embrace change.
- They say no.
- They embrace failure...
- ...yet they don't dwell on mistakes.
- They won't let anyone limit their joy...
- ...and they don't limit the joy of others.
- They exercise.
- They get enough sleep.
- They limit their caffeine intake.
- They don't wait for an apology to forgive.
- They're relentlessly positive.

II. Work in two large groups.

Group 1 should try to prove that it's possible to climb up the career ladder very fast only due to skills, talent, good education, and hard work. Group 2 (the opponents) should give arguments for the following: it's next to impossible to be a great success and remain a decent person; it's next to impossible to succeed in any life sphere without "protection" (relatives' and friends' help) and being selfish, arrogant, tough and even mean and hypocritical.

FOCUS ON WRITING

Write a letter to a successful person that inspires you (140–160 words). What would you ask? What ideas about your future would you share with her/him?

Put all the letters into a box. Pick each letter out of the box and answer the author of the letter (do it anonymously). Discuss the letters and the answers to them with your groupmates.

PART IV
**CAREER PROSPECTS
FOR ENGLISH LEARNERS**

UNIT 1
WHY CHOOSE LINGUISTIC EDUCATION?

TOPICAL VOCABULARY

adversity	liaison interpreting
amenity horticulturist	minority language
assessment	ongoing
bond	parent-teacher conferences,
completion	paycheck
comprehensive knowledge	polymath
consecutive interpreting	prosperity
cross-cultural communication	self-employed/ freelance
directory	simultaneous interpreting
distribution manager	speculative application
downturn	stockbroker
eloquence	succinct reproduction
employable	teacher burnout
entry	to grade papers/ tests
extracurricular activities	to sift information
laundry list	voice-over

LEAD-IN

Answer the questions and discuss the answers with you group.

1. Do you have any idea, how many people all over the world learn English as their second language?
2. At what age, in your opinion, is it better to start learning foreign languages?
3. What language is the most difficult for studying?
4. It's considered that nowadays a well-educated person should speak fluently at least one foreign language. Do you agree?
5. Can the knowledge of foreign languages help to find a better job and get on well in life? Give your reasons.

FOCUS ON READING

I. Read and translate the text. Do the tasks that follow.

Careers with a Language Degree

Pick a foreign language, any foreign language. No matter what language it is, the beauty of having a language degree is that there is no one given career path following graduation. Language degrees can open up opportunities in areas that you may never even have thought to look. If you studied a modern language, you'll be pleased to know you're very employable! Not only will your knowledge of a foreign language be highly valued by employers, but so too will your cultural awareness and general communication skills. Language skills are in high demand in many different career sectors, especially if you work for a business which operates internationally.

Teaching, translating and interpreting are main career options with that kind of education, but this list of possible careers with a language degree aims to look beyond the obvious into the exciting potential job that could be in your future with a language degree.

Interpreter



Interpreters convert spoken speech or sign language from one language to another. This task splits into three types: simultaneous, consecutive and liaison. Simultaneous interpretation involves translating while the speaker is still talking and it is usually used in large conferences or meetings. In consecutive interpretation the speaker will pause, usually after each sentence, and this is more common in smaller meetings. Liaison interpretation again involves the speaker pausing and

is usually used for public service, such as in a hospital or legal setting, to ensure that people less fluent in a language can understand what is being said to them. To gain entry to this role, you'll need an excellent command of both your native language and the foreign language/s you plan to interpret. You may also find it useful to have a postgraduate qualification in interpretation and/or knowledge of a particularly high-demand or minority language. Many interpreters work on a freelance basis and find work through networking, directories and agencies, and you should be prepared for the high level of concentration required in this role, which can be tiring. Some translators and interpreters are employed in the public service, which may require an additional diploma.

Translator

Translators convert written material from one language to another, aiming to keep the meaning and message of the text as accurate and close to the original as possible. Translators usually translate texts into their mother tongue, and they might also localize the text to culturally and linguistically adapt it to its audience. The role involves consulting with clients, using translation computer software and using online and offline research methods to aid translations.

Again, many translators are self-employed, but it can be helpful to build up experience and connections by working as an in-house translator before going freelance. It would also be beneficial to have specialist knowledge in sought-after fields such as finance, science, engineering or law. You may need to take up another part-time job whilst starting out as a translator, as you may not immediately find enough work to support yourself, but as you build up your experience, contacts and knowledge, there's a good chance of progression in the role.

Modern language jobs in education

Your modern language degree could also be very useful in the education sector, including as a teacher. You could teach the language you learned during your degree to students of any age, or teach your native tongue to speakers of another language. You'll need to gain a postgraduate qualification in teaching for this career, and will also need good communication and leadership skills, as well as creativity in planning practical learning methods to keep your students engaged.

International development worker

International development workers help to improve the lives of people and communities in the developing world by setting up long-term, stable solutions to problems. This is a diverse sector, as you could work in anything from education, environment, human rights and disaster relief. You could be involved in administration, research, fundraising, relief work and more. Depending on the region and your language skills, your role could be essential in ensuring effective cross-cultural communication.



Diplomacy

If you want to represent your home country and its citizens in another country, diplomacy is another career in which your modern language degree will be useful. You'll usually be relocated to another country and work at your home country's consulate, commission or embassy, with a variety of tasks

and responsibilities, including dealing with issues such as conflict resolution, counter terrorism and climate change. This career would be ideal if you're interested and knowledgeable in foreign affairs and want to combine this with your language skills.

Broadcast journalist

Modern language graduates would also be suited to roles within the media, in either online, multimedia or print journalism. Your skills in analyzing written and visual sources and constructing arguments would be ideal for a role as a broadcast journalist, sourcing, investigating and presenting interesting and accurate content on current affairs on the web, print, television or the radio.

Marketing, advertising and public relations (PR) careers

Communication skills gained during your modern language degree could also be useful for roles in marketing, advertising or PR. For these roles you'll work closely with both colleagues and clients, concentrating on creating communications that will appeal to your target audience. After building up experience in the industry you could take on account management responsibilities, becoming an expert in how to promote a product, service, business or individual to the world.

II. Match the halves of the sentences:

- | | |
|--|--|
| 1. Communication skills gained during your modern language degree could also be useful | a) by many professional services organizations. |
| 2. Another career in which your language skills can be put to good use is in a role | b) for roles in marketing, advertising or PR. |
| 3. If you want to work in the fast-paced business and management industry, your language skills would be highly valued | c) but it can be helpful to build up experience and connections by working as an in-house translator before going. |
| 4. If you want to represent your home country and its citizens in another country, diplomacy is another career | d) to roles within the media, in either online, multimedia or print journalism. |
| 5. Modern language graduates would also be suited | e) are banks, insurance companies and accountancy firms. |
| 6. Many translators are self-employed, | f) in which your modern language degree will be. |
| 7. One of the many sectors in which modern language graduates are sought after is finance | g) as a logistics and distribution manager. |

FOCUS ON VOCABULARY

III. In the text find the sentences that mean the same paying attention to the words and word combinations in italics.

1. The communication skills *acquired*...
2. If you want to work in the *rapidly developing* business...
3. This career would be *perfect* if you're *keen on*...
4. One of the many *spheres* in which modern language graduates are sought...
5. Interpreters *turn* spoken speech *into*...
6. Translators usually translate texts into their *native language*...
7. This task is *divided into* three types...
8. It can be really *useful* to build up experience and connections by working as an in-house translator...
9. Not only will your knowledge of a foreign language be highly *estimated* by employers, but so too will your cultural *competence*...
10. Teaching, translating and interpreting are the *main careers to choose*...

IV. Translate the following sentences from Russian into English.

1. Моя работа хорошо оплачивается, но я совершенно не использую свои знания двух иностранных языков.
2. Работа в турагентстве для меня намного интереснее работы переводчика.
3. Многие выпускники языковых вузов мечтают о работе за рубежом.
4. Лингвистическое образование по-прежнему популярно в наши дни.
5. Бизнес, логистика, финансы, журналистика – вот неполный список сфер, где выпускники с лингвистическим образованием могут успешно реализовать себя.
6. К сожалению, знание трех иностранных языков не дало мне никакого преимущества при устройстве на работу в эту компанию.
7. Несомненно, самыми популярными профессиями для выпускников языковых вузов остаются профессии переводчика и преподавателя.
8. Знания языков ценятся во многих сферах деятельности.
9. Хелен решила пойти на курсы английского в надежде на то, что сертификат после их окончания поможет ей при трудоустройстве.
10. Как еще я могу усовершенствовать свой французский?

FOCUS ON SPEAKING

Work in pairs. Role-play one of the following dialogues between:

- two students of the faculty of foreign languages discussing their career perspectives;
- parents choosing a language school / a private tutor for their child;
- two friends planning to improve their language skills through travelling / communicating with native speakers through social networks / watching films in the original, etc.

FOCUS ON WRITING

Write a composition “Why so many people (don’t) enjoy learning foreign languages” (150–170 words).

UNIT 2

LOST IN TRANSLATION



LEAD-IN

Answer the questions and discuss the answers with you group.

1. What is the difference between *a translator* and *an interpreter*?
2. What qualities should a good interpreter / translator possess?
3. Is the profession of a translator / an interpreter in demand nowadays?

4. Have you ever had any experience of translating / interpreting (even the help to your friends / relatives during a trip abroad will do!)

5. Do you think you will be able to work as an interpreter in an embassy or for a famous sports team, etc? Give your reasons.

6. Would it be interesting for you to dub Hollywood feature films or BBC documentaries?

FOCUS ON READING

I. Read and translate the text. Do the tasks that follow.

Interpreting and Translating

Interpreter: job description

Interpreters convert speech in one language to another, while translators perform a similar function with written text. Interpreters often work freelance and can be hired to translate at international conferences, in hospitals or in business meetings.

What does an interpreter do?

Interpretation divides into three main types: simultaneous, consecutive and liaison. Simultaneous interpretation occurs while the speaker is still talking and it is usually used in large conferences. Consecutive interpretation occurs after the speaker has paused, usually sentence by sentence, and is more suitable for business settings and smaller meetings. Liaison is usually used for public service, such as in a hospital or legal setting, and the interpreter will check the listener understands after each sentence.

Typical responsibilities include:

- attending meetings or conferences;
- listening carefully;
- comprehending languages;
- accurate and succinct reproduction in the specified language;
- using technology where appropriate, such as microphones, headphones, telephones, video and the internet.

The work involves a considerable amount of travel and your hours will be organised to suit your client.

Qualifications and training required

A good degree in any subject (particularly languages) and proficiency in two or more foreign languages are normally the minimum entrance requirements. A postgraduate interpreting qualification is also frequently necessary. Areas of expertise, such as scientific, economic, technical or legal

knowledge can be beneficial, as can fluency in minority and high demand languages.

Key skills

Interpreters need complete fluency in their working languages and the ability to instantly comprehend and convert one language into another. Interpreters also need a good understanding of spoken and colloquial language. In liaison and consecutive translation, a good memory is particularly helpful. Equally, excellent concentration and the ability to think quickly are essential. Those working in international conferences should have good political and current affairs awareness. IT skills are also beneficial.

The Difference between an Interpreter and a Translator

Many potential clients contact interpreters saying they're looking for a professional translation expert when in fact, they're actually looking for an interpreter; of course, clients call interpreters when they don't need an interpreter at all – they're actually looking for a translator. Most people involved in the study of language already understand the difference between these two fields, but there are many people who use these words interchangeably, which is incorrect. So let's see what these two areas of linguistics *do* have in common, and also why they're so different.

Similarities between Interpreters and Translators

- Both interpreters and translators work with a source language (which is the original language from which they're working) and a target language.
- Both of these professions only work into their mother tongue (the exception to this rule is a liaison interpreter).
- They both extract a message from the source language and convey it to their target in the target language;
- Both the interpreter and translator are linguists.
- They both require professional qualifications.

Differences between Interpreters and Translators

- An interpreter works with the spoken word, whereas a translator works with the written word.
- An interpreter is paid either by the hour or by the day, whereas a translator charges on a per word, per hour, or per page basis.
- An interpreter may be required to interpret both from and into their mother tongue, such as interpreters doing liaison interpreting for hospitals, police, courts, and so on; while all translators work into their mother tongue.
- To a certain degree translators have time on their side, meaning they can use dictionaries and are generally not required to translate on the spot; whereas interpreters must be proficient in delivering the message in unison

with the original speech (known as simultaneous interpreting) or immediately afterward (known as consecutive interpreting);

• The tools a translator uses are entirely different to those of an interpreter. Translators use CAT tools (assisted translation or computer aided), dictionaries and computers; whereas an interpreter may use headphones and a microphone in a booth or a notepad and pen for taking notes, but most importantly they take with them their memory and their vast knowledge of interpretation.

II. Answer the questions.

1. What are the three main types of interpreting?
2. What is consecutive interpreting?
3. What is liaison interpreting?
4. What is simultaneous translating?
5. Translators mainly work with oral speech, don't they?
6. May an interpreter be required to interpret both from and into their mother tongue?
7. Interpreters are paid either per hour or per page basis, aren't they?
8. What are the similarities between interpreters and translators?
9. Who must be proficient in delivering the message in unison with the original speech, an interpreter or a translator?
10. What kinds of organizations are typical employers of interpreters?

FOCUS ON VOCABULARY

III. Explain the meaning of the following words and word combinations in English and provide their Russian / Belarusian equivalents.

- | | |
|------------------------------|------------------------------|
| 1) have time on one's side; | 6) proficiency; |
| 2) outdoor pursuits manager; | 7) a booth; |
| 3) a liaison interpreter; | 8) speculative applications; |
| 4) page basis; | 9) translate on the spot; |
| 5) complete fluency; | 10) colloquial language. |

IV. Translate the following sentences from Russian into English.

1. Существует несколько видов переводов.
2. Последовательный и синхронный переводы – основные виды устного перевода.
3. Переводить устную речь для меня гораздо интереснее, чем работать с письменными источниками.

4. Технический перевод – особый вид перевода с множеством нюансов.

5. Переводчики могут работать на заводах, в судах, в больницах и других организациях.

6. Ты бы смог работать «голосом за кадром», осуществляя закадровый перевод?

7. К сожалению, вакансии переводчика в той организации не оказались.

8. Она неделю подрабатывала переводчиком при делегации из Нигерии.

9. Хорошая дикция, приятная внешность и высочайший уровень языковой подготовки – таковы их основные требования к кандидатам на эту должность.

10. Переведите мне, пожалуйста, этот документ на китайский.

FOCUS ON LISTENING

a) Watch the two-minute video “The job of an interpreter” on YouTube (<https://www.youtube.com/watch?v=opc3M2wyOA8>) and do consecutive interpreting. “Split” the video into smaller parts and make short breaks; be sure that you start translating after at least every 20 seconds of the uninterrupted video playing.

b) Watch the second video “Interpreters and Translators Job Description” (<https://www.youtube.com/watch?v=J1BMxW8huSY>) that lasts 1.24 min and translate it into Russian synchronically (simultaneous interpreting).

Which experience is more interesting to you? Give your reasons.

FOCUS ON SPEAKING

Work in pairs.

Imagine that you are a very famous person (or simply choose a celebrity you know). Start speaking spontaneously on the topic that suits you (your character). Let your partner translate your speech into Russian / Belarusian. Then change the roles.

FOCUS ON WRITING

Read the anecdote below.

The English speaker asks the caller through the interpreter: *What state are you in?*

Caller: *I am in a great state and shape.*

Interpreter's damage control: *No, sir, the question is about the state that you are in.*

Caller: *I just told you that I am feeling great!*

Interpreter: *Sir, the country that you are in right now is called the United States, so in which of those States are you?*

Caller: *Aaaaa, I know what you mean now. It's Chicago!*

Fancy a funny story that can happen to a translator or an interpreter. Create your own anecdote.

Or maybe you already have an experience working as a translator / interpreter and something funny has happened to you? Share the story with your groupmates.

UNIT 3

I TEACH, THEREFORE I AM

LEAD-IN

Answer the questions and discuss the answers with you group.

1. Is teaching career appealing to you? Why?
2. Why do many people decide to take up a teaching career?
3. Is working as a teacher of English easier or more difficult as, for example, a teacher of PE or Math? Give your reasons.
4. It's common knowledge that teaching is a more "female" than "male" job. Can you name, at least approximately, the percentage of men working in this sphere?
5. What are advantages and disadvantages of working as a teacher, in your opinion?

FOCUS ON READING

I. Read and translate the text.

Why I Teach

Why do I teach? A friend asked me the question when I told him I didn't want a university administrative position. He was puzzled that I did not want to «step up» toward money and power.

One thing is certain – I don't teach because teaching is easy for me. Teaching is the most difficult of all the ways I have attempted to earn my living: bulldozer mechanic, carpenter, university administrator, writer. For me, it's a red-eye, sweaty-palm, sinking-stomach profession. Red-eye, because I never feel ready to teach, no matter how late at night I stay up to prepare. Sweaty-palm, because I am always nervous before I enter a classroom, sure that I will be found out for the fool I am. Sinking-stomach, because I usually walk out an hour later convinced that I was even more boring than usual.

Why, then, do I teach?

I teach because I like the pace of the academic calendar. June, July and August allow me to mix reflection, research and writing, all ingredients in my recipe for teaching. It is not that summers are less effort. It is that they are different effort.

I teach because teaching is built on change. Even when the material I teach is the same, I change, and, more important, my students change.

I teach because I like the freedom to make my own mistakes, to learn my own lessons, to stimulate myself and my students. As a teacher, I am my own boss. If, as in a recent semester, I want freshmen to learn how to write by putting together their own textbook, well, who is to say I may not? The course may be a colossal failure but we can learn from colossal failures.

I teach because I like to ask questions, questions that students must struggle to answer. The world is full of right answers to bad questions. Teaching, I sometimes brush up against good questions.

I teach because I like to learn. One of the major discoveries of my professional life is that I teach best not what I know, but what I want to learn. When I wanted to know more about the role of the Indian culture in American literature, I taught a course on the subject taking students with me on a path of discovery.

I teach because teaching gives me many nectars to taste, many woods to enter and leave, many fine books to read, and many ivory towers and real-world experiences to discover. Teaching gives me pace and variety and challenge and the opportunity to keep on learning.

I have not mentioned the most important reasons why I teach.

One is Vicky. My first doctoral student, Vicky was an energetic young woman who worked at a dissertation on a little-known 14-th century poet. And while still in graduate school she wrote articles and sent them off to learned journals. She did it all herself, with only an occasional smile or nudge from me. But I was there when she finished her dissertation, when she got word that the articles were accepted, when she handed a job and won a fellowship to spend a year at Harvard working on a book developing ideas she had germinated as my student.

There is Julie. Her kids were growing up and she wanted to sit in one of my classes to see if she was college material. I was there when she came in, weeping, to apologize because she knew she had failed her first test, even though she had studied for two weeks. It does not matter that I later told her she had gotten a D, or that on the next test she got a B. It does not matter that in the end she decided against college after all. It does matter that I was there when she asked.

There is George, who started out in engineering, then switched to English because he decided he liked people better than things. He stayed for a master's degree and now teaches high-school English.

These are the real reasons why I teach these people who grow and change in my presence. Being a teacher is being there, being present at the creation, when the clay begins to breathe.

A "promotion" out of teaching would give me money and power. But I already get paid for doing the things I enjoy most: reading books, talking with people, making discoveries and asking questions.

And I already have power to nudge, to fan sparks, to ask troubling questions, to praise an attempted answer, to condemn hiding from the truth, to suggest books, to point out a path. What other power matters?

Teaching also offers something else: it offers love. Not only the love of learning and of books and ideas, but also the love a teacher feels for that rare student who walks into the life of a teacher and begins to breathe.

I teach because, being around people who are beginning to breathe, I occasionally find myself catching my breath with them.

II. Agree or disagree with the following statements of fact or opinion relating to the text

1. Teaching was not the first job for Peter Beidler.
2. Peter is very self-critical.
3. He is a very independent person.

- Peter teaches English to University students.
- He likes to teach new courses.
- He supervised Vicky's doctoral dissertation at Harvard.
- George had his master's degree in English.
- Peter gets paid for talking with people, reading books, making discoveries and asking questions.
- Julie decided to leave college because her kids were too small.
- A teacher's job resembles the work of a sculptor.

III. Read the text again focusing on more detail so as to answer these questions.

- Why was Peter Beidler asked the question?
- How had he earned his living before he started teaching?
- Why does he find teaching the most difficult job of all?
- What was Vicky's dissertation on?
- Why was Julie weeping when she came in?
- Why did George decide to give up engineering?

IV. Identify the key sentences in each paragraph. By doing this you will sum up the reasons and arguments the author gives for teaching.

FOCUS ON VOCABULARY

V. Match the words on the left with the phrasal words from the text on the right.

be together, be one of them
begin one's professional life
continue to do smth
form a unity
improve by study
not to go to bed
not to choose smth
show
walk forward to a higher level

keep on doing
brush up against
stay up
start out
decide against
step up
put together
catch up one's breath
point out

VI. Provide equivalents for the words and phrases from the box below.

boring	colossal	nudge
stimulate	be around	reflection
mix	hand smth	switch
be one's boss	germinate	freshman
challenge	feel driven	effort
get word		promotion
advancement	first-year student	turn
be in a place, nearby	inspire	thinking, consideration
be told, find out	labour	work for yourself
begin to grow/to develop	push	dull
combine	scholarly	extremely large
deliver	smth that tests one's strength or ability	feel impelled to do smth

VII. Translate the following sentences from Russian into English.

1. Невысокая зарплата – один из основных недостатков профессии учителя.
2. Часто педагогам приходится работать дома, проверяя работы учащихся либо готовясь к занятиям.
3. Линда решила пойти по стопам родителей и стать учителем физкультуры.
4. В среду должно состояться родительское собрание.
5. Профессиональное выгорание – частый спутник работы учителя.
6. Работа учителя – не мое! Я не люблю детей, шум и вообще не готов к такой огромной ответственности!
7. Долгий отпуск – наверное, главный плюс в работе преподавателя.
8. Интересно, какая работа сложнее: работа учителя физкультуры или работа учителя иностранного языка?
9. Профессия учителя, как и все другие профессии, имеет свои преимущества и недостатки.
10. Она преподает математику уже 20 лет и считает свою работу призванием.

FOCUS ON IDIOMS

Match the idioms about teaching from the box with the descriptions of the situations they can be used in. Use the idioms in the sentences or little situations of you own.

- To teach an old dog new tricks
- Those who can, do; those who can't, teach
- That'll teach them!
- To teach someone a lesson
- You can lead a horse to water but you can't make it drink
- Tricks of the trade
- Do as I say, not as I do
- To set a good example
- Take it from me

a) This is a very famous phrase for teachers everywhere, but perhaps not for the right reasons. The phrase implies that teachers only do their profession because they weren't good enough to do it as their main job. It's very rude but unfortunately it can be true (sometimes).

b) If you do it, perhaps you are trying to teach someone a skill but they can't learn it or they refuse to learn it. This can be really difficult if someone has learned bad habits for their whole lives.

c) You can show people how to do things and show them what is right but you cannot make them change or do something if they do not want to. An example in real life would be if you have a friend that won't study. You try every day to show them that studying helps, you bring them their books and even offer to help them. The problem really is that they do not want to study!

d) This one is straight from the parents' handbook! Parents can be the most important teachers in their children's lives but it can be difficult to make sure they're showing them correct behaviour every day. Children are clever and will be watching for any little mistakes that parents might make! This is where the phrase becomes useful where the parent tells the child to do what they say and not to copy their own behaviour.

e) This is about pieces of information that people learn with experience to make their lives easier. This is accomplished by putting a lot of time into whatever the trade is! You can say that the tricks of the trade help you to cut corners or save time on things that would usually take a long time.

f) It's really important for people to set good examples to children or students whenever possible! Teachers and parents have a responsibility to teach a child by setting a good example to them. It means that you actually have to do the things that you tell others to do.

g) It is quite an aggressive phrase about teaching! This is to do with getting revenge or getting even with someone who has done something bad in the past. Generally, even though we live in a culture where we are told to forgive people when they do bad things, human beings love to get revenge on people!

h) This is very similar to *that'll teach them*. More revenge! Generally this is used to indicate future revenge. You would say *I'm going to do this*, but you can also use it in the past.

i) This is a good expression to show expertise about a certain subject or speak with authority. You can also use it to speak from experience and help other people learn from your past. This is a good phrase for a teacher because they can make a personal connection with their students. You can use this to speak confidently about a subject you understand properly.

FOCUS ON LISTENING

Watch a short video on YouTube “My Favourite Teacher” (<https://www.youtube.com/watch?v=mrI-unhj7IQ>) and say:

1. Are all teachers in the video really enthusiastic about their job?
2. Do you share the students' words about the most important aspects of teaching profession?

FOCUS ON SPEAKING

a) Recall your school years and share your memories about your most / least favourite teacher(s). Why did you like / dislike their lessons: because they used (un)interesting teaching methods or because they possessed a(n) (un)pleasant personality?

b) Say whether you would like to work as a teacher or not. Give your reasons.

FOCUS ON WRITING

Choose either of the options and express your ideas in an opinion essay (160–180 words).

- There are no ideal teachers as there are no ideal people.
- Teaching is not a profession: it's a vocation and a way of life.

PROJECT

a) Work in a group. Shoot a 10-20-minute video “A perfect teacher / lesson” in which one of your groupmates is a teacher and all the rest are students. You may discuss any topic you want, revise grammar rules, practice English sounds, etc.

b) Describe your dream-job in details. Follow the plan below.

- Job
- Education needed
- Job responsibilities
- Salary
- Working hours
- Working conditions
- Location

Feel free to add some additional information.

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