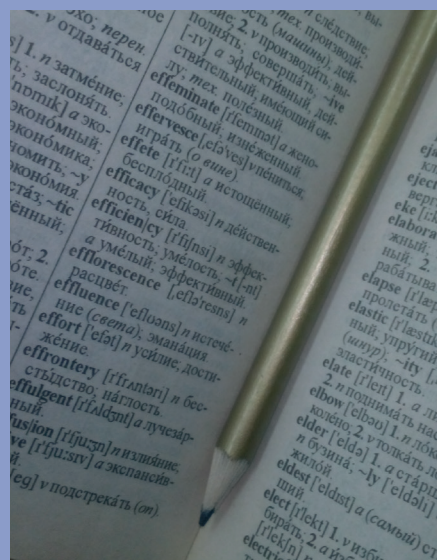


Министерство образования и науки Российской Федерации
Тольяттинский государственный университет
Гуманитарно-педагогический институт
Кафедра «Теория и методика преподавания
иностранных языков и культур»

Е.А. Роганина

Учимся работать с аутентичным текстом

Электронное учебно-методическое пособие



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Предназначено для самостоятельной и аудиторной работы студентов 2 курса направления подготовки 035700.62 «Лингвистика» с целью изучения дисциплины «Практический курс первого иностранного языка».

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Предисловие

Принимая во внимание современные условия развития и жизни общества, важно отметить значение информационной компетенции для будущего специалиста, который по окончании университета вступает в существующее информационное общество.

Настоящее учебно-методическое пособие предназначается студентам 2 курса направления подготовки 035700.62 «Лингвистика» для изучения дисциплины «Практический курс первого иностранного языка». Его назначение – обеспечить развитие информационной компетенции за счет аудиторной и самостоятельной работы со специально отобранными текстами и разработанными упражнениями. Ввиду специфики подготовки высококвалифицированных будущих лингвистов-преподавателей, активно владеющих иностранным языком как средством межкультурной коммуникации, развитие языковых и речевых умений и навыков рассматривается нами как органичная часть процесса развития информационной компетенции.

Обучение осуществляется на основе аутентичных текстов. В основном данные тексты информативного характера, лингвострановедческой и социокультурной направленности. Использование данных текстов при обучении студентов английскому языку предполагает овладение приемами и способами извлечения информации, различными видами чтения; способствует расширению образовательного и филологического кругозора, а также расширению фоновых знаний студентов о стране изучаемого языка, об английском языке, о важности знания иностранного языка; развивает социокультурное сознание студентов и предоставляет им возможность эффективно осуществлять межкультурную коммуникацию. Следует отметить, что тематический отбор аутентичных текстов осуществлялся в соответствии с полученными данными проведенного анкетирования среди будущих лингвистов-преподавателей, студентов Тольяттинского государственного университета. В результате была определена тематика, наиболее интере-

сующая студентов данного направления подготовки. Среди тем студенты отметили следующие: жизнь молодежи в англоговорящих странах, проблемы молодежи за рубежом, повседневная жизнь в англоговорящих странах, иностранные языки, высшее образование за рубежом. Результаты анкетирования, а также рабочая программа дисциплины «Практический курс первого иностранного языка» определили тематическую направленность данного пособия.

В первой части студентам предлагаются тексты, которые тематически разделены на пять основных разделов: «English language», «Young people and their problems», «Find a job», «Important things», «Time to relax». Данные тексты соответствуют рабочей программе дисциплины и раскрывают такие темы, как «Образование», «Взаимоотношения людей», «Спорт и свободное времяпрепровождение», «Работа», «Стресс и способы борьбы с ним».

Вторая часть пособия предназначена для самостоятельной работы студентов и включает ряд текстов, которые также соответствуют тематической направленности всего пособия и рабочей программе дисциплины. Эти тексты освещают такие темы, как «Саморазвитие и образование», «Способы борьбы со стрессом», «Взаимоотношения между людьми», «Работа», «Образование», «Проблемы молодежи».

В третьей части пособия представлена ролевая игра на тему «Молодежь и ее привычки. Курение», в ходе которой студентам предлагается обсудить данную весьма актуальную проблему в рамках телевизионного шоу, заранее выбрав соответствующую роль.

Интерактивные формы обучения, использованные в пособии: учебные дискуссии – предусмотрены в рамках послетекстового этапа всех разделов первой части пособия (*Exercises for reading comprehension and discussion*); творческие задания – написание статьи в газету, проведение исследования – представлены в 1 части пособия; ролевая игра – 3 часть пособия. Все вышеперечисленные формы работы помечены специальным символом (☺).

Промежуточный контроль усвоения материала подразумевает регулярный контроль выполнения заданий. Основные критерии усвоения материала: активное использование студентами лексики раздела в устной и письменной речи; активное участие в обсуждении прочитанного текста; готовность выразить свою точку зрения по проблеме; готовность выступить с докладом.

Цель и задачи пособия

Цель – развитие информационной компетенции с помощью различных видов речевой деятельности: чтения, говорения, письма и перевода.

Задачи:

- расширение лексического запаса студентов;
- формирование навыков и приемов самостоятельной работы над аутентичным текстом;
- развитие умений поискового, просмотрового и ознакомительного чтения;
- обогащение знаний студентов о жизни и культуре англоговорящих стран.

Требования к знаниям, умениям, компетенциям

Студент должен приобрести следующие знания и умения:

знать:

- лексические единицы по темам «Образование», «Взаимоотношения людей», «Спорт и свободное времяпрепровождение», «Работа», «Проблемы молодежи»;
- основные факты страноведческого и социокультурного характера;

уметь:

- самостоятельно строить работу над аутентичным текстом;
- выражать свои мысли в устной и письменной форме;
- выполнять адекватный перевод текста или его частей;
- использовать современные технические средства и новейшие технологии в учебном процессе;
- видеть междисциплинарные связи изучаемых дисциплин и понимать их значение для будущей профессиональной деятельности;

Владеть:

- социально-коммуникативной компетенцией (готовность обсуждать поставленную проблему, формулировать аргументы за и против, выражать свое согласие или несогласие с другими студентами);
- лингвистической компетенцией (свободное оперирование изученной лексикой в речи);
- информационной компетенцией (эффективное осуществление информационно-поисковой деятельности, анализ и отбор полученной информации).

Методические рекомендации

Структура пособия

Пособие состоит из трех частей (Parts I–III). Первая часть пособия (Part I) состоит из пяти разделов (Units 1–5), вторая часть (Part II) состоит из десяти текстов для самостоятельного чтения (Texts 1–10). В третьей части пособия (Part III) представлена ролевая игра «Молодежь и ее привычки. Курение». Завершает пособие список использованной литературы, в котором даются ссылки на учебно-методическую литературу и аутентичные источники, использованные в ходе разработки пособия.

Части пособия (Parts)

Все тексты первой части пособия предваряются предтекстовыми упражнениями, вводящими обучаемых в проблематику и содержание текста. На предтекстовом этапе (*Exercises before reading*) происходит формирование лексических навыков, которое не прекращается на протяжении всей работы с настоящим пособием. Студенты знакомятся также со страноведческим материалом, значимым для дальнейшей эффективной работы с текстом.

На следующем (притекстовом) этапе (*Exercises while reading*) после прочтения текста студенты выполняют ряд упражнений, направленных на развитие умений поискового, просмотрового и ознакомительного чтения. Данные виды чтения представлены в пособии серией упражнений и заданий. Это поиск необходимой информации, контроль понимания прочитанного, ответы на вопросы и другие.

На послетекстовом этапе (*Exercises for reading comprehension and discussion*) студенты еще раз читают текст с установкой на полное и глубокое его понимание. Выполняются также упражнения по анализу и интерпретации текста. Одним из заданий является написание аннотации. Завершает работу с текстом подготовка доклада, реферата по заданной теме. В ходе работы с некоторыми текстами обучающиеся получают задание провести небольшое исследование (например, провести опрос среди своих друзей и узнать, что они обычно делают, когда хотят отдохнуть и расслабиться) и в дальнейшем представить полученные результаты, проанализировав их и обсудив с другими студентами. Выполнение коммуникативных заданий (в том числе ситуативно-ролевых), рекомендуемых на данном этапе работы с текстом, также дает студентам возможность развития навыков устной речи и общения в ходе подготовки и проведения презентаций, участия в работе «круглого стола» и других видах деятельности.

Каждый текст второй части пособия снабжен пояснениями наиболее сложных слов (*Notes*), дан их перевод на русский язык. Работа над текстом и его понимание проводятся студентами самостоятельно: необходимо прочитать текст; устранить трудности, связанные с неизвестными словами (с помощью пояснений к тексту или словаря); вникнуть в суть поднимаемой в тексте проблемы; подготовиться к обсуждению текста на занятии (определить свою точку зрения по тому или иному вопросу). Аудиторная работа заключается в использовании информации из текста для обсуждения, анализа и интерпретации.

В третьей части пособия представлена ролевая игра на тему «Молодежь и ее привычки. Курение». Для участия в игре студентам необходимо собрать определенную информацию, которая соответствует выбранной роли. Здесь дается также ориентировочный сценарий игры, на который могут опереться ее участники. Время игры ограничено, оно составляет сорок минут. За это время участники (их 10) должны в ходе общения обсудить различные проблемы, связанные с темой ролевой игры.

To the student

Dear students, now you start working on the manual “Learning to work with authentic text”. This book will help you to improve your information competence. Specially organized work with the texts is aimed at the development of the skills that you need while working with information.

The book “Learning to work with the text” will help you to develop the following academic skills:

- *reading skills and strategies*
(scanning, skimming, reading for details);
- *comprehension skills;*
- *speaking skills;*
- *communication skills;*
- *writing skills;*
- *sociocultural skills.*



**INFORMATION
COMPETENCE**

All the above-listed academic skills will help you to develop your information competence.

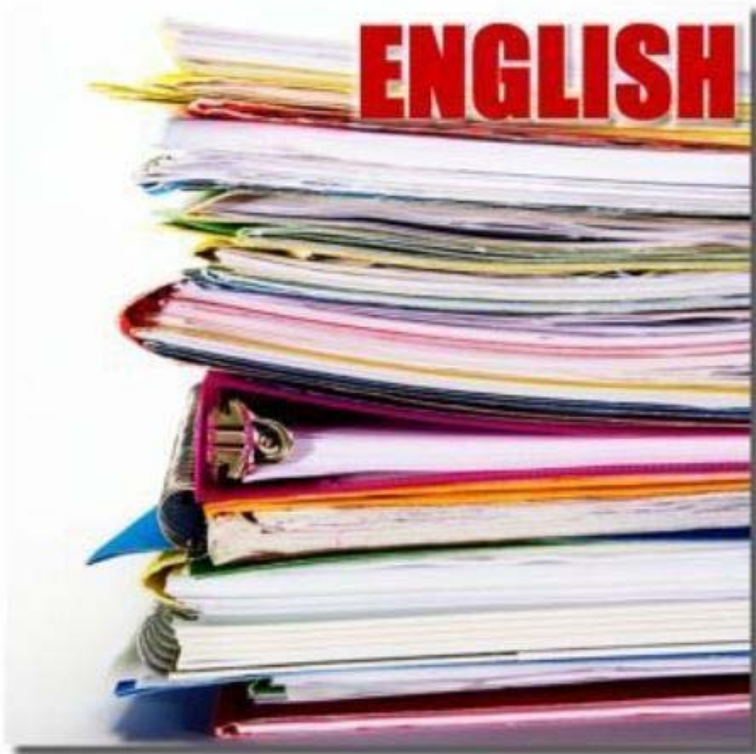
Good luck!

PART I
UNIT 1. ENGLISH LANGUAGE

It's a strange world of language
in which skating on thin ice
can get you into hot water.

Franklin P. Jones

► *How do you understand the words of Franklin P. Jones given above?
Do you agree with them or not? Why?*



Unit 1. English language contains two texts about the changes that happen with the English language today. For you, future linguists and teachers, it will be very interesting and useful to know about these changes. Have you heard anything about the fact that the English language has doubled in size?

Text 1 – English language has doubled in size in the last century. Now you start working with the first text of this unit. Before reading, do the exercises below. They will help you to understand the information in the text better.

I. Exercises before reading

1.1 Connect the English words from Text 1 with their Russian equivalents.

1. Dubbed	a. Автоматизированный
2. Findings	b. Цензура
3. Digitised	c. Сознание
4. Approximately	d. Выбор
5. As diverse as	e. Показывать, обнаруживать
6. Adoption	f. Дублированный
7. The pursuit of fame	g. Представленные в цифровой форме
8. Censorship	h. Скоротечный, мимолетный
9. Fraction	i. Приблизительно
10. Computer-aided	j. Такие разнообразные как ...
11. Fleeting	k. Полученные данные
12. Consciousness	l. Погоня за славой
13. To reveal	m. Часть

1.2 Explain how you understand the following phrases from Text 1.

- doubled in size;
- now stands at 1,022,000 words;
- invented jargon;
- computer analysis;
- significant fraction;
- inventions enter the public consciousness.

1.3 Connect the words on the left with the definitions on the right.

Adoption	very large or noticeable
Colleague	the particular form of words and speech that is used by the people of a country, area, or social group
Jargon	never having happened or existed before
Language	to become larger in size
Researcher	someone who works in the same organization or department as you
Significant	the decision to use or accept a particular idea, method, law, or attitude
To expand	special words and phrases that are only understood by people who do the same kind of work
Unprecedented	someone who does research, collecting relevant facts and ideas

1.4 Give definitions to the following words in English from Text 1.

growth study to expand dictionary
 slang experiment culture fast

1.5 Read and translate the following sentences from Text 1 printed in italics.

- 1) The English language is enjoying unprecedented growth causing it to have nearly doubled in size over the last century, claims a new study.
- 2) The previous half century it only grew by a tenth.
- 3) They are either slang or invented jargon.
- 4) Other findings were that humanity is forgetting its past faster with every passing year.

1.6 Read the Notes below. This information will help you to understand the text better.

NOTES

- **Harvard University** is a private Ivy League university located in Cambridge, Massachusetts, United States, established in 1636 by the Massachusetts legislature. Harvard is the oldest institution of higher learning in the United States. Harvard's history, influence, and wealth have made it one of the most prestigious universities in the world. (Wikipedia)
- **Google Inc.** is an American multinational public corporation invested in Internet search, cloud computing, and advertising technologies. Google hosts and develops a number of Internet-based services and products. The company was founded by Larry Page and Sergey Brin, often dubbed the "Google Guys", while the two were attending Stanford University as PhD candidates. (Wikipedia)
- **Dark matter** is a substance that scientists think exists out in space, but for which they have no direct proof. (Macmillan Dictionary)
- **Culturomics** is a form of computational lexicology that studies human behavior and cultural trends through the quantitative analysis of digitized texts. (Wikipedia)

- **Google Books** (previously known as Google Book Search and Google Print) is a service from Google that searches the full text of books that Google has scanned, converted to text using optical character recognition, and stored in its digital database. (Wikipedia)

II. Exercises while reading

Exercises that you do while reading are very important. With the help of them you will understand the text, get the general idea and note important details that you will need at the final stage of the work.

2.1 Read the text. Answer the questions given in exercise 2.2. While reading pay attention to the sentences printed in italics.

English language has doubled in size in the last century

The English language is enjoying unprecedented growth causing it to have nearly doubled in size over the last century, claims a new study.

Researchers at Harvard University and Google found that the language was expanding by 8,500 words a year in the new millennium and now stands at 1,022,000 words. The rate of increase over the years is shown by the fact the language has grown by more than 70 per cent since 1950, according to the study. *The previous half century it only grew by a tenth.*

But nearly half of the new words are not included in any dictionary and are dubbed lexical "dark matter". *They are either slang or invented jargon.*

The findings came from the computer analysis of 5,195,769 digitised books (approximately four per cent of all the books ever printed) published between 1800 and 2000.

Jean-Baptiste Michel and colleagues refer to this experiment as "culturomics," and they say their study can be used to inform fields as diverse as the evolution of gram-

mar, collective memory, the adoption of technology, the pursuit of fame, the effects of censorship and historical epidemiology – just to name a few.

"Now that a significant fraction of the world's books have been digitised, it's possible for computer-aided analysis to reveal undiscovered trends in history, culture, language, and thought," says Jon Orwant, engineering manager for Google Books.

Other findings were that humanity is forgetting its past faster with every passing year, that fame has become more fleeting and inventions enter the public consciousness much more quickly than they did in the 19th century and 20th century.

(From "The Daily Mail")

2.2 Answer the following questions according to the text.

- 1) What has happened to the English language over the last century?
- 2) Why is nearly half of the new words not included in any dictionary?
- 3) How many digitized books were analysed?
- 4) What technologies can be used to reveal undiscovered trends in history, culture, language, and thought?
- 5) What other findings were revealed with the help of computer-aided analysis of digitised books?

2.3 Find the names of people and organizations in the text that took part in different experiments connected with language study.

2.4 Look through the text and tell what main topics are described there.

2.5 Look through the text one more time and find the sentences which confirm the idea that the English language has doubled in size.

III. Exercises for reading comprehension and discussion

You start working on the final stage of the work with the text. The exercises and tasks below will help you to understand the main ideas of the text, to analyse it and use it in your speech.

3.1 ☺ *What do you think about the problem discussed in the text? Express your opinion.*

3.2 ☺ *Think about another title that can be given to the text. Prove your choice.*

3.3 ☺ *Make up a list of ideas from the text that are interesting to you personally.*

3.4 *Summarise the text in 5 key sentences.*

3.5 *Write down an annotation using the following phrases.*

Phrases for annotation

- The author of the text is ... (unknown / the author's name)
- The title of the article (text / interview) is ...
- It was published in ...
- The subject is ...
- At the beginning of the text the author depicts ... (dwells on ... / reveals / gives a few critical remarks on ... / exposes ...)
- Further on the author points out the fact that ... (characterizes ... / reviews ... / makes the conclusion that ...)
- The text ends with the depiction (analysis of) ... / In conclusion the author underlines ... by quoting...
- This article is useful (interesting / important) for ...

3.6 ☺ Find the information on the Internet about what new English words have been introduced recently. Make a report on these words and explain their meaning.

Text 2 – 'Mumpreneur', 'mankle' and 'mamil' among new words in latest dictionary. Now you start working with the second text of this unit. Before reading, do the exercises below. It will help you to understand the information in the text better.

I. Exercises before reading

1.1 Connect the English words from Text 2 with their Russian equivalents.

1. To include	a. Активный, боевой
2. Contemporary	b. Включать, содержать в себе
3. Description	c. Возмущение, протест
4. To reflect	d. Доход, прибыль
5. To combine	e. Названный создателем по своему имени
6. To look after	f. Описание
7. Moderate	g. Отражать
8. Eponymous	h. Прислониться, облокотиться
9. Income	i. Присматривать
10. Recline	j. Происходящий в настоящее время
11. Ongoing	k. Разрешение
12. Permission	l. Смущающий
13. Militant	m. Современный
14. Clamour	n. Сочетать
15. Embarrassing	o. Умеренный, средний

1.2 Explain how you understand the following phrases from Text 2.

- major dictionary;
- contemporary culture;
- preparing children for school;
- a man's bare ankle;
- influential people;
- serious staff;
- concerns of society.

1.3 Connect the words on the left with the definitions on the right.

Routine	a feeling of worry about something, especially one that a lot of people have about an important issue
Ankle	a refusal to accept something such as a law or a decision
Lifestyle	to let something become known, for example a secret or information that was previously not known
Concern	to start a major activity
Revolt	your usual way of doing things, especially when you do them in a fixed order at the same time
Profit	a written account of the life of someone who you knew well
To reveal	a set of instructions for cooking or preparing a particular food
To launch	the type of life that you have, for example the type of job or house you have or the type of activity you like doing

Memoir	the part at the bottom of your leg where your foot joins your leg
Recipe	money that you make by selling something or from your business, especially the money that remains after you have paid all your business costs.

1.4 Give definitions to the following words from Text 2 in English.

dictionary fashion lifestyle to run a business
traveler skirt celebrity reforms

1.5 Read and translate the following sentences from the text printed in italics.

- 1) About 70 new terms from the fields of politics, technology, fashion and contemporary culture are included in the 11th edition of the Collins English Dictionary published on Thursday.
- 2) Elaine Higgleton, publishing director for Collins English Dictionaries, which are produced in Glasgow, said: "I think the dictionary is really showing how British culture is continuing to evolve.
- 3) Higgleton said: "The English [language](#) has always been quite creative, putting two words together to create a new word."

1.6 Read the Notes below. This information will help you to understand the text better.

<p>NOTES</p> <ul style="list-style-type: none"> • The Collins English Dictionary is an important printed dictionary of English. It is published by HarperCollins. The first edition of the Collins English Dictionary was published in 1979. (Wikipedia)

- **Nick Clegg** (born 7 January 1967) is a British Liberal Democrat politician who is the Deputy Prime Minister of the United Kingdom, Lord President of the Council and Minister for Constitutional and Political Reform in the coalition government of Conservative Prime Minister David Cameron. (Wikipedia)
- **Facebook** is a social networking service and Web site launched in February 2004, operated and privately owned by Facebook, Inc. As of July 2011, Facebook has more than 800 million active users. (Wikipedia)
- **Twitter** is an online social networking and microblogging service that enables its users to send and read text-based posts of up to 140 characters, informally known as "tweets". (Wikipedia)
- **Zumba** is a Latin-inspired dance fitness program created by dancer and choreographer Alberto "Beto" Perez in Colombia during the 1990s. It involves dance and aerobic elements. (Wikipedia)

II. Exercises while reading

Exercises that you do while reading are very important. With the help of them you will understand the text, get the general idea and note important details that you will need at the final stage of work.

2.1 Read the text. Answer the questions given in exercise 2.2. While reading pay attention to the sentences printed in italics.

'Mumpreneur', 'mankle' and 'mamil' among new words in latest dictionary

Updated Collins book includes 70 new terms from the fields of politics, technology, fashion and contemporary culture.

"Arab Spring" and "mumpreneur" are among the new words and phrases that have entered the latest edition of a major dictionary. *About 70 new terms from the fields of*

politics, technology, fashion and contemporary culture are included in the 11th edition of the Collins English Dictionary published on Thursday.

Descriptions of modern lifestyle are reflected in terms such as "mumpreneur", a woman who combines running a business with looking after her children, and [Nick Clegg's phrase "alarm clock Britain"](#), workers on moderate incomes whose daily routine involves preparing children for school and going out to work.

For travellers, a new phrase is "cuddle class", when two airline passengers buy an additional seat so that they can recline together.

The fashion world has inspired the word "mankle" for a man's bare ankle. "mamil", a middle-aged man in Lycra, and "mullet dress", a woman's skirt cut short at the front but long at the back.

The term "fash pack", influential people in the fashion industry, has also entered the dictionary.

Elaine Higgleton, publishing director for Collins English Dictionaries, which are produced in Glasgow, said: "I think the dictionary is really showing how British culture is continuing to evolve.

"There's quite a lot of vocabulary about past times, around fashion, celebrities, TV, culture and popular culture, but there's also the more serious stuff, such as Arab Spring and the ongoing financial situation.

"It shows what the concerns of society are at the moment."

Developments in technology are reflected in words such as "frape", which mixes the words Facebook and rape to refer to the altering of information on a person's profile on the social networking site without their permission.

"Clicktivism" combines the words click and activism to mean using the internet to take direct and often militant action to achieve political or social aims. The word "unfollow" means to stop following someone on Facebook or Twitter.

The revolts in the Middle East and north Africa are reflected in the term "Arab Spring" to describe the Arab people's clamour for democratic reforms.

Other terms from current affairs include "casino banking", for bankers who risk losing investors' money to gain maximum profits, and "emberrorist", meaning an organisation or person who seeks to reveal potentially embarrassing information, often as a political weapon.

London mayor Boris Johnson has also entered the dictionary with the eponymous "[Boris Bike](#)", the Barclays-sponsored public bicycle-sharing scheme that was launched in July 2010.

From the field of sport, the dance exercise Zumba is included, as is "planking", involving balancing oneself in a horizontal position on top of unusual objects.

Higgleton said: "The English [language](#) has always been quite creative, putting two words together to create a new word."

One of the latest examples of that is the term "foodoir", a book or blog which combines a personal memoir with a series of recipes.

(From "The Guardian")

2.2 Answer the following questions according to the text.

- 1) How many new terms does the Updated Collins book include?
- 2) In what field of life can we find new terms?
- 3) Who invented the phrase "alarm clock Britain"?
- 4) What does the phrase "cuddle class" mean?
- 5) How are the developments in technology reflected in words?
- 6) How did the term "Arab Spring" appear?

2.3 Find the names of people and organizations in the text that are connected with the creation of new English words.

2.4 Look through the text and tell what main topics are described there.

2.5 Find the sentences in the text which confirm the fact that new words have appeared in the English language.

III. Exercises for reading comprehension and discussion

You start working on the final stage of the work with the text. The exercises and tasks below will help you to understand the main ideas of the text, to analyse it and use it in your speech.

3.1 ☺ What do you think about the problem discussed in the text? Express your opinion.

3.2 ☺ Think about another title that can be given to the text. Prove your choice.

3.3 ☺ Make up a list of new English words from the text that are interesting to you personally.

3.4 Summarise the text in 5 key sentences.

3.5 Write down an annotation. Use the phrases for annotation (ex. 3.5, p.14).

3.6 ☺ Find the information in the library or on the Internet about other new English words. Make a report about the usage of these words in authentic sources of information.

3.7 ☺ Discuss the problem of the Text 2 with your group mates and write down an article in the university newspaper about the results of your discussion.

UNIT 2. YOUNG PEOPLE AND THEIR PROBLEMS

Youth disserves;
middle age conserves;
old age preserves.

Martin H. Fischer

► *How do you understand the words of Martin Fisher given above? Do you agree with them or not? Why?*



Unit 2. Young people and their problems contains two texts that describe different problems of young people. To know more about these problems work with these texts. What problems of young people do you think will be discussed in this unit? What do you think are the main problems of young people?

Text 1 – Yo-Yo Relationship. Now you start working with the first text of this unit. Before reading, do the exercises below. It will help you to understand the information in the text better.

I. Exercises before reading

1.1 Connect the English words from Text 1 with their Russian equivalents.

1. Breakup	a. В конце концов
2. Uncertainty	b. Вернуться
3. Cycling	c. Неуверенность
4. To lead back	d. Определять, ограничивать, характеризовать
5. To wonder	e. Отношения
6. Relationship	f. Поэтому, следовательно
7. To define	g. Разрыв отношений
8. To complicate	h. Удивляться, интересоваться
9. Hence	i. Усложнять
10. Ultimately	j. Цикл

1.2 Explain how you understand the following phrases from Text 1.

- to break up with a partner;
- on-again relationship;
- hope for renewal;
- to complicate the breakup process;

- explicitly discuss;
- stop contact.

1.3 Connect the words from on the left with the definitions on the right.

Closure	the process of starting something again after a pause
Ambiguous	not changing frequently and not likely to suddenly become worse
Explicitly	not clear and therefore capable of being understood in more than one way
Stable	said or explained in an extremely clear way, so that you cannot doubt what is meant
Renewal	the end of something such as a discussion, piece of writing, activity, or event
Uncertainty	something that you cannot be certain about or cannot depend on
Reconciliation	a new and friendly relationship with someone who you argued with or fought with

1.4 Give definitions to the following words in English from Text 1.

partner break-up dating renewal
 support couple ex-partner stable

1.5 Read and translate the following sentences from Text 1 printed in italics.

- 1) You've recently broken up with your partner, but you're not sure it's over.
- 2) Here are a few things about on-again/off-again relationships that may help you decide whether to keep trying or whether it's time to move on — permanently.
- 3) Some may be friends because they hope for a renewal; others may be leery to completely close the door on the relationship in case they can't find better partners.
- 4) Although losing the friendship as well as the romantic relationship is difficult, trying to be friends after the breakup may complicate the breakup process.
- 5) The on-off partners who do report more satisfaction say that the on-off nature of the relationship helped improve the relationship; the breakups and renewals gave them a chance to work on themselves or the relationship.
- 6) Don't leave the status of the relationship ambiguous or hint at a potential reconciliation

1.6 Read the Notes below. This information will help you to understand the text better.

NOTES

- **Yo-Yo** is a toy consisting of a round plastic or wooden object on the end of a string that you can make rise and fall by tying the string to your finger and moving your hand up and down. (Macmillan Dictionary)
- **Yo-Yo Relationship** is a kind of relationship when partners first break up and then start dating again. Then they may break up again and after sometime they start going out. Yo-Yo Relationship is named after the popular toy where an object on a string approaches and then moves away, approaches again and then moves away etc.

- **An on-again, off-again relationship** (otherwise known as an **on-off relationship**) is a form of casual relationship, usually sexual, between two people. It is where the couple concerned do not see their discontinuous affair as an ongoing or formal relationship. It can also refer to a couple who wishes to keep an ongoing, formal relationship but have difficulty doing so because of continuous conflicts between themselves. (Wikipedia)

II. Exercises while reading

Exercises that you do while reading are very important. With the help of them you will understand the text, get the general idea and note important details that you will need at the final stage of the work.

2.1 Read the text. Answer the questions given in exercise 2.2. While reading pay attention to the sentences printed in italics.

Yo-Yo Relationship

You've been here before: *You've recently broken up with your partner, but you're not sure it's over.* You try being friends, but it always leads back to dating. Each time you get back together, you try to make it work and you still have feelings for your partner, but you wonder if a better relationship out there for you. *Here are a few things about on-again/off-again relationships that may help you decide whether to keep trying or whether it's time to move on — permanently.*

When to stay "on" and when to get "off"

Trying to be friends after breakups

Some partners try to be friends after breaking up. *Some may be friends because they hope for a renewal; others may be leery to completely close the door on the relationship in case they can't find better partners.* Many of those who try to be friends after

breakups find it difficult to define the new relationship, though. A lot of uncertainties go along with this. For example, some partners wonder how much they should see each other, whether they are allowed to date other people, and what activities are off-limits now that they are no longer dating. *Although losing the friendship as well as the romantic relationship is difficult, trying to be friends after the breakup may complicate the breakup process.*

The more renewals, the less satisfying the relationship

Those who have experienced more breakups and renewals report less satisfaction, more conflict, more uncertainty about the relationship and less support for the relationship from friends and family. *The on-off partners who do report more satisfaction say that the on-off nature of the relationship helped improve the relationship; the breakups and renewals gave them a chance to work on themselves or the relationship.* These partners also report fewer renewals. Hence, these couples resolved their problems earlier in the relationship and stopped the cycle of breaking up and renewing. So if you've tried to make it work but the relationship seems to take a step backward each time you renew (or at least not improve), chances are the relationship probably won't get better.

Ending the relationship

If you've decided that you want to move on:

- *Explicitly discuss terminating the relationship with your partner. Don't leave the status of the relationship ambiguous or hint at a potential reconciliation.*
- *Find closure.* Renewals are less likely to occur if both partners initiate the breakup — in other words, if both partners want the relationship to end.
- *Date other people.* Renewals are less likely if partners date other people after breaking up with their on-off partners.

- *Stop contact if possible.* Sometimes, you have to remain in contact with your ex-partner — for example, if you work together or you are in the same group of friends. Minimizing this contact, however, may help with all of the above.

In sum, our research suggests that on-off relationships are not always unhealthy. For many couples, the cycling pattern turns into a downward spiral. But for some, the breakups and renewals offer opportunities to improve the relationship. Still, if this doesn't occur within the first couple of breakups/ renewals, getting the relationship on a more positive, and stable, track may prove difficult — and ultimately, impossible.

(From “The Times”)

2.2 Answer the following questions according to the text.

- 1) What do young people do when they break up but they are not sure if it's over?
- 2) Why do some people stay friends after the breakup?
- 3) What may complicate the breakup process?
- 4) What do young people think about the on-off relationship?
- 5) What should you do if you want to end the relationship?

2.3 Find the words and phrases in the text that confirm the cycling nature of the Yo-Yo relationship.

2.4 Look through the text and tell what main topics are described there.

2.5 Look through the text one more time and tell what main ideas about on-off relationship are described there.

III. Exercises for reading comprehension and discussion

You start working on the final stage of the work with the text. The exercises and tasks below will help you to understand the main ideas of the text, to analyse it and use it for discussion with your group mates.

3.1 ☺ *What do you think about the problem discussed in the text? Express your opinion.*

3.2 ☺ *Think about another title that can be given to the text. Prove your choice.*

3.3 ☺ *Make up a list of ideas from the text that are interesting to you personally.*

3.4 *Summarise the text in 5 key sentences.*

3.5 *Write down an annotation. Use the phrases for annotation (ex. 3.5, p.14).*

3.6 ☺ *Find examples on the Internet of other unusual words describing relationship. Make up a presentation for the International Students Conference and tell about these words and their meaning.*

Text 2 – Plastered of Paris. *Now you start working with the second text of this unit. Before reading, do the exercises below. It will help you to understand the information in the text better and use this information in discussion with your group mates.*

I. Exercises before reading

1.1 Connect the English words from Text 2 with their Russian equivalent.

1. Plastered	a. Борец за чистоту нравов
2. To booze	b. Грубый, невоспитанный
3. To stagger	c. Кочевание из кабака в кабак
4. To slur	d. Кошунство
5. Crawl	e. Невнятно произносить
6. To engulf	f. Пить, выпивать
7. Foreseeable	g. Поглощать, засасывать
8. Uncouth	h. Потребление
9. Thirtysomethings	i. Предвидимый
10. To congregate	j. Сильно пьяный
11. Sacrilege	k. Собираться, сходиться
12. Consumption	l. Тридцать-с-чем-то
13. Purist	m. Шататься

1.2 Explain how you understand the following phrases from Text 2.

- a stone's throw from La Bastille;
- idiotic student drinking competitions;
- sophisticated standards of their parents;
- French gastronomic tradition;
- highly pressurised education system.

1.3 Connect the words on the left with the definitions on the right.

Dispute	a law made by a local authority that applies only in that area
Unemployment	to say officially that people must not do, sell, or use something

Finesse	a noisy fight in a public place
Bylaw	to eat or drink something
Nightmare	a serious disagreement, especially one between groups of people that lasts for a long time
To ban	a delicate and skilful quality in the way you move or handle something
Suburb	a very frightening and unpleasant dream
To consume	to surround someone or something completely
Brawl	a situation in which some people do not have work and do not have an income
To envelop	an area or town near a large city but away from its centre, where there are many houses

1.4 Give definitions to the following words in English from Text 2.

to behave pub drinking competition wine bottle
 glasses to be fined alcohol abuse unemployment

1.5 Read and translate the following sentences from Text 2 printed in italics.

- 1) Instead of sipping wine over a three-course meal with their families, the young are going out to get legless, it seems.
- 2) "I've even seen some young people drinking wine straight from the bottle," said Jeannes.
- 3) The Government is also planning to make student bars get authorisation for parties and to send undercover inspector into universities to check that festivities don't get out of hand.

- 4) "It is the opposite of French wine culture, which is a culture of finesse and time."
- 5) The number of under-18s taken to hospital with alcohol poisoning rose from 5,239 to 7,043.

1.6 Read the Notes below. This information will help you to understand the text better.

NOTES

- **Anglo-Saxon** is a term used by historians to designate the Germanic tribes who invaded the south and east of Great Britain beginning in the early 5th century AD, and the period from their creation of the English nation to the Norman conquest. (Wikipedia)
- **Le Bastille** was a fortress in Paris, known formally as the Bastille Saint-Antoine. It played an important role in the internal conflicts of France and for most of its history was used as a state prison by the kings of France. (Wikipedia)
- **Binge drinking** is the drinking of large amounts of alcohol in a short period of time, in order to get drunk. (Macmillan Dictionary)
- **El País** is a Spanish national daily newspaper owned by the Spanish media conglomerate PRISA. With an average of 391,815 copies sold each day, is the widest selling non-sports newspaper in Spain. (Wikipedia)

II. Exercises while reading

Exercises that you do while reading are very important. With the help of them you will understand the text, get the general idea and note important details that you will need at the final stage of the work.

2.1 Read the text. Answer the questions given in exercise 2.2. While reading pay attention to the sentences printed in italics.

Plastered of Paris

In France, the young are boozing on the boulevards like Anglo-Saxons on a big night out, and their elders are not happy. Adam Sage reports

We are in a small bar a stone's throw from La Bastille, birthplace of modern France, and a group of young men are behaving in a most un-French manner. They are blind drunk. One is unconscious with his head resting on a table. A second is staggering around on the pavement outside, about to be sick. A third slurs his words as he orders another round.

For a moment, you could almost imagine that you were in Britain—and that is precisely what is worrying the French authorities. In a land that has traditionally enveloped alcohol in social etiquette, officials are alarmed at the arrival of British-style drinking habits. *Instead of sipping wine over a three-course meal with their families, the young are going out to get legless, it seems.*

The concept of the pub crawl, as in a bar-to-bar marathon - has emerged, and so have the sort of idiotic student drinking competitions that take place in British universities every week, often ending in alcoholic comas. Meanwhile, a new word has appeared in newspapers: *le binge drinking*: "We took the English expression because everyone knew that it was an English custom," says Isabelle Jeanes, head of the Mission for the Prevention of Substance Dependence at Paris town council.

"There is little risk that French cafe culture will be engulfed in vomit, blood and broken glass in the foreseeable future. But it is true to say that younger generations are, by the sophisticated standards of their parents, drunken and uncouth. Recently, for example, it emerged that four French youths were wanted for the murder of Andrew Milroy, a British 15-year-old stabbed in Spain during a drunken brawl. France Info radio said that French visitors to the Catalan resort engaged in "every possible excess", while *El Pais*, the Spanish daily newspaper, said that their violent antics inspired "fear" among locals. You used to see this sort of report only about British tourists on the Continent".

Similar articles have been appearing in the French press, amid fury over the way that the young gather in parks and on pavements to consume drinks, mostly bought in nearby corner shops, without so much as a thought for French gastronomic tradition:

"I've even seen some young people drinking wine straight from the bottle," said Jeanes. "A few years ago you'd never have seen that".

Take, for instance, the Saint Martin canal in Paris, where hundreds of people, from thirtysomethings to teenagers, had congregated on a warm weekend evening this month. Among them were Oceane and Marianne, both 20, who had come from the

Parisian suburbs with roll-up cigarettes, three cans of beer and a cheap bottle of red wine, but no glasses. They were preparing to commit a sacrilege.

The official response to le binge, as it is sometimes known, involves high-profile anti-drinking campaigns aimed at the young: Trop boire, c'est le cauchemar (Drinking too much is a nightmare) is the slogan being used in Paris. *The Government is also planning to make student bars get authorisation for parties and to send undercover inspector into universities to check that festivities don't get out of hand.*

Local councils, for their part, have introduced bylaws this summer to ban alcohol consumption in public in 20 areas, including in Paris and the centres of at least eight other cities. Offenders can be fined €35 (£30), although no one on the Saint Martin canal - one of the areas concerned - seemed remotely concerned about that when I visited.

Purists say that the underlying cause of binge-drinking is the failure of younger generations to adopt gastronomic traditions that involved drinking regularly, but rarely to excess. "We're becoming like New York, where everyone wants everything straight away," says Olivier Magny, one of France's best-known sommeliers. *"It is the opposite of French wine culture, which is a culture of finesse and time."*

The paradox is that, while young French people are drinking less, they are getting drunk more often. The proportion of 17-year-olds who said that they had drunk more than five glasses of alcohol on at least three occasions over the previous month increased by 10 per cent between 2005 and 2008. *The number of under-18s taken to hospital with alcohol poisoning rose from 5,239 to 7,043.*

"What has struck us is that many of the young people who go out drinking nowadays do so not for the pleasure of being in each others company but to forget what is around them," says Catherine Jouaux, who specialises in alcohol abuse at the Mission for the Prevention of Substance Dependence, in Paris. She disputes Magny's view that binge-drinking is a product of globalisation. Instead, she argues that it is a response to the strains of growing up in a society with a highly pressurised education system and an increasingly frantic search for jobs amid rising unemployment.

(From "The Times")

2.2 Answer the following questions according to the text.

- 1) What is worrying the French authorities?
- 2) What kind of competitions takes place in British universities every week?
- 3) Why many citizens of Paris are not satisfied with the behaviour of young people relaxing in the parks?

- 4) What slogan is being used in anti-drinking campaign?
- 5) What reason makes young people drink alcohol?

2.3 Find the names of people and organizations in the text that take the problem of youth alcohol abuse very seriously.

2.4 Look through the text and tell what main topics are described there.

2.5 Find the sentences in the text which confirm the idea that the problem of youth alcohol abuse exists today.

III. Exercises for reading comprehension and discussion

You start working on the final stage of the work with the text. The exercises and tasks below will help you to understand the main ideas of the text, to analyse it and use it in your speech.

3.1 ☺ What do you think about the problem discussed in the text? Express your opinion.

3.2 ☺ Think about another title that can be given to the text. Prove your choice.

3.3 ☺ Make up a list of ideas from the text that are interesting to you personally.

3.4 Summarise the text in 5 key sentences.

3.5 Write down an annotation. Use the phrases for annotation (ex. 3.5, p.14).

3.6 ☺ *Find the information on the Internet about the situation with alcohol abuse in your country. Discuss this information with your group.*

3.7 ☺ *Find the information on the Internet or in the library about other problems that young people have in English-speaking countries. Make up a project using the presentation. Discuss weak and strong points of all projects and presentations.*

UNIT 3. FIND A JOB!

Choose a job you love,
and you will never have to
work a day in your life.

Confucius

► *How do you understand the words of Confucius given above? Do you agree with them or not? Why?*



Unit 3. Find a job contains two texts about the employment of young people today. For you, future linguists and teachers, it will be very interesting and useful to know about the unemployment in Britain. Have you heard anything about the problems that young people have while looking for a job?

Text 1 – UK unemployment total hit highest in 17 years. Now you start working with the first text of this unit. Before reading, do the exercises below. It will help you to understand the information in the text better and discuss it later with other students.

I. Exercises before reading

1.1 Connect the English words from Text 1 with their Russian equivalents.

1. Allowance	a. Безработный
2. Austerity	b. Быть без работы
3. Economic slowdown	c. Денежное пособие
4. Fiscal	d. Денежный, финансовый
5. Mitigating	e. Замедление экономического роста
6. Pace	f. Скорость, темп
7. Recession	g. Смягчающий, сдерживающий
8. To be out of work	h. Спад
9. Unemployed	i. Строгая экономия

1.2 Explain how you understand the following phrases from Text 1.

- youth unemployment rises;
- to keep unemployment stable;
- people working part-time;
- labour market.

1.3 Connect the words on the left with the definitions on the right.

Total	to harm or damage someone or something, especially in a gradual way
Jobless	to achieve something that you wanted to do, or to get something that you hoped for
To take its toll	the total number of people who work in a particular company, industry, or area
To predict	to limit what someone is allowed to do by making them obey a rule or agreement
To fulfil	the amount that you get when you add several numbers or things together
Troubling	to say what you think will happen in the future
Workforce	relating to people who do not have a job
Loss	making you feel worried or uncomfortable

1.4 Give definitions to the following words in English from Text 1.

youth economist job fall
 prove payroll

1.5 Read and translate the following sentences from Text 1 printed in italics.

- 1) 114,000 more people unemployed between June and August 2011.
- 2) That isn't going to change any time soon – in fact it is probably going to get worse.

- 3) Unemployment among 16- to 24-year-olds, [the age group worst affected by the slowdown in the labour market](#), rose to 991,000 in the three months to August.
- 4) But he noted one mitigating factor: the fact that most of the job losses were for part-time posts.
- 5) The private sector did not fulfil the government's hopes for it to pick up the slack, as only 41,000 more people joined the private sector payroll over the same period.

1.6 Read the Notes below. This information will help you to understand the text better.

NOTES

- **Scotia Capital Inc.** is the [investment banking](#) division, which helps large corporations, institutions, and governments obtain capital and credit. (Wikipedia)
- **The Work Foundation** is a British [not-for-profit](#) organisation and independent authority providing advice, consultancy and research on the future of work, improving the quality of working life, leadership, economic and organisational effectiveness. (Wikipedia)
- **The Office for National Statistics (ONS)** is the executive office of the [UK Statistics Authority](#), a non-ministerial department which reports directly to the [Parliament of the United Kingdom](#). (Wikipedia)

II. Exercises while reading

Exercises that you do while reading are very important. With the help of them you will understand the text, get the general idea and note important details that you will need at the final stage of the work.

2.1 Read the text. Answer the questions given in exercise 2.2. While reading pay attention to the sentences printed in italics.

UK unemployment total hits highest in 17 years

- *114,000 more people unemployed between June and August 2011*
- Jobless rate hits 8.1%
- Jobseeker's allowance claims rise to 1.6m in September
- Youth unemployment rises to 991,000

The number of people out of work in Britain has hit its highest level in 17 years and youth **unemployment** has reached a record high as the economic slowdown continues to take its toll.

The Office for National Statistics said on Wednesday that 2.57 million people were out of work over the June to August period, the highest since the autumn of 1994. There were almost 1 million unemployed **young people**.

Economists predicted more bad news on the labour market to come for the government.

"This shouldn't really come as a surprise – the economy is growing at half the pace it needs to in order to keep unemployment stable. *That isn't going to change any time soon – in fact it is probably going to get worse.* Given this, we should get used to jobs reports like this one," said Alan Clarke at Scotia Capital.

As the total number of unemployed people rose by 114,000 during the quarter, the unemployment rate reached 8.1%, the highest since the autumn of 1996.

Unemployment among 16- to 24-year-olds, the age group worst affected by the slowdown in the labour market, rose to 991,000 in the three months to August. That was the highest total on record. The youth unemployment rate, at 21.3%, was more than double the rate for the UK as a whole and also the highest since comparable records began in 1992.

Job market think tank [The Work Foundation](#) said the data showed the UK was moving back into recession.

"The labour market figures released this morning are very troubling. The fall in employment of 180,000 in a single quarter is comparable to the quarterly losses seen during the depths of the last recession," said the foundation's centre director Ian Brinkley.

But he noted one mitigating factor: the fact that most of the job losses were for part-time posts. The number of people working part-time fell by a record 175,000 over the quarter to reach 7.78 million, the ONS said. The part-time fall was out of a total fall in employment of 178,000.

"People still in work seem to be increasing their hours at the same time as the workforce contracts," Brinkley added.

The Centre for Economics and Business Research (CEBR) said the latest rise in unemployment was unlikely to put the government off its austerity drive, however.

"Despite the weak labour market, the government is unlikely to significantly change course on fiscal austerity plans. David Cameron, George Osborne and Nick Clegg all reaffirmed their commitment to 'Plan A' during party conference season and a U-turn on fiscal austerity would now prove politically embarrassing," said CEBR senior economist Scott Corfe.

"Although the economic picture has changed and historically low bond yields may justify some fiscal loosening, political pride has bound the hands of policymakers."

Reflecting government cuts, the number of people in public sector employment fell 111,000 over the three months to June. *The private sector did not fulfil the government's hopes for it to pick up the slack, as only 41,000 more people joined the private sector payroll over the same period.*

(From "The Guardian")

2.2 Answer the following questions according to the text.

- 1) How many people were unemployed over the June to August period?
- 2) What are the predictions of economists?
- 3) What age group was worst affected by the slowdown in the labour market?
- 4) What mitigating factor did the director of the foundation's centre mention?

2.3 Find the names of people and organizations in the text that study the sphere of unemployment.

2.4 Look through the text and tell what main topics are described there.

2.5 Look through the text one more time and find the sentences which confirm the idea that the problem of youth unemployment is very serious in the UK.

III. Exercises for reading comprehension and discussion

You start working on the final stage of the work with the text. The exercises and tasks below will help you to understand the main ideas of the text, to analyse it and use it in your speech.

3.1 ☺ What do you think about the problem discussed in the text? Express your opinion.

3.2 ☺ Think about another title that can be given to the text. Prove your choice.

3.3 ☺ Make up a list of ideas from the text that are interesting to you personally.

3.4 Summarise the text in 5 key sentences. Compare it with your partner. What variant shows the main idea of the text best?

3.5 Write down an annotation. Use the phrases for annotation (ex. 3.5, p.14).

3.6 ☺ Find the information on the Internet about youth employment in your country. Discuss it with your group mates. How can be this situation improved?

Text 2 – Youth joblessness highest since Tories last in power, new figures to reveal. Now you start working with the second text of this unit. Before reading, do the exercises below. It will help you to understand the information in the text better and use it in your speech while taking part in discussions.

I. Exercises before reading

1.1 Connect the English words from Text 2 with their Russian equivalents.

1. Chancellor	a. Безработица
2. Chief secretary	b. Главный секретарь
3. Consultancy	c. Канцлер
4. Internship	d. Консультирование
5. Joblessness	e. Обостряться, усугубляться
6. Jobseeker	f. Показывать, обнаруживать
7. Mark	g. Публиковать
8. Resilience	h. Слабое место, недостаток
9. Swell	i. Стажировка, учебная практика
10. To escalate	j. Увеличиваться
11. To publish	k. Уровень, отметка
12. To reveal	l. Устойчивость
13. Weakness	m. Человек, ищущий работу

1.2 Explain how you understand the following phrases from Text 2.

- job market;
- weak economic activity;
- to gain credit;
- problem will get worse;
- unpaid internship;
- to work for free
- school-leavers.

1.3 Connect the words on the left with the definitions on the right.

Statistics	attempts to persuade, threaten, or force someone to do something
Figure	to stop trying to do something, or to stop opposing someone, because you have no energy or determination left
Pressure	the process of changing the jobs or responsibilities of the people in a particular group or organization
Buckling	the need to deal with something quickly
To invest	a person, company, or organization that pays someone to work for them as a member of their staff
Reshuffle	information that shows the number of something

Urgency	very worried and angry because you do not know how to deal with an unpleasant situation
Employer	to use your money with the aim of making a profit from it, for example by buying property or buying shares in a company
Desperate	an official number that has been counted or calculated

1.4 Give definitions to the following words from Text 2 in English.

graduate to fail peak to rise
to appoint price concern to advertise

1.5 Read and translate the following sentences from Text 2 printed in italics.

- 1) The number of unemployed young people has passed the million mark, according to statistics to be published this week.
- 2) But new figures taking into account the last three months are expected to be the worst since comparable statistics were first recorded in the early 1990s.
- 3) The problem will get worse rather than better until the government thinks again and it is families, and people leaving school, college and university who are paying the price.
- 4) Corporations are finding it easier than ever to exploit desperation and aspiration to get labour for free.

1.6 Read the Notes below. This information will help you to understand the text better.

NOTES

- **The Conservative Party**, formally the Conservative and Unionist Party, is a [centre-right](#) political party in the [United Kingdom](#) that adheres to the philosophies of [conservatism](#) and [British unionism](#). It is the largest [political party in the UK](#), and is currently the largest single party in the [House of Commons](#) with 307 seats. (Wikipedia)
- **IHS Global Insight** is the world's largest [economics](#) organization, serving over 3,800 clients in industry, finance and government worldwide, with revenues of over \$95 million (in 2006) and employing more than 600 economists and other staff in 23 offices in 13 countries. It is a division of [IHS](#). Global Insight provides comprehensive economic and financial information on countries, regions and industries, using a unique combination of expertise, [macroeconomic models](#), data and software within a common analytical framework to support planning and decision-making. (Wikipedia)
- **HSBC** is a global banking and [financial services](#) company headquartered in [Canary Wharf, London, United Kingdom](#). As of 2011 it is the world's second-largest banking and financial services group and second-largest public company according to a composite measure by [Forbes](#) magazine. It has around 7,500 offices in 87 countries and territories across Africa, Asia, Europe, North America and South America and around 100 million customers. (Wikipedia)
- **The Tory** were members of two political parties which existed, sequentially, in the [Kingdom of England](#), the [Kingdom of Great Britain](#) and later the [United Kingdom of Great Britain and Ireland](#) from the 17th to the early 19th centuries. Toryism is a [traditionalist and conservative](#) political philosophy which grew out of the [Cavalier](#) faction in the [Wars of the Three Kingdoms](#). It is a prominent ideology in the [politics of the United Kingdom](#), but also features in parts of [The Commonwealth](#), particularly in [Canada](#). (Wikipedia)

- **The Observer** is a British newspaper, published on Sundays. In the same place on the political spectrum as its daily sister paper [The Guardian](#), which acquired it in 1993, it takes a [liberal](#) or [social democratic](#) line on most issues. It is the world's oldest Sunday newspaper. (Wikipedia)
- **Intern Aware** is a [British](#)-based [pressure group](#), calling for reform of the [internship](#) system, focusing on the issue of pay and the minimum wage. The organisation started as a [Facebook](#) group named "Interns Must Be Paid The Minimum Wage". The campaign has also drawn attention to the connection between increased graduate unemployment and unpaid interns. (Wikipedia)

II. Exercises while reading

Exercises that you do while reading are very important. With the help of them you will understand the text, get the general idea and note important details that you will need at the final stage of the work.

2.1 Read the text. Answer the questions given in exercise 2.2. While reading pay attention to the sentences printed in italics.

Youth joblessness highest since Tories last in power, new figures to reveal

The number of unemployed young people has passed the million mark, according to statistics to be published this week.

More than a million [young people](#) are now unemployed, the highest number since the Conservatives were last in power, government figures to be published this week are expected to reveal.

The figures have been swollen by the number of graduates and school-leavers who have failed to find work after joining the jobs market this summer. [Unemployment](#) rose by 80,000 to reach 2.51 million in the three months to July, 77,000 of whom were 18- to-24-year-olds, lifting the youth joblessness total to 973,000.

But new figures taking into account the last three months are expected to be the worst since comparable statistics were first recorded in the early 1990s.

Howard Archer of consultancy IHS Global Insight said this week's figures were likely to show a 90,000 increase, pushing the total number of people out of work on the government's preferred measure to 2.6 million – above its previous peak and the highest level in 17 years – and pushing the number of unemployed young people above 1 million. It is already known that the number of people claiming jobseeker's allowance in August rose by 20,300. Archer said: "The worry is that, having shown impressive resilience earlier this year, the labour market is increasingly buckling under serious pressure from weak economic activity."

Some experts expect the number out of work to increase further over the next three months and into next year. Madhur Jha, a global economist at HSBC, said: "We expect unemployment to continue to rise over the latter months of 2011 and the first half of 2012. We believe that the fundamental trend for the UK labour market has been one of renewed weakness."

The unemployment figures are likely to increase pressure on the chancellor, George Osborne, to go beyond the credit-easing measures announced in his speech at the Tory conference in Manchester last week. He spoke of plans to make it easier for small businesses to gain credit, but has so far refused to invest more in a growth strategy.

Rachel Reeves, who was appointed the new shadow chief secretary to the Treasury in Ed Miliband's reshuffle, last night called for renewed urgency from the government.

Reeves said: "Youth unemployment is at its highest level since 1992 and yet the government refuses to look at a plan B for jobs and growth. *The problem will get worse*

rather than better until the government thinks again and it is families, and people leaving school, college and university who are paying the price."

The figures come as [the Observer](#) reveals growing concerns among graduates that they are being forced into providing their labour for free through internships and work experience programmes as employers exploit the huge and growing pool of unemployed young people desperate for a way into the jobs market. A campaign headed by the website [Graduate Fog](#) reveals how employers, including clothes retailer Urban Outfitters, are advertising unpaid internships lasting up to nine months.

Ben Lyons, of Intern Aware, a group campaigning for young people to be paid fairly, said the problem of corporations exploiting young people through unpaid internships was escalating. "*Corporations are finding it easier than ever to exploit desperation and aspiration to get labour for free,*" he said. "It is wrong for people to have to work for free, and it is wrong that the only people who can do this work are those with savings or sources of money of their own. It is wrong and it is stupid because employers are restricting the market of people from which they choose their employees. Things need to change."

(From "The Guardian")

2.2 Answer the following questions according to the text.

- 1) What main problem do many graduates have?
- 2) What is the total number of unemployed young people in Britain?
- 3) What is the opinion of the experts?
- 4) What problems connected with the internships do many young people have?
- 5) What does the member of Intern Aware say about the problems of youth?

2.3 Find the names of people and organizations in the text that take part in solving the unemployment problem.

2.4 Look through the text and tell what main topics are described there.

2.5 Find the sentences in the text which describes the reasons of unemployment.

Give the characteristics of these reasons.

III. Exercises for reading comprehension and discussion

You start working on the final stage of the work with the text. The exercises and tasks below will help you to understand the main ideas of the text, to analyse it and use it in your speech.

3.1 ☺ What do you think about the problem discussed in the text? Express your opinion.

3.2 ☺ Think about another title that can be given to the text. Prove your choice.

3.3 ☺ Make up a list of ideas from the text that are interesting to you personally. Ask your group mates what ideas are interesting to them and share your ideas.

3.4 Summarise the text in 5 key sentences. Compare your sentences with your partner and make up one general variant of key sentences.

3.5 Write down an annotation. Use the phrases for annotation (ex. 3.5, p.14).

3.6 ☺ Find the information about such organizations as Intern Aware in your country. Discuss this information with other students during the conference that deals with the problem of youth unemployment.

3.7 ☺ Write down an article in the university newspaper about the youth unemployment in Britain.

UNIT 4. IMPORTANT THINGS

A person who never made a mistake
never tried anything new.

Albert Einstein

► *How do you understand the words of Albert Einstein given above? Do you agree with them or not? Why?*

IMPORTANT



Unit 4. Important things contains two texts. For you, future linguists and teachers, it will be very interesting and useful to know what these important things are. What do you think the main topic of the unit is? What important things in the life of young people can you name?

Text 1 – CV Horror – How NOT to make a good first impression. Now you start working with the first text of this unit. Before reading, do the exercises below. It will help you to understand the information in the text better.

I. Exercises before reading

1.1 Connect the English words from Text 1 with their Russian equivalents.

1. CV (curriculum vitae)	a. Вероятно, по-видимому
2. Initial	b. Грубая ошибка
3. Application	c. Двусмысленность
4. Covering letter	d. Заявление
5. Howler	e. Мошеннический, обманный
6. Boast	f. Начальный
7. Double-entendre	g. Прельщать, искушать
8. Fraudulent	h. Производить впечатление, овладевать (вниманием)
9. Presumably	i. Резюме
10. To grab	j. Сопроводительное письмо
11. To tempt	k. Хвастовство

1.2 Explain how you understand the following phrases from Text 1.

- first impressions;
- potential employer;

- relevant experience;
- contact details;
- job market.

1.3 Connect the words on the left with the definitions on the right.

To overlook	to choose to ignore a mistake, fault etc
To proofread	to read of something written or printed and mark any mistakes so that they can be corrected
Error	a mistake, for example in a calculation or a decision
Punctuation	the use of marks such as periods or commas in order to write in a clear style
Comma	the symbol , used in writing and printing between parts of a sentence or between things in a list.
Inspiration	a sudden feeling of enthusiasm, or a new idea that helps you to do or create something
Applicant	someone who wants to get a job

1.4 Give definitions to the following words from Text 1 in English.

full-time employer candidate to interview
to lie unintentional

1.5 Read and translate the following sentences.

- 1) We all know that, but most people seem to forget that the initial point of contact we have with a potential employer is the written application.

- 2) Both authors should have read their applications through more carefully.
- 3) The length of the CV should also be considered.
- 4) Many employers like to receive a photo with an application, but it seems that some applicants don't understand this means a photo of themselves.
- 5) Contact details can also tell an employer a lot about us.

1.6 Read the Notes below. This information will help you to understand the text better.

NOTES

- **Sic**, added just after a quoted word or phrase (or a longer piece of text), indicates that the quoted words appear exactly as in the original source. The usual purpose is to inform readers that any errors or apparent errors in the copied material do not arise from **transcription**, i.e. that they are reproduced exactly from the original writer or printer. *Sic* is generally placed inside square **brackets**, [*sic*], and occasionally in parentheses, (*sic*). A *sic* may also be used as a form of ridicule or as a humorous comment, by drawing attention to the original writer's mistakes. (Wikipedia)

II. Exercises while reading

Exercises that you do while reading are very important. With the help of them you will understand the text, get the general idea and note important details that you will need at the final stage of the work.

2.1 Read the text. Answer the questions given in exercise 2.2. While reading pay attention to the sentences printed in italics.

CV Horror – How NOT to make a good first impression

First impressions count. *We all know that, but most people seem to forget that the initial point of contact we have with a potential employer is the written application... most notably the covering letter and CV. Here are some examples of job application howlers.*

Surely, one of the first rules of a good CV is to make sure there are no mistakes. Unfortunately, some people seem to overlook this important point. The following boast was unlikely to impress anyone, “I have excellent editing [sic] and proofreading [sic] skills”. Perhaps the author of the following claim was ill. "I get well [sic] with all types of people”, or perhaps they just forgot the preposition ‘on’ (get on well with). *Both authors should have read their applications through more carefully.*

A more unfortunate error is the unintentional double-entendre - a sentence or phrase with two possible meanings. The following was recently reported in a survey on CV mistakes: “I was responsible for fraudulent claims”. Perhaps “I dealt with” would have been clearer than “responsible for”. It's worth checking the punctuation too. “My interests include cooking dogs and interesting people”. Now, if only there'd been a comma after "cooking"!

The length of the CV should also be considered. A third of UK employers claim to spend less than one minute reading over them. And most won't look at anything over three pages. So, presumably, they wouldn't have bothered with the CV from a man in his 50s who listed every job (full-time and part-time) he'd ever had. It was 25 pages long.

It's widely accepted that one way of cutting down a CV is to only include relevant experience. Failing that, you could follow the example of the man who added this sentence in his covering letter, “I don't have any sales experience, but my sister does”. Perhaps his sister got the job. In another case, an applicant referred to himself as "Master of Time and the Universe” under the heading 'experience'.

A good application should also grab the attention of the reader. Perhaps this was the inspiration behind the applicant who attached half a £20 note to his CV with the comment, “You get the other half when I come to the interview”. *Many employers like to receive a photo with an application, but it seems that some applicants don't understand this means a photo of themselves.*

Once an application has suitably impressed, an employer will probably want to contact the applicant and follow up references. However, this might have been difficult in the case of the candidate who listed his reference as “God”. *Contact details can also tell an employer a lot about us.* What would you think of the applicant who gave his contact e-mail address as “lovesbeer@...”?

Finally, we should never be tempted to lie on a CV. According to an article in the British newspaper The Telegraph, a woman claimed to speak four foreign languages on her CV. Unfortunately for her, the man who interviewed her actually did.

Good luck if you're in the job market?

(From “Hot English Magazine”)

2.2 Answer the following questions according to the text.

- 1) What makes the first impression of a potential employer?
- 2) What important things should people remember about the CV?
- 3) Why it is recommended to avoid double-entendres in the CV?
- 4) How long should be the CV?
- 5) Should you write all the truth in the CV?

2.3 Look through the text and tell what common mistakes in the CV are described there. Why it is important to avoid it?

2.4 Look through the text one more time and find the sentences which give the information about the main things that you shouldn't overlook while making the CV.

III. Exercises for reading comprehension and discussion

You start working on the final stage of the work with the text. The exercises and tasks below will help you to understand the main ideas of the text, to analyse it and use it in discussion of the problem with other students.

3.1 ☺ What do you think about the problem discussed in the text? Express your opinion.

3.2 ☺ Think about another title that can be given to the text. Prove your choice.

3.3 ☺ Make up a list of ideas from the text that are interesting to you personally.

3.4 Summarise the text in 5 key sentences. Compare it with your partner and choose the best variant.

3.5 Write down an annotation. Use the phrases for annotation (ex. 3.5, p.14).

3.6 ☺ Find the information on the Internet about other CV howlers. Discuss the CV howlers with the group and decide how can such howlers influence the decision of the employer.

3.7 ☺ Discuss the problem of the text within the framework of the following situation. British experts in youth employment came to visit your university. Ask them questions about the right CV and its importance in the process of finding a job.

Text 2 – Stimulate your brain. *Now you start working with the second text of this unit. Before reading, do the exercises below. It will help you to understand the information in the text better and use this material in your speech.*

I. Exercises before reading

1.1 Connect the English words from Text 2 with their Russian equivalents.

1. Brain	a. Владеющий одинаково хорошо обеими руками
2. To improve	b. Головной мозг
3. Cognitive	c. Каша, кашеобразная масса
4. Reserve	d. Поднять, повесить
5. Sharp	e. Познавательный
6. To set aside	f. Предназначать, выделять
7. Right handed	g. Резерв, запас
8. Switching	h. Случай, пример
9. Ambidextrous	i. Наоборот, обратно
10. Instances	j. Правша
11. Mush	к. Умственные способности
12. To boost	l. Смена, переключение
13. Mental capacity	м. Сообразительный, внимательный
14. Vice versa	н. Улучшать, совершенствовать

1.2 Explain how you understand the following phrases from Text 2.

- to improve memory;
- to stay sharp;
- to set time aside to read;

- to increase mental speed;
- “brain games”.

1.3 Connect the words on the left with the definitions on the right.

To stimulate	able to be obtained, taken, or used
Concentration	strong and working well
Tip	the way that someone connects ideas when they are explaining something or giving a reason
Science fiction	quiet thought that helps you to relax or that is intended as a spiritual or religious exercise
Puzzle	the ability to create new ideas or things using your imagination
Available	to make plants, cells, or a part of someone’s body grow or become more active
Logic	easy to do, or not causing problems or difficulties
Creativity	a useful suggestion
Powerful	to make something become larger in size and fill more space
Convenient	the process of giving all your attention to something
Meditation	your usual way of doing things, especially when you do them in a fixed order at the same time
To expand	a game consisting of a set of questions that you have to answer by thinking carefully

Routine

books and movies about imaginary future events and characters, often dealing with space travel and life on other planets.

1.4 Give definitions to the following words from Text 2 in English.

terrific available online video games challenge
chess language school tape math problems

1.5 Read and translate the following sentences from Text 2 printed in italics.

- 1) Some scientists also believe that it can also create a "cognitive reserve" that will allow you to stay sharp as you grow older.
- 2) Subscribe to several newspapers — your local paper, the Wall Street Journal and a trade publication that interests you.
- 3) What's great about puzzles is that they are available online.
- 4) Some tasks will be extremely difficult at first, but over time you can train yourself to be ambidextrous in many instances.
- 5) In fact, many games are designed to improve your memory, develop logic, increase mental speed and boost creativity.
- 6) One of the most powerful ways to exercise your mind is through learning a new language.

1.6 Read the Notes below. This information will help you to understand the text better.

NOTES

The Wall Street Journal is an American English-language international daily newspaper. It is published in New York City by **Dow Jones & Company**, a division of **News Corporation**, along with the **Asian** and **European** editions of the Journal. The

Journal is the largest [newspaper in the United States, by circulation](#). According to the [Audit Bureau of Circulations](#), it has a circulation of 2.1 million copies (including 400,000 online paid subscriptions), as of March 2010, [2] compared to [USA Today's](#) 1.8 million. Its main rival, in the business newspaper sector, is the London-based [Financial Times](#), which also publishes several international editions. (Wikipedia)

Sudoku is a [logic-based, combinatorial number-placement puzzle](#). The puzzle was popularized in 1986 by the Japanese puzzle company [Nikoli](#), under the name Sudoku, meaning *single number*. It became an international hit in 2005. (Wikipedia)

II. Exercises while reading

Exercises that you do while reading are very important. With the help of them you will understand the text, get the general idea and note important details that you will need at the final stage of the work.

2.1 Read the text. Answer the questions given in exercise 2.2. While reading pay attention to the sentences printed in italics.

Stimulate your brain

Studies show that exercising your brain can help improve your concentration and memory. *Some scientists also believe that it can also create a "cognitive reserve" that will allow you to stay sharp as you grow older.* You can easily exercise your brain every day by following these simple tips.

Read often

Set time aside to read each day. However, don't always read the same type of books. For example, if you are a fan of mysteries, mix it up with a historical biography or science fiction. *Subscribe to several newspapers — your local paper, the Wall Street*

Journal and a trade publication that interests you. Try to read the paper each day before leaving for work.

Do puzzles

Crossword puzzles, Sudoku and other word puzzles are terrific ways to work your brain. *What's great about puzzles is that they are available online.* In days gone by, you could only find crossword puzzles in newspapers or magazines. However, you can now choose from thousands of puzzles on the Internet.

Use your opposite hand

If you are right handed, try to use your left hand to do everyday tasks (and vice versa). By switching hands, you will be exercising the opposite side of the brain. *Some tasks will be extremely difficult at first, but over time you can train yourself to be ambidextrous in many instances.*

Play video and online games

Despite what you might read, not all video games will turn your brain to mush. *In fact, many games are designed to improve your memory, develop logic, increase mental speed and boost creativity.* Look for "brain games" such as chess, memory games, logic puzzles, word games and many others.

Learn a foreign language

One of the most powerful ways to exercise your mind is through learning a new language. Take a course at your local community college or language school. If that's not convenient, you can learn a foreign language online or by listening to tapes.

There are many other ways to exercise your brain such as practicing meditation, doing math problems, learning to play a musical instrument and expanding your vocabulary. The key is to avoid getting into a routine. By changing your day to day activities and taking on new challenges, you can improve your mental capacity and stimulate your brain.

(From "The Times")

2.2 Answer the following questions according to the text.

- 1) Is it true that regular brain exercises can make your brain work better?*
- 2) What type of books are recommended to read?*
- 3) Is it possible to develop your logic and memory with the help of puzzles?*
- 4) Why is it recommended to use both hands to do everyday tasks?*
- 5) Are video and online games good for your brain?*
- 6) What is the most powerful way to improve your memory?*

2.3 Look through the text and tell what main tips are given there to exercise your brain.

2.4 Find the sentences in the text which prove that these tips are really useful.

III. Exercises for reading comprehension and discussion

You start working on the final stage of the work with the text. The exercises and tasks below will help you to understand the main ideas of the text, to analyse it and use it during the discussion with other students.

3.1 ☺ What do you think about the problem discussed in the text? Express your opinion. Ask your group mates what they think about this problem.

3.2 ☺ Think about another title that can be given to the text. Prove your choice.

3.3 ☺ Make up a list of ideas from the text that are interesting to you personally.

3.4 Summarise the text in 5 key sentences. Compare it with your partner. Make up one variant of 5 key sentences which gives the main idea of the text best.

3.5 Write down an annotation. Use the phrases for annotation (ex. 3.5, p.14).

3.6 ☺ Find the information on the Internet or in the library what you should do to improve your speech. Discuss these ideas with other students and the ideas that you think are the best for improvement of speech.

3.7 ☺ Carry out an experiment. During one week follow the tips given in the text. Try to do all activities described. Tell the group about your results. Discuss in pairs what else you should do to stimulate your brain.

3.8 ☺ Write down an article to university newspaper about your experiment.

UNIT 5. TIME TO RELAX

Your mind will answer most questions
if you learn to relax and wait
for the answer.

William S. Burroughs

► *How do you understand the words of William S. Burroughs given above? Do you agree with them or not? Why?*



Unit 5. Time to relax is the last unit in the manual. It also contains two texts. For you, future linguists and teachers, it will be very interesting and useful to know how young people relax. Do you have any ideas what young people usually do when they want to relax and have fun?

Text 1 – The best place to get a coffee? Now you start working with the first text of this unit. Before reading, do the exercises below. It will help you to understand the information in the text better and improve your knowledge of English.

I. Exercises before reading

1.1 Connect the English words from Text 1 with their Russian equivalents.

1. Coffee shop	a. Акционер, владелец акций
2. Chain	b. Варить, заваривать
3. Location	c. Зарубежный рынок
4. Expansion	d. Местоположение
5. Overseas market	e. Небольшой, ограниченный
6. Family-run	f. Недорогой ресторан, кафе
7. Small-scale	g. Одобрять, рекомендовать
8. Shareholder	h. Оптом, большими партиями
9. In bulk	i. Семейный
10. To brew	j. Сеть (магазинов, кафе и т.д.)
11. To endorse	k. Увеличение, развитие

1.2 Explain how you understand the following phrases from Text 1.

- the most successful coffee chain;
- plans for expansion;
- family-run business;

- independent coffee shop;
- friendlier staff.

1.3 Connect the words on the left with the definitions on the right.

Cup	someone who owns something
Worldwide	the mood or feeling that exists in a place and affects the people who are there
To announce	to spend time with other people socially, for example at a party
Owner	to make a hole in something by pushing a sharp object into it
Outlet	a small round container for a drink, usually with a handle
Atmosphere	a company that sells the same goods or services as another company
To socialise	to make a public or official statement, especially about a plan, decision, or something that has happened
Competitor	a shop or place where a particular product is sold
To pierce	happening or existing all over the world

1.4 Give definitions to the following words from Text 1 in English.

to criticise stylish to relax coffee beans
 roasting factory high-class restaurant

1.5 Read and translate the following sentences from Text 1 printed in italics.

- 1) The most successful coffee chain is Starbucks.
- 2) Just recently, Costa announced plans for expansion into a number of overseas markets, including China, Russia.
- 3) “To me the coffee sold In Starbucks, Costa or Caffe Nero tastes the same as Nescafe!” said Mark Hegerstone, 28.
- 4) Coffee chains get their beans from massive roasting factories and order in bulk, but smaller shops get their beans from local roasteries and order in smaller quantities so it's always fresh”, said Harriet Masters, 35.
- 5) In effect, it's what Starbucks refer to as “the third place”: 1. home: 2. work; 3. another place where you can socialize, work or just relax.
- 6) However, many agree that the coffee is good and some high-class restaurants even use them... plus, they're endorsed by none other than George Clooney!

1.6 Read the Notes below. This information will help you to understand the text better.

NOTES

- **Starbucks Corporation** is an international coffee and **coffeehouse chain** based in **Seattle**, Washington. Starbucks is the largest **coffeehouse** company in the world, with 18,887 stores in 55 countries, including over 12,500 in the United States, over 1,200 in Canada and over 700 in the United Kingdom. (Wikipedia)
- **Costa Coffee** is a **multinational coffeehouse** company headquartered in **Dunstable, United Kingdom** and a wholly owned subsidiary of **Whitbread**. It is the largest coffeehouse chain in the United Kingdom and second-largest in the world (behind **Starbucks**). Costa Coffee was founded in London in 1971 by the **Italian** brothers Sergio and Bruno Costa. (Wikipedia)

- **Nespresso** is the brand name of Nestlé Nespresso S.A., an operating unit of the [Nestlé Group](#) based in [Lausanne, Switzerland](#). Nespresso machines brew [espresso](#) from special capsules containing ground [coffee](#). (Wikipedia)
- **George Timothy Clooney** (born May 6, 1961) is an American actor, film director, producer, and screenwriter. For his work as an actor, he has received two [Golden Globe Awards](#) and an [Academy Award](#). Clooney is also noted for his social activism and has served as one of the [United Nations Messengers of Peace](#) since January 31, 2008. (Wikipedia)

II. Exercises while reading

Exercises that you do while reading are very important. With the help of them you will understand the text, get the general idea and note important details that you will need at the final stage of the work.

2.1 Read the text. Answer the questions given in exercise 2.2. While reading pay attention to the sentences printed in italics.

The best place to get a coffee?

Is there a coffee shop near where you live? They're popular all over the world but are they the best place to go for a cup of coffee?

The most successful coffee chain is Starbucks. With more than 16,000 locations worldwide (including 11,068 in the United States, nearly 1,000 in Canada and more than 800 in Japan), the company has more than 55% of the market.

Other popular chains include Costa Coffee. They're big in the UK. *Just recently, Costa announced plans for expansion into a number of overseas markets, including China, Russia.* Central Europe, the Middle East and India. Owners Whitbread say the chain could double in size, adding more than 1,500 Costa Coffee outlets to the group.

But do coffee chains serve the best coffee? Many fans of the drink prefer independent coffee shops (ICS). These are often family-run businesses or small-scale operations. *“To me the coffee sold In Starbucks, Costa or Caffe Nero tastes the same as Nescafe!” said Mark Hegerstone, 28.* “I always go to the little coffee shops because money spent in an independent coffee shop enters the local economy, but when it's spent at a coffee chain, it goes to shareholders who probably don't even live in the country”; said Nicole Simmornds, 34. *“For me, it's all about the quality of the coffee. Coffee chains get their beans from massive roasting factories and order in bulk, but smaller shops get their beans from local roasteries and order in smaller quantities so it's always fresh”, said Harriet Masters, 35.*

So, why are the coffee chains so popular? The answer is that it isn't just about the coffee - it's got a lot to do with the atmosphere, too. *“Costa stores and Starbucks look and feel comfortable and relaxing”, said Abbie Jones, 29.* *“The staff are generally friendlier in coffee chains”, said Luke Brown, 33.* *In effect, it's what Starbucks refer to as “the third place”: 1. home; 2. work; 3. another place where you can socialize, work or just relax.*

But now there's a new competitor in the market the Nespresso. These stylish coffee machines are designed to brew up a single-serving of coffee from "capsules" (or 'pods' as they're also known). The colourful capsules come in a wide range of varieties and are placed in the coffee machine. Once turned on, the top of the capsule is pierced and pressurised hot water is pushed into it. Some criticise the machines for being wasteful with all the unnecessary packaging from the capsules. *However, many agree that the coffee is good and some high-class restaurants even use them... plus, they're endorsed by none other than George Clooney!*

Coffee, anyone?

(From “Hot English Magazine”)

2.2 Answer the following questions according to the text.

- 1) What are the most famous coffee chains in the world?
- 2) Why do many people choose independent coffee shops?
- 3) Why are the coffee chains very popular today?
- 4) What new competitor is becoming more and more popular?
- 5) What makes many people use the Nespresso?

2.3 Look through the text and tell in what countries you can find the most famous coffee shops?

2.4 Look through the text one more time and find the reasons why many people prefer independent coffee shops.

III. Exercises for reading comprehension and discussion

You start working on the final stage of the work with the text. The exercises and tasks below will help you to understand the main ideas of the text, to analyse it and use it in your speech.

3.1 ☺ What do you think about the problem discussed in the text? Express your opinion.

3.2 ☺ Think about another title that can be given to the text. Prove your choice.

3.3 ☺ Make up a list of ideas from the text that are interesting to you personally. Ask other students about their ideas. Discuss these ideas with the group.

3.4 Summarise the text in 5 key sentences. Compare your key sentences with your partner. Discuss whose key sentences give the main ideas of the text best.

3.5 Write down an annotation. Use the phrases for annotation (ex. 3.5, p.14).

3.6 ☺ Do you think coffee shop is really the place “where you can socialize, work or just relax”? Discuss this idea with other students.

3.7 ☺ Carry out a survey among your friends. Find out if they often go to the coffee shops. Find out why do they like it or not. Ask your friends what do they think about the atmosphere in such places. Tell the group about the results of the survey.

3.8 ☺ Write down an article in university library about the results of the survey.

Text 2 – Segway Surprise! Is this transport of the future? Now you start working with the second text of this unit. Before reading, do the exercises below. It will help you to understand the information in the text better.

I. Exercises before reading

1.1 Connect the English words from Text 2 with their Russian equivalents.

1. Vehicle	a. Гироскоп
2. Sturdy	b. Жужжать, гудеть
3. Handlebar	c. Изогнутый
4. To lean forward	d. Мальчик, подносящий клюшки и мячи в гольфе
5. Twist	e. Наклоняться вперед
6. Grip	f. Перезаряжать
7. Gyroscope	g. Прочный, крепкий
8. To recharge	h. Рукоятка, ручка
9. Caddy	i. Руль
10. To buzz	j. Транспортное средство, автомобиль

1.2 Explain how you understand the following phrases from Text 2.

- perfect for short journeys;
- gyroscope detects your movements;
- maximum speed;
- mobility problems;
- must be equipped with;
- to make a fortune from something.

1.3 Connect the words on the left with the definitions on the right.

Pole	the equipment in a car, bicycle, or other vehicle that you use for slowing down or stopping
To plug in	the substance on the surface of the Earth in which plants grow
To maintain	the steep side of an area of high land
Pavement	a long thin stick, often used for holding or supporting something
Brakes	a small piece of equipment that uses new technology
Illegal	to continue to communicate with someone
Soil	to connect a piece of equipment to an electricity supply or to another piece of equipment
Cliff	not allowed by the law
Gadget	the surface of a road

1.4 Give definitions to the following words in English from Text 2.

journey wheel private property
 to invent miner accident riverside path luxury

1.5 Read and translate the following sentences from Text 2 printed in italics.

- 1) It's an electric vehicle that consists of a platform between two sturdy wheels, with a pole that connects the platform to the handlebars.
- 2) The Segway has a maximum speed of 19km per hour and a range of about 38km.
- 3) People with mobility problems can now enjoy walks in the country with their friends and family.
- 4) Visit any major tourist city in the summer, sit outside a cafe for a while and there's a good chance you'll see a group of tourists buzz past on Segways.
- 5) At several thousand dollars for the cheapest model, the Segway will probably remain a luxury for most.

1.6 Read the Notes below. This information will help you to understand the text better.

NOTES

- **The Segway PT** is a **two-wheeled**, self-balancing transportation machine invented by **Dean Kamen**. It is produced by **Segway Inc.** of **New Hampshire**, USA. Segway PTs are driven by electric motors and can go up to 12.5 miles per hour (20.1 km/h).



(Wikipedia)

II. Exercises while reading

Exercises that you do while reading are very important. With the help of them you will understand the text, get the general idea and note important details that you will need at the final stage of the work.

2.1 Read the text. Answer the questions given in exercise 2.2. While reading pay attention to the sentences printed in italics.

Segway Surprise! Is this transport of the future?

What do you use to get around town? A car? A bike? Your feet? Perhaps you should try a Segway!

The Segway is perfect for short journeys. *It's an electric vehicle that consists of a platform between two sturdy wheels, with a pole that connects the platform to the handlebars.* To ride it, you step up onto the platform, and control the Segway by moving your body. Lean forwards to go faster, and backwards to slow down.

On older models, steering is controlled by a twist grip on the left handlebar. This varies the speeds between the two motors (a decrease in the speed of the left wheel would turn the Segway PT to the left). With newer models you simply lean to the left or right. Meanwhile, a gyroscope detects your movements and stops the machine from falling over. *The Segway has a maximum speed of 19km per hour and a range of about 38km.* After that, you need to plug it in and recharge the battery.

Segways are used for a variety of purposes. *People with mobility problems can now enjoy walks in the country with their friends and family.* Some golfers use them as an alternative to the traditional caddy or golf cart. And dog owners now have an easier way to take the dog to the park.

A few police forces use Segways, too. They allow officers to move quickly whilst maintaining contact with the public. They're also becoming a common sight in airports. However, the most popular use is in tourism, particularly for city tours. *Visit any major tourist city in the summer, sit outside a cafe for a while and there's a good chance you'll see a group of tourists buzz past on Segways.*

One of the biggest problems with Segways is that no one seems to know how to classify them. In most states in the USA they can be ridden on pavements, and some states even allow them on roads. In Japan, they're treated as a motorcycle and must be equipped with brakes and signal lights. In the Czech Republic, you can ride them on pavements, but in the UK, they're illegal (except on private property), and you can be fined for riding them on any public right of way.

So, how did it all start? The Segway was introduced into the market in 2001 after being invented by American Dean Kamen (1951). Later, the company was bought out by British businessman Jimi Heselden. Heselden (a former miner) made a fortune from the manufacture of "gabions" (portable metal cages filled with sand or soil for flood defence or blast protection at military bases). Tragically, Heselden died in an accident on his Segway. He was riding along a riverside path on his estate near Leeds when he lost control of the machine and went over a cliff.

At several thousand dollars for the cheapest model, the Segway will probably remain a luxury for most. However, for those who love gadgets and novelty, the Segway could be what you're looking for.

(From "Hot English Magazine")

2.2 Answer the following questions according to the text.

- 1) What kind of transport is perfect for short journeys? Why?
- 2) Do you need driving license to ride a Segway?
- 3) What kind of purposes can the Segway be used for?
- 4) What problems connected with the Segway are mentioned in the text?
- 5) Who had the idea to create such an unusual transport?
- 6) Can everybody afford to buy the Segway?

2.3 Look through the text and tell what main part the Segway has.

2.4 Find the sentences in the text which show the advantages and disadvantages of the Segway. Characterise it.

III. Exercises for reading comprehension and discussion

You start working on the final stage of the work with the text. The exercises and tasks below will help you to understand the main ideas of the text, to analyse it and use it in discussion with other students.

3.1 ☺ What do you think about the problem discussed in the text? Express your opinion.

3.2 ☺ Think about another title that can be given to the text. Prove your choice.

3.3 ☺ Make up a list of ideas from the text that are interesting to you personally. Ask your group mates about their ideas. Discuss with the group how these ideas can be used in your future.

3.4 Summarise the text in 5 key sentences. Compare your sentences with your partner and make up one general variant of key sentences.

3.5 Write down an annotation. Use the phrases for annotation (ex. 3.5, p.14).

3.6 ☺ Find the information on the Internet about other unusual means of transport. What are their advantages and disadvantages. Tell your group mates about these means of transport using the presentation. Ask them what kind of transport they would like to have.

3.7 ☺ Carry out a survey among your friends. Ask them what they usually do when they want to relax and have fun. Ask them to bring you photos showing these moments of their life. Tell the group about the results of the survey using the presentation with your friends' pictures.

3.8 ☺ Write down an article to university newspaper about the survey. Ask the readers if they do anything unusual when they want to relax and have fun.

PART II



Part II contains 10 supplementary texts for autonomous reading. All texts not only deal with different problems of young people abroad, but also give useful pieces of advice that you can apply in your life and future career. The work with Part II will help you to get new interesting information about the life of young people abroad and it gives you the chance to practice reading skills and improve your information competence. Each text has notes after it with the translation of unknown words from the text, so if you want to enlarge your vocabulary you can learn these words by heart.

Text 1 – The art of reading

By the time you get to university, you should really have got to grips with phonics. The only letters you ought to be spelling out individually are BA, or BSc.

Reading is a skill that, for most undergraduates, is taken as read. This is because getting to university is all about doing well in exams, and everyone knows that the most important thing to do in an exam is to read the question. It is worth remembering, however, that no one will realise that you have read a question until you actually bother to answer it.

Reading once you start university is similar - you don't just need to do it, you need to be seen to be doing it (and acting upon it). Sometimes you can be seen to be doing it even if you're not. This is called adding footnotes. Always read at least the title and name of the author, however, because it's never a good idea to pretend you've read something unless you're absolutely sure your tutor hasn't written it.

Learning to read better is largely about knowing what's worth reading and what's not. Let's start with the booklist. This probably is worth reading - but only so that you can strike out most of its suggestions. Many of the others, you can probably dismiss after a quick scan through various introductions and conclusions. Gavin Fairbairn, author of *Reading at University: A Guide for Students*, says much of what academics write is pretentious nonsense. He says you need to use contents lists and indexes, abstracts and footnotes to help you locate the really interesting ideas.

The important thing is to think about the texts and what they might contain without actually having to wade through all of them. You want to reduce the amount of ineffective reading you do so that you can focus on the bits that are really useful. Soon you may find your essential reading for an assignment consists of just a couple of paragraphs.

While you are reading, you need to think about how the text helps to answer the question you are tackling, what argument it is making, whether you agree with it, and what other people have said. For most students, keeping dozens of things in their

head like this is easy. Many find they can read a whole book while plotting an evening's pub crawl and wondering whether that cute guy who usually visits the library on Wednesdays is going to turn up.

Nowadays, thanks to the web, it is possible to do all the reading you need without ever using a book at all. Make sure you remember how one works though, just in case you have to open one in front of your lecturer.

Finally, don't forget to read critically what you've written yourself. Remember, you need to be rigorous about dismissing purple prose and pretentious theories, even if you think the person who wrote them is potentially a genius.

(From "The Guardian")

Notes:

undergraduate – студент, новичок

footnotes – сноска, примечание

pretentious – вычурный, надменный

to tackle – пытаться найти решение

rigorous – точный, тщательный, doskonaльный

Text 2 – The art of being well-informed

Being well-informed is not the same as being a know-all. The former is about being able to ask intelligent questions in seminars, engage in debate about the Israeli-Palestinian conflict, and realise that two of your tutors are having an affair. The latter is about passing on information on all of these subjects to everyone you know, even if you are not entirely sure the information is true. Also, being well-informed involves knowledge about lots of different things, while being a know-all can mean knowing all there is to know about an obscure period of Latvian history but not about how to tie your shoelaces.

So, one of the things to remember if you want to be well-informed is to be broad in your interests. Don't spend every waking minute in libraries and lectures. Find time to talk to fellow [students](#) about books and talks they have attended, flick through a periodical analysing recent world events, or watch the final eviction on *Celebrity Big Brother*.

Attending a play or art exhibition, or even pondering the positives and negatives of Coolio may spark ideas useful to your topic of study, even if the connection isn't immediately obvious. So keep an eye on arts and events listings, and don't dismiss every invitation to socialise as a distraction.

Meanwhile, remember that it can be tricky to be on top of your subject if you're always thinking about entirely different things, or watching reality TV. So do spend some of your time in libraries and lectures. And while you're there, ask for advice about the most useful publications and online resources available in your subject.

Then, read. Start with all those bits of paper you were given at the beginning of term where you will find loads of useful information. Try reading emails from tutors, and comments on the bottom of assignments. You can make all sorts of interesting discoveries by simply casting your eyes over noticeboards and reading some of the posters stuck around the student union. It's even worth reading things like your course handbook.

Then there are newspapers, magazines, websites. It is also worth joining the odd online discussion group in areas that interest you. Oh, and don't forget to Twitter, or to check what your friends are up to on Facebook, although no more than five times an hour.

One danger with information-gathering is that it can become so addictive you never get around to doing anything with it. Remember that no one will realise how well-informed you are if you keep all the information to yourself.

(From "The Guardian")

Notes:

obscure – малоизвестный

shoelace – шнурок для ботинок

flick through – бегло просматривать, пролистывать

to ponder – обдумывать, взвешивать

spark – вызывать, побуждать

Text 3 – How to be a student

In today's competitive student world, the ability to work harmoniously with other people is a good way of marking yourself out from everybody else. While teamwork may offer the chance to blame others for your mistakes, you can never blame them for your failings as a teammate. In any case, working out where to apportion blame is not a good way to approach membership of any new team. Instead, get to know one another, so you can build up a shared identity and combine your strengths. Find out each other's priorities, values, weaknesses, past achievements, names.

Don't shy away from conflicts but work out how to deal with them, preferably without resorting to anything physical. Humour can be a good glue, so have a laugh together - but not at a team member's sticking-out ears.

Before setting down to business, it's important to establish ground rules. First, make sure you all share the same concept of time. Will 9.30am meetings actually take place at midday? Then, work out how you are going to make and communicate decisions. These are probably best made at a formal meeting and communicated by email, rather than in a rumble of agreement at a post-meeting pub session. You must also agree on who will be responsible for making decisions. Will they need to be made unanimously or by the vocal young man who has already mentioned the project on his CV under "leadership skills"?

Even if you have decided that decisions don't have to be unanimous, it is important that every team member is kept involved, including those who always disagree with the majority view, rarely say a word, or have a weird haircut.

Once you've got your rules of engagement, define what you want to achieve, and the deadline. Work out what you have to do before the time is up to do it.

Now comes brainstorming. The important thing here is a fully open mind. Write everyone's ideas down without sniggering. If you tell someone their idea is stupid, you may stop them coming up with something fantastic later. Once the brainstorming is over, you can strike out the suggestions that won't work. Remember that ideas can sometimes be good even if they're not yours. And don't take it personally if yours are ditched - you will still have lots to contribute.

The team must assign roles according to everyone's individual skills. Are you a charismatic leader or a details person? Remember that every task is equally important, even if one involves making a presentation and acknowledging the applause of your peers while the other involves hours of photocopying.

Whatever your role, it is important to keep a record of what has been decided at each stage and what each member of the team has contributed. Then, when the task is over, you can review how well it went. It is popularly known as covering your back.

(From "The Guardian")

Notes:

to apportion – распределять, разделять

priority – преимущество, первенство

to shy away from – сторониться, избегать

rumble – гул, грохот

sniggering – хихиканье, смешок

Text 4 – The art of beating exam nerves

Exam nerves are a healthy sign that you take your degree seriously and want all your hard work of the past three years to be recognised. Or that you realise you spent too much of the past three years in bed. The best way to beat nerves is therefore to feel prepared. Not prepared to fail and shame your family. It means feeling confident that you have the skills and knowledge to tackle whatever the exam is likely to throw your way.

Ideally, you will have been preparing throughout your time at university by attending all your lectures, diligently completing assignments and, possibly, alphabetising your notes. All this is important, but you also need to prepare for the exams more directly. This means thinking about the kinds of topics that are likely to come up and the different ways in which they could be addressed. Look at the prospectus or module rubric to see what it is supposed to be about and what you are supposed to know by the time you've finished studying it. If it bears no relation to what you actually know, it's worth raising this with your lecturers.

It is a good idea to talk to teachers anyway if you are feeling anxious. They may be able to offer reassurance, as well as techniques for tackling revision. If you are really anxious, speak to a doctor.

Spending too much time alone in the run-up to exams is unwise because you can get things out of perspective, so try studying from time to time with others, and don't cut out socialising completely. Of course, you can also get things out of perspective in a group. Don't get intimidated by other people's revision timetables, or assertions that they know what will be in the exam; they don't.

Working your way through past exam papers will give you a better idea of what you're up against, although make sure that the curriculum hasn't been completely overhauled since the papers were written. The other way you need to be prepared is to know in advance what exam you are taking, and when and where you are supposed to be taking it.

Keep off the coffee and fizzy drinks. Feeling alert is helpful; feeling wired is not. Feeling hungry isn't that great either, so remember to eat breakfast even if you don't really want it. And feeling sleepy is a liability. Get an early night and stop revising at least an hour before bedtime so you can close your eyes without seeing imprints of mathematical equations.

Make the most of support offered by friends and family. But don't freak out if your candidate number is 13, or your lucky underpants are in the wash.

You should realise that while it is nicer to spend three hours filling pieces of paper with scintillating analyses and facts than struggling to dredge up that point thin-gummy once said somewhere, filling up the rest of your life with interesting insights is far more important.

(From "The Guardian")

Notes:

diligently – усердно, старательно

anxious – взволнованный, озабоченный, беспокойный

assertion – утверждение, суждение

to overhaul – тщательно изучать

fizzy drink – газированный напиток

liability – помеха, источник неприятности

equation – уравнение

scintillating – остроумный, увлекательный

to dredge up – вспомнить, выудить (из памяти)

Text 5 – The art of making life memorable

One of the main reasons to go to university is to store up more interesting things to remember than school trips, weddings and disastrous family holidays. On the other hand, university can be just as mundane as a wet fortnight in Blackpool unless you actually do something memorable.

So make sure that before you leave you have done a few things that you've never done before - and may never do again - such as reading a novel in French or spending the night in a field. And don't forget to do all the corny stuff. In summer, have a picnic in the sun, fall in love, eat strawberries, go to a ball, cycle to a music festival. In winter, toast marshmallows, go skating, throw up in a bin. Also, seize any opportunity you get to travel.

Always make sure you do stuff with other people, so that you will be able to reminisce with them later. Few university memories are inspired by solitary swotting in a study bedroom.

Certainly, once exams are out of the way, you really don't need to worry about remembering what you've been studying. Unless you become an academic, or possibly a doctor, it probably won't have the slightest relevance to the rest of your life.

There are a couple of exceptions to this. If you are being taught by a Nobel prize-winner or a media don, you will want to remember that you were taught by them. Ideally, you should also recall something they said. If you get the chance to attend a lecture by a star speaker, such as Bono or Osama bin Laden, go.

Name-dropping is one of the main purposes of university nostalgia - especially if you went to Oxbridge - so try to keep in with future stars. Dabble in university politics and journalism, get bit parts in the most talked about theatre productions, hang out with the year's most strikingly beautiful student.

Don't be so intimidated by the scarily bright, confident members of your peer group that you never get around to speaking to them. They will be much more scary once they actually become prime minister, and by that time you could be reminiscing together about the time you went skinny-dipping.

Even if you are the scarily confident future star yourself, it is a good idea to share your memorable moments with other people rather than dwelling on them alone. That way they could later be recalled fondly for a profile piece in a magazine.

And beware of spending too much time wallowing in university nostalgia. It suggests you haven't been doing anything all that interesting since.

(From "The Guardian")

Notes:

store up – запасать, сберегать

mundane – обычный, приземленный

corny – сентиментальный, слезливый, простодушный

marshmallow – зефир

to seize – схватить, хватать

to reminisce – предаваться воспоминаниям, вспоминать прошлое

swotting - зубрежка

to name-drop – хвалиться знакомствами с видными людьми

to dabble – проявлять поверхностный интерес

skinny-dipping – купание нагишом

to wallow – погрязнуть в чем-либо

Text 6 – The art of making friends at university

Winning friends and influencing people at university is easy since everyone's there to have soulmates and learning experiences anyway.

It's even easier in Freshers' Week, when most **students'** critical faculties have been softened up by a mixture of disorientation, alcohol and endless queueing. And at the start of the week, many will renounce any strongly held conviction they ever had in return for a conversational overture and a cup of tea.

The hard part is deciding which people are worth the effort. This is much trickier than in the outside world because you have less to go on. Someone who holds a senior position with your dream employer, has been tipped as a future prime minister and runs a philanthropic trust for deserving graduates is probably worth flashing a smile. The prospects of someone who holds a part-time job in the student bar and ambitions on the ents committee are harder to judge.

So the answer is to smile at everybody. Lots. Also use their name. Lots. Hearing their own name reassures people that the speaker regularly says something worth listening to. It also shows you've remembered it. Make sure you have remembered it, though. And don't risk using a nickname unless you're sure they like it. You may know someone as Spotty Sue, but she may well prefer Susan.

Then, pay compliments. Tell Susan you think that red polka dot vintage dress is a really clever idea. Remark on an especially interesting comment in a seminar. Ask for that Bolognese recipe, book reference, plastic surgeon address.

Next, go out of your way to show interest in whatever other people are interested in, and try to plug into their way of thinking. Ask intelligent questions about why they finally plumped for "freak night" rather than "funk night" as a name for next Wednesday's event. Murmur: "That's such a brave thing to do, Matt, because it shows confidence that the music is strong enough to resist restrictive labelling."

Mostly, though, you should shut-up and let them do the talking. Interject to indicate agreement and engagement, although make sure you do agree and are engaged oth-

erwise you may have to do some difficult back-peddalling later. By becoming a good listener you will arm yourself with information about their interests and experiences that could later prove invaluable. When you meet them again, you will be able to suggest books they might read or events they might want to attend, with you, as well as knowing whether to ask after their migraines or their mother.

Don't be too spookily well-informed of their movements, however, or they may find it disturbing. And while regular texts are a flattering way to show that you're thinking of them, you don't want to show you're thinking of them most of the day.

In fact, you want them to think you're the kind of balanced and fun person to be around that barely has a spare minute between sporting achievements, volunteering and impromptu picnics! Stay upbeat at all times. Empathise, without moaning or ever admitting that your course is rubbish, your boyfriend's a loser and your only hobby is virtual fishing.

Meanwhile, even if your schedule really is packed, remember that keeping friends abreast of your news by posting it on your Facebook site flatters no one but yourself, while adding comments on the sites of other people helps them show the world how popular they are, keeps them grateful and gets your name around.

Now that you've won friends, it's time to start influencing them. Begin by praising their brilliant ideas and telling them about those, few, times in the past when you made one or two mistakes similar to those they may be making. Then, establish several points on which they agree with you wholeheartedly – and conclude that they obviously therefore agree with you on a few further points, especially as they are such thoughtful and socially responsible people. In fact, weren't they the ones who came up with the ideas in the first place?

If you want them to take on board your ideas while recognising that you were the genius who thought them up, talk in dramatic and emphatic terms about your latest insights. Wave your arms about. Exude total confidence in the rightness of your point

of view – unless someone comes up with incontrovertible proof that you are talking rubbish. In this case, admit your mistake, and come up with something better, fast.

Sadly, effective as these tips are, they are only really relevant to those in their first or final years. The intervening time at university will be spent mainly in attempting to shake off those embarrassing hangers-on you smiled at too winningly in year one.

(From “The Guardian”)

Notes:

fresher – новичок, первокурсник

to renounce – отказываться, отвергать

to plump – поддерживать, выступать «за»

to murmur – шептать, говорить шепотом

to back-pedal – идти на попятный

spookily – сверхъестественно, жутко, страшно

to moan – оплакивать, жаловаться

incontrovertible – бесспорный, несомненный

intervening – промежуточный, переходный

hanger-on – навязчивый поклонник, постоянный спутник

Text 7 – The art of writing your CV

According to Lee McQueen, who won The Apprentice despite stretching the truth about his time at university, a curriculum vitae is merely "a conversational tool".

How can you make your CV attractive enough to get that conversation started? A CV should be less about you than about whoever you are hoping will give you a job. Bear in mind that while employers say they seek candidates who stand out, in fact they want people who fit in.

This means making sure you know what they are looking for before you attempt to persuade them that it's you. Look at their website, talk to present or former employees if you can, and get a feel for the kind of buttons to press in your personal sales pitch. If you are responding to a job ad, keep referring back to it. This ensures that you are applying for a vacancy that exists, rather than a vacancy you wish existed.

You should never attempt to palm off the same CV on lots of different employers. If you are applying for jobs abroad, find out whether the preferred CV format is different, and check whether you need a Europass if you're looking for a job elsewhere in the EU. But do have a model CV prepared so you only have to tweak it, rather than agonise over font sizes hours before the deadline.

Talking of font sizes, keep them to 10 or 12 point, and choose clear, common fonts such as Times New Roman or perhaps Verdana rather than anything too distractingly fancy. Use good quality white paper, printed on one side only, 1.5-line spacing. You can be more adventurous if you are applying for a creative job. It doesn't count if you want to let everyone know you are a creative but are applying to be an accountant.

If you really are a creative, it may be worth considering putting together a web CV, to which you can direct employers through a covering letter. This will allow you to use graphics, colour, hyperlinks, and even video and sound.

Next, you need to sum up yourself, your exceptional skills and your career ambitions in a sentence or two that make you seem irresistible. Don't try to be funny, don't use meaningless cliches, and don't mention money.

Follow your winning sentence with details of your qualifications and work experience. Be brief, relevant, precise and grammatically correct. Back up statements about your brilliance with concrete evidence, and always include dates. Whatever McQueen says, never lie.

Other skills and interests are worth including, but only if they are relevant - and not too weird or too passive. Organising adventure courses demonstrates organisation, toughness and teamwork. Watching nature programmes doesn't.

Finally, get someone to check the CV for impact and spelling, and then please make sure you send it to the right person.

(From “The Guardian”)

Notes:

to bear in mind – иметь в виду

to stand out – быть заметным, выделяться

to persuade – убеждать

to palm off – всучить, подсунуть

to tweak – корректировать

to agonise – мучительно думать

font – шрифт

to distract – отвлекать

weird – странный, чудной

Text 8 – Education

Study of how people develop and learn - including education studies, undergraduate teacher training and academic studies in education

What will I learn?

If you want to work in the classroom as a professional teacher you need to take a teacher-training qualification. These can be bachelor of education degrees or bachelor of arts degrees, but they must also confer Qualified Teacher Status (QTS). They are three- or four-year courses during which you will develop the specialist subject you need to teach, learn about the national curriculum for that subject, get up to speed with the latest government education initiatives (and get a shock when you realise how many there are and how often they're updated), and learn about the legal and ethical responsibilities that come with the job. You will also learn a huge range of

strategies and practical teaching techniques such as planning lessons and assessment, managing behaviour and understanding how children learn. A substantial proportion of your time will be spent in a school observing expert teachers and teaching, supported by a mentor from the school. If you want to learn about education because you find it interesting, but do not plan to teach, then an education studies course is more appropriate. These courses will look at how education is delivered, but will focus more on how this fits into a cultural, political or historical context, rather than just how it is practically applied in schools on a day-to-day basis. You will probably look at other education models and their impact on society in other countries, and perhaps even start to develop a few ideas of your own.

What skills will I gain?

After completing your teaching qualification, you should have the confidence to walk into a classroom of 30 children or young people knowing that you have the theory and the practical knowledge and experience to ensure that all of them learn and achieve their potential. You'll know what subjects you need to teach and at least have an idea about how best to do it. You will also know the difference between an academy and a specialist school, appreciate why people get cross when creationism is taught in science lessons, and be aware of the arguments surrounding grammar schools. Students taking education studies degrees will develop a good knowledge of educational practices, and be able to explain past ideas and assess how they fit into today's policies.

What job could I get?

Teaching is the obvious one, but if you don't feel like it once you've completed your degree, there are other possibilities inside and outside education. Teachers are highly skilled at working with people, organising and planning, and coping with stressful situations – these skills are valuable in many careers. The majority of graduates with QTS do enter the teaching profession and some of those with education studies may

choose to study for a postgraduate teaching qualification, though many of the latter follow other careers working with children and young people.

What will look good on the CV?

- Good communication skills.
- Knowledge of the profession.
- An ability to understand and know how to implement education policy.

(From “The Guardian”)

Notes:

assessment – оценка, оценивание

mentor – руководитель, наставник

to ensure - гарантировать, обеспечить

valuable – ценный, полезный

to implement – выполнять, осуществлять

Text 9 – Young, in love and sharing everything including a password

Young couples have long signaled their devotion to each other by various means — the gift of a letterman jacket, or an exchange of class rings or ID bracelets. Best friends share locker combinations.

The digital era has given rise to a more intimate custom. It has become fashionable for young people to express their affection for each other by sharing their passwords to e-mail, [Facebook](#) and other accounts. Boyfriends and girlfriends sometimes even create identical passwords, and let each other read their private e-mails and texts.

They say they know such digital entanglements are risky, because a souring relationship can lead to people using online secrets against each other. But that, they say, is part of what makes the symbolism of the shared password so powerful.

“It’s a sign of trust,” Tiffany Carandang, a high school senior in San Francisco, said of the decision she and her boyfriend made several months ago to share passwords for e-mail and Facebook. “I have nothing to hide from him, and he has nothing to hide from me. I know he’d never do anything to hurt my reputation,” she added.

It doesn’t always end so well, of course. Changing a password is simple, but students, counselors and parents say that damage is often done before a password is changed, or that the sharing of online lives can be the reason a relationship falters.

In a 2011 telephone survey, the Pew Internet and American Life Project [found](#) that 30 percent of teenagers who were regularly online had shared a password with a friend, boyfriend or girlfriend. The survey, of 770 teenagers aged 12 to 17, found that girls were almost twice as likely as boys to share. And in more than two dozen interviews, parents, students and counselors said that the practice had become widespread.

In a recent column on the tech-news Web site Gizmodo, Sam Biddle called password sharing a linchpin of intimacy in the 21st century, and [offered advice](#) to couples and friends on how to avoid missteps.

“I’ve known plenty of couples who have shared passwords, and not a single one has not regretted it,” said Mr. Biddle in an interview, adding that the practice includes the unspoken notion of mutually assured destruction if somebody misbehaves. “It’s the kind of symbolism that always goes awry.”

Students say there are reasons, beyond a show of trust, to swap online keys. For instance, several college students said they regularly shared Facebook passwords – not to snoop on or monitor each other, but to force themselves to study for finals. A student would give her password to a friend to change it – and not disclose the new password – thereby temporarily locking out the Facebook account holder and taking away a big distraction to studying.

Alexandra Radford, 20, a junior at San Francisco State University, said she had done this for friends several times during exams. One friend wanted to know the new password before finals ended, but Ms. Radford held firm.

“Once finals were over, I gave it to her,” she said. “She was, like, ‘Oh, my gosh, thank you.’ She knew I was good about not giving her the password back.”

But Ms. Radford is more sheepish about the passwords she shared a few years ago in high school with her boyfriend. They even changed their passwords to reflect their relationship. Hers: ILoveKevin. His: ILoveAly.

“We did it so I could check his messages because I didn’t trust him, which is not healthy,” she conceded.

(From “The New York Times”)

Notes:

devotion – преданность

affection – любовь, привязанность

entanglement – запутанность

souring – испорченный

linchpin – опора

awry – неправильно, искаженно

to snoop – подглядывать

sheepish – застенчивый, робкий

to concede – признавать

Text 10 – Did your career get off to a frying start at McDonald’s?

McDonald's boasts that it will create 2,500 new jobs in the UK this year. But is there anything to be gained from taking employment like this?

McDonald's: career opportunity or dead-end work?

When Douglas Coupland popularised the phrase McJob in his 1991 novel Generation X, he can have had little idea that it would still be used two decades later to define a "low-pay, low-prestige, low-dignity, low-benefit, no-future" job in the service sector.

With the news that [McDonald's is to create 2,500 UK jobs in 2012](#), with at least half going to young people, the phrase is popping up once again. But is it fair? Is work in the service sector unstimulating and low-paid with few prospects, or can it be invaluable in early professional development and prove a springboard for future success?

David Cameron and Nick Clegg welcomed the announcement by the [fast food](#) giant, and Clegg said work at [McDonald's](#) helps young people "to develop their skills and confidence" and gives them "a terrific opportunity to move up within the company, or use their experience and training to move into other jobs".

Unsurprisingly, McDonald's itself argues strongly that work in the service sector is valuable – it tried to have the phrase McJob [removed from the Oxford English Dictionary](#) in 2007, and in December 2011, McDonald's UK chief executive Jill McDonald [told the Guardian](#) the word "undermines the hard work and achievements not only of our people but of all those working in the food service industry".

McDonald (Jill, that is) added that the firm spends £30m a year to motivate its people and "offers real career development and progression, and the opportunity to gain nationally recognised qualifications, from apprenticeships to foundation degrees." She says the UK business sees the equivalent of six full classes gain adult certificates in English and maths every week.

Work at a fast food outlet is certainly no barrier to success. DJ and TV presenter Richard Bacon [worked at McDonald's when he was a teenager](#) and says he "came away with loads of funny anecdotes, and it's no bad thing to be willing to earn your own money". England rugby international Steve Borthwick [worked at McDonald's when he was 16](#) to pay for his driving lessons, though his 6ft 6in frame meant he regularly bumped into the cooking range.

According to [Business Insider](#), actress Rachel McAdams, Sharon Stone and singers Seal and Pink are all McDonald's alumni. But perhaps the most recognisable face of post-service industry success is Amazon founder Jeff Bezos, [who said](#) his early role at McDonald's taught him that customer service is "really hard".

Guardian.co.uk reader, FuturePM, said [he applied to McDonalds as a trainee manager in 2003](#) when he was 20, yet was instantly handed a crew member uniform and told to learn the basics. He was not disappointed: "You have to go through that to be effective as a manager (you cannot reasonably ask anyone to do something you would not)."

But he left when he was also placed on crew wages, "which was not enough for me to survive on at the time – which is why I left. The area manager was very disappointed as she really liked me and thought I'd go far with the business."

Despite this experience, the reader defends McDonald's. "I subsequently went to university (I have 3 As at A-level) and studied business management and economics, and I graduated last year. McDonald's are one of the world's most successful businesses and excel in marketing and operations. To be educated by this organisation on business practice is always going to have a positive impact upon an individual."

(From "The Guardian")

Notes:

to gain – зарабатывать, получать

dignity – высокий пост

to pop up – высвечиваться (на экране), появляться

springboard – трамплин

apprenticeship – обучение, ученичество

outlet – торговая точка, магазин

to bump into – встречаться, сталкиваться

alumni – бывший студент, выпускник

subsequently – впоследствии, позже

PART III

Role play “Young people and their habits. Smoking”



Part III represents the role play on the problem of smoking among young people. You are invited to take part in a TV show called “Young people and their habits”. The topic of the programme you are invited to is smoking. You have some time to get ready for the discussion. Choose a character from the list below and find the information you need on the Internet to use at the show. Take part in the show. Use the phrases given to express your agreement or disagreement. Try to be active, polite and reasonable.

The script of the role play

The goal of the role play is to discuss the problem of smoking among young people and find a solution how this problem can be solved.

The form of the role play: TV show “Young people and their habits” (☺)

The subject of the TV show: Smoking among young people

Time required: 40 min.

Characters:

1. The host of the programme (H) (starts the show; introduces the participants of the show; directs the course of discussion; checks if all participants express their opinion; checks if the problem is discussed from all aspects; makes a conclusion at the end of the show);
2. A student from the UK (SU) (takes part in the show; tells others about the details of the problem in his / her country; decides whether he / she is FOR or AGAINST smoking among young people and gives the reasons; suggests what can be done to improve the situation);
3. A student from the USA (SUS) (takes part in the show; tells others about the details of the problem in his / her country; decides whether he / she is FOR or AGAINST smoking among young people and gives the reasons; suggests what can be done to improve the situation);
4. A student from Russia (SR) (takes part in the show; tells others about the details of the problem in his / her country; decides whether he / she is FOR or AGAINST smoking among young people and gives the reasons; suggests what can be done to improve the situation);

5. A student from Canada (SC) (takes part in the show; tells others about the details of the problem in his / her country; decides whether he / she is FOR or AGAINST smoking among young people and gives the reasons; suggests what can be done to improve the situation);
6. A student from Australia (SA) (takes part in the show; tells others about the details of the problem in his / her country; decides whether he / she is FOR or AGAINST smoking among young people and gives the reasons; suggests what can be done to improve the situation);
7. A student from New Zealand (SN) (takes part in the show; tells others about the details of the problem in his / her country; decides whether he / she is FOR or AGAINST smoking among young people and gives the reasons; suggests what can be done to improve the situation);
8. A twenty-year-old smoker from Britain (SM) (takes part in the show; explains why he / she smokes; tells if he / she has ever tried to give up smoking; suggests what can help to stop smoking);
9. A twenty-year-old non-smoker from Russia (NS) (takes part in the show; explains why he / she doesn't smoke; tells if he / she has ever tried to smoke; explains why he/ she is strongly against smoking; suggests what can be done to improve the situation);
10. A doctor (D) (takes part in the show; explains why smoking is dangerous for health; gives good reasons why young people should stop smoking; suggests what can be done to improve the situation).

Sample questions of the host:

H: Good afternoon. This is the programme “Young people and their habits” and today we discuss the problem of smoking. Let me introduce our special guests from different parts of the world. *(Introduce the guests)* As you know the problem of smoking is very urgent today in many countries. Let’s ask our guests to tell us about this problem in their countries.

The students from different countries tell about the situation in their countries.

H: Well, and now let’s ask our special guest – a twenty-year-old smoker from Britain. Why do you smoke?

SM: ... *(Explains why he/ she smokes)*

H: Have you ever tried to get rid of this bad habit?

SM: ... *(Answers the question of the host)*

H: Let’s see the opposite point of view and ask our other guest from Russia who is strongly against smoking. Could you tell us why you don’t smoke and have you ever tried to do it?

NS: ... *(Answers the question of the host)*

H: Well, that is very good. And what about other students from different countries. Are you FOR or AGAINST smoking and why?

The students from different countries answer the question of the host.

H: I have one more question to all our guests. Why do you think young people start smoking? What are the reasons that make them do it?

All guests express their opinion.

H: Well. We have one more guest here. Let's listen to his/ her opinion about smoking. It would be very interesting because this person is a doctor. Doctor, tell us why smoking can be dangerous?

D: ... (*Answers the question of the host. Tells why smoking can be dangerous*)

H: That is very serious. And, doctor, what do you think can be done to improve the situation?

D: ... (*Answers the question of the host*)

H: And what do other guests think about this. How can we improve this situation?

The guests answer the question of the host.

H: Unfortunately the time of our programme is up. Dear guests, do you have anything to add to our discussion?

The guests express their opinion, ask each other question, summarise the discussion.

H: Thank you very much for the discussion. That was the programme "Young people and their habits". See you next week!

Phrases to express your opinion:

Agreement

Strong	Neutral
I'm in complete agreement	I agree
I quite agree	You're right there
I couldn't agree more	I think you're right
Yes, definitely	Yes, and ...
Exactly!	That's true
Precisely.	That's right
There is nothing more to add to this	Well, I agree with you on the whole, but
This is perfectly true...	...
I completely (absolutely, totally) agree with you	I can agree with you to a certain extent but ...
Absolutely	You definitely have the point here but I'd
There's no doubt about it	like to add that ...
Yes, absolutely (of course)	It is certainly reasonable, however ...

Disagreement

Strong	Neutral
I disagree completely	I don't agree
That's out of the question	That's not how I see it
On the contrary	I wouldn't say that
Of course not!	I think you're wrong
That's ridiculous	I disagree
Do you really think so?	I respect your opinion of course, but on
I feel I must disagree...	the other hand...
I wouldn't say that	I'm afraid, I disagree with you ...
No, no, it's not right.	To tell you the truth I have a different
	opinion.

Doubts

Really?	I find it hard to believe.
Is that really so?	I couldn't say for sure.
Is it true?	I wish I could believe you.
Do you really mean that ...	Sounds promising, but ...
I doubt that ...	Sounds incredible, but ...
It's hardly likely that ...	You can't expect me to believe that.
It's most unlikely that ...	That's not very likely.

Advice / Recommendation

Strong	Neutral
You'd better to ...	I advise you to ...
I strongly advise you to ...	I recommend you to ...
I strongly recommend you to ...	I suggest that you ...
You really must to ...	May I suggest you to ...
You really ought to ...	Let me suggest you to ...
Be sure to ...	Let me give you a word of advice.
	I think you should ...
	It would be necessary for you ...

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