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English for Masters in Journalism

Учебное пособие по английскому языку
для студентов магистратуры

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Учебное пособие English for Masters in Journalism (Английский для магистрантов-журналистов) представляет собой курс английского языка для студентов магистратуры факультета журналистики МГУ. Целью пособия является стимулирование речевой и письменной деятельности посредством чтения, анализа и обсуждения аутентичных текстов и статей из англоязычной прессы. Пособие рассчитано на среднее и продвинутое владение английским языком (уровни B2 и C1 по общеевропейской классификации).

Учебное пособие состоит из 6 глав, представляющих следующую тематику: образование, стажировки, создание профессиональной сети контактов, межкультурная компетентность, невербальная коммуникация и политическая корректность. Перечисленные темы рассматриваются через призму англоязычных газет и журналов, таким образом, давая студентам возможность ознакомиться с современным публицистическим текстом, его структурно-композиционными и лингвостилистическими особенностями.

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UNITS	CORE READING	VOCABULARY	WORD-BUILDING
<p align="center">UNIT 1</p> <p align="center">ELITE EDUCATION</p>	<ul style="list-style-type: none"> • College majors and minors • The advantages of elite education 	<ul style="list-style-type: none"> • Academic vocabulary: terms, collocations, definitions • Idioms and phrasal verbs 	<p>Opposite prefixes (<i>over/under, hypo/hyper</i>)</p>
<p align="center">UNIT 2</p> <p align="center">PROSPECTIVE INTERNSHIPS</p>	<ul style="list-style-type: none"> • Job-seeking MBAs benefit from the personal touch • Internship advertisements 	<ul style="list-style-type: none"> • Selected topical vocabulary related with jobs and internships; • family groups 	<p>Conversion</p>
<p align="center">UNIT 3</p> <p align="center">PROFESSIONAL NETWORKING</p>	<ul style="list-style-type: none"> • How to avoid commencement clichés • How leaders create and use networks 	<ul style="list-style-type: none"> • Selected topical vocabulary on building professional relationships • Idioms and phrasal verbs 	<ul style="list-style-type: none"> • Forming adjectives from nouns (suffixes <i>able/ible</i>) • Negative prefixes
<p align="center">UNIT 4</p> <p align="center">INTERCULTURAL COMPETENCE</p>	<ul style="list-style-type: none"> • What is intercultural competence • What is cultural space 	<p>Selected topical vocabulary on intercultural competence</p>	<ul style="list-style-type: none"> • Forming nouns from verbs • Forming adverbs from adjectives
<p align="center">UNIT 5</p> <p align="center">NON-VERBAL COMMUNICATION</p>	<ul style="list-style-type: none"> • What is non-verbal communication • Charisma: Who has it and how to get it 	<p>Selected topical vocabulary on body language and charisma</p>	<ul style="list-style-type: none"> • Forming adjectives from nouns • Negative prefixes
<p align="center">UNIT 6</p> <p align="center">POLITICAL CORRECTNESS</p>	<ul style="list-style-type: none"> • 8 steps to be politically correct • Politically correct universities are killing free speech • From bikinis to burkinis 	<p>Gender neutral language</p>	<ul style="list-style-type: none"> • Forming verbs from nouns and adjectives (suffixes <i>-ise</i> or <i>ize</i> and <i>-en</i>) • Forming nouns denoting professions

GRAMMAR	LISTENING	WRITING	ADDITIONAL READING
Definite and indefinite articles	The flaws of educational system	<ul style="list-style-type: none"> • Motivational letters • A comparison essay • A summary of an article • A feature article 	<ul style="list-style-type: none"> • The Finnish miracle • Singapore schools: the best education system in the world • The homeschool phenomenon
Adverb phrases	<ul style="list-style-type: none"> • Cooperative Education Program at Pioneer Investments • Intern Brazil 	<ul style="list-style-type: none"> • Letters of reference • A survey • A persuasive essay • A summary 	<ul style="list-style-type: none"> • Four real life intern horror stories • Unpaid internships • Evaluating emotional intelligence
Inversion	<ul style="list-style-type: none"> • Commencement speeches • Do's and don'ts of a job interview • Harvard interviews 	<ul style="list-style-type: none"> • A commencement speech • An expository essay • CVs 	<ul style="list-style-type: none"> • The new rules of choosing a career • The secrets of successful networking from the most connected women • The top 5 interview questions you should master
Transition words	<ul style="list-style-type: none"> • Intercultural competence is a vital business skill • Lebanese culture 	<ul style="list-style-type: none"> • A summary of an interview • A narrative essay • A mini-report on protocol breaches 	<ul style="list-style-type: none"> • The four stages of culture shock • Some humorous cross-cultural advertising gaffes • Friendship across cultures
Relative clauses	Body language of world-leaders	<ul style="list-style-type: none"> • An article based on an interview • A profile of a charismatic person 	<ul style="list-style-type: none"> • Dress code • 10 Revealing body gestures • The power of non-verbal communication
Adjective phrases PC grammar	<i>Real time</i> talk show: Richard Dawkins	<ul style="list-style-type: none"> • A synopsis of an article • A persuasive essay • Comparison and contrast essay 	<ul style="list-style-type: none"> • Dear Mountain Room parents • Victorian government attacks fairy tales • Empathy

Предисловие

Учебное пособие *English for Masters in Journalism* («Английский для магистрантов-журналистов») представляет собой курс английского языка для студентов магистратуры факультета журналистики МГУ. Задача пособия – развитие иноязычной компетенции обучающихся, обеспечивающей их успешную деятельность с применением английского языка в профессиональной сфере.

Учебное пособие подготовлено в соответствии с программой дисциплины «Английский язык» для студентов магистратуры, разработанной кафедрой медиалингвистики факультета журналистики МГУ имени М.И. Ломоносова и одобренной УМО.

Пособие рассчитано на 2 семестра (не менее 120 аудиторных часов) и нацелено на достижение студентами магистратуры уровня C1 по Общеввропейской шкале языковых компетенций.

Условно темы учебника можно разбить на два блока. Первый рассматривает такие важные составляющие успешной карьеры, как качественное образование, профильные стажировки и создание профессиональной сети контактов. Второй блок освещает актуальные на сегодняшний день темы – межкультурную компетентность, невербальную коммуникацию и политическую корректность.

Перечисленные темы рассматриваются через призму англоязычных газет и журналов, таким образом, давая студентам возможность ознакомиться с современным публицистическим текстом, его структурно-композиционными и лингвостилистическими особенностями.

Первая глава (*Elite Education*) погружает студентов в университетскую лексику, включая виды высших учебных заведений, названия дисциплин, специальностей и ученых степеней. Для чтения и анализа предлагаются статьи о западном образовании, об элитных университетах, о самых успешных системах образования в мире. Знания в этой области очень важны, учитывая растущее количество студентов, выезжающих в зарубежные вузы по программам обмена.

Вторая глава (*Prospective Internships*) посвящена профильным стажировкам и их роли в построении успешной карьеры. Рассматриваются положительные и отрицательные стороны работы во время учебы, даются рекомендации и практические советы относительно того, как эффективно искать работу, проходить собеседование и совмещать работу с учебой. В разделе «Письмо» отрабатываются навыки составления резюме, мотивационных и рекомендательных писем.

Третья глава (*Professional Networking*) посвящена началу трудовой деятельности и включает обращения известных личностей к выпускникам престижных вузов, таких как Стэнфорд, Гарвард и Нью-Йоркский Университет. Стив Джобс, Джоан Роулинг, Роберт де Ниро дают советы о том, как добиться успеха, получать удовлетворение от работы и реализовать свой творческий потенциал. В раздел включены тексты о стратегии создания и поддержания успешной сети профессиональных контактов; предлагаются рекомендации экспертов о том, каким образом выстраивать отношения с коллегами, подчиненными и вышестоящими; как достигать намеченных целей.

Четвертая глава (*Intercultural Competence*) посвящена такой важной составляющей успешной коммуникации, как межкультурная компетентность. В условиях интеграции и глобализации эта компетенция очень важна, особенно для журналистов, которые по роду своей деятельности вынуждены общаться и с иностранными коллегами, и с представителями разных народов, культур и религий. В главе рассматриваются такие вопросы, как культура поведения и этикет в разных странах, дистанция при деловом общении, нарушения этических норм, а также причины и последствия культурного шока.

Пятая глава (*Nonverbal Communication*) посвящена невербальной коммуникации – еще одной важной составляющей успешного общения на международном уровне. Современный профессионал должен уметь правильно интерпретировать язык тела, жесты, мимику, одежду, ведь «в устной речи то, как человек говорит, очень часто превращается в то, что он сказал». Особое внимание уделяется харизме – важной составляющей успеха; даются советы о том, как развить в себе это качество.

Политкорректность, толерантность и эмпатия – вопросы, которые рассматриваются в **шестой главе (*Political Correctness*)**. Для успешной работы современный журналист должен знать, какие слова и выражения являются оскорбительными и неприемлемыми для определенных социальных, этнических, религиозных групп. Он должен уметь проявлять такт, толерантность и эмпатию по отношению к самым разным людям, с которыми ему приходится сталкиваться в своей работе.

Для повышения языковой компетентности пособие предлагает широкий спектр послетекстовых заданий по лексике, грамматике, аудированию и письму, а также по таким важным для журналистов аспектам как перевод, перефразирование и редактирование. Особое значение уделяется развитию критического мышления, коммуникативных навыков, а также умения проводить самостоятельное исследование.

Методическая записка

Учебное пособие *English for Masters in Journalism* («Английский для магистрантов») состоит из 6 глав, представляющих следующую тематику: образование, стажировки, создание профессиональной сети контактов, невербальная коммуникация, межкультурная компетентность, политическая корректность.

Каждая глава пособия включает 2 основных текста для аудиторного изучения и 3 дополнительных текста для внеаудиторного чтения. Основные тексты (***Core Reading***) предназначены для детального изучения содержащегося в них языкового материала и сопровождаются широким спектром упражнений по лексике, грамматике, аудированию, говорению и письму. Дополнительные тексты (***Additional Reading***) предлагают разные взгляды на рассматриваемые проблемы и предназначены для обсуждения в парах и мини-группах, а также тематических дебатов, подготавливая, таким образом, студентов к продуцированию письменного высказывания по обсуждаемой теме, включая аргументационное эссе и статью-рассуждение.

Выполнение дотекстовых заданий (***Pre-Reading***) позволяет актуализировать имеющиеся у обучаемых знания по тематике урока и подготовить их к восприятию основного текста. К текстам повышенного уровня сложности прилагается ***Vocabulary Guide*** с переводом и транскрипцией лексических единиц, либо ***Pronunciation Guide*** с транскрипцией труднопроизносимых слов.

Цель раздела ***Comprehending Context*** – проверка понимания текста, развитие навыка извлечения из него нужной информации и успешного ее использования для выполнения разных задач в рамках урока.

Раздел ***Getting Meaning from Context*** ставит целью обучение умению использовать контекст для декодирования новых лексических единиц, тем самым способствуя развитию навыка прогнозирования как важного элемента коммуникативной компетенции.

Раздел ***Focus on Vocabulary*** направлен на усвоение основной лексики урока, развитие умения свободно оперировать словами, терминами и словосочетаниями, группировать их по предложенным параметрам. Важное место отводится изучению лексических единиц в их парадигматических и синтагматических связях (задания на сочетаемость (***Collocations***), синонимию/антонимию (***Match the Synonyms, Match the Opposites***), перефразирование (***Paraphrasing***). В разделе также есть дополнительные упражнения на расширение тематического вокабуляра с целью повышения языковой компетентности обучающихся. В этом разделе рассматриваются как предметно-тематические коллокации, так и идиомы и фразовые глаголы.

Раздел ***Focus on Grammar*** содержит упражнения по грамматике, включая задания на видо-временные и неличные формы глаголов, предлоги и артикли, и является своего рода грамматическим тренажером для обучающихся. Основной же грамматический акцент урока представлен в разделе ***Grammar Highlights***, где излагается теоретический материал, сопровождаемый практическими упражнениями (Practice).

Целью раздела *Translation* является применение на практике пройденного лексико-грамматического материала посредством перевода предложений с русского на английский.

Раздел *Editing* направлен на проверку языковой компетентности обучающихся, предлагая им отредактировать предложения по теме урока с целью улучшения их речевого оформления. Это умение является ценным навыком для студентов факультета журналистики, профессия которых связана с продуцированием и редактированием текстов.

Раздел *Listening* предлагает для прослушивания видео- или аудиозаписи по тематике урока, сопровождаемые заданиями по аудированию (*Answer the questions, Insert the Right Word, True/False, Fill in the table, Take Notes*). Тесты для аудирования представляют собой интервью, лекции, рекомендации, репортажи.

Раздел *Further Exploration* направлен на обучение навыку проведения самостоятельного исследования по теме урока с последующим представлением его результатов в виде устных сообщений и презентаций.

Раздел *Speaking* направлен на стимулирование устной речи и предполагает продуцирование монологического высказывания по предложенной теме. Для развития устной речи и коммуникативных навыков предусмотрены также задания *Discussion u Debate*.

В разделе *Discussion* студентам в парах или мини-группах предлагается обсудить определенный круг вопросов с целью найти решение проблемы либо представить аргументированную точку зрения по ней. Раздел *Debate* направлен на развитие культуры публичного выступления и повышения коммуникативной компетенции обучающихся. Для выполнения заданий в этом разделе студентам предлагается разделиться на две группы: за и против выдвинутого тезиса, и защищать свою точку зрения, опираясь на тексты в разделах Core Reading and Additional Reading, а также на результаты собственного исследования.

Пособие уделяет особое внимание развитию таких важных компонентов обучения, как критическое мышление (раздел *Critical Thinking*), являющееся сегодня неотъемлемой частью профессиональной компетентности, а также творческого мышления (раздел *Creative Thinking*).

Для совершенствования навыков письменной речи предлагается задание *Writing*, которое состоит из двух блоков. Первый предусматривает продуцирование текстов различных жанров, включая разные виды эссе (argumentative/persuasive, narrative, expository), краткое изложение (summary), синопсис, а также публицистические статьи. Рекомендации по написанию каждого из этих видов текстов представлены в конце учебника в разделе **Appendix 2**. Второй блок (*Writing for Business*) ставит целью обучить студентов таким важным практическим умениям как составление резюме, рекомендательных и мотивационных писем. Рекомендации и советы по этим видам работ можно найти в приложении **Appendix 1**.

UNIT 1

ELITE EDUCATION

CORE READING:

- College Majors and Minors
- The Advantages of Elite Education

ADDITIONAL READING:

- The Finnish Miracle
- Singapore Schools: The Best Education System in the World
- The Homeschool Phenomenon

VOCABULARY:

Academic Vocabulary

GRAMMAR:

Definite and Indefinite Articles

LISTENING:

The Flaws of Educational System

WORD-BUILDING:

Opposite Prefixes

WRITING:

- Motivational Letters
- Comparison Essay
- Summary
- Feature Article

CORE READING 1

PRE-READING

Discuss these questions

- a. What are University *majors* and *minors*?
- b. How can a student benefit from them?
- c. Should one's choice of a minor be practical or something that stems from a personal passion?
- d. Do you have a major/minor? Which? How can this help you in your career?
- e. If you could change your major now, would you do it? Why?

COLLEGE: MAJORS AND MINORS

With hundreds of majors and for thousands of colleges and universities from which to choose, how does one begin to decide what and where to study? For some, the first decision is where – at a large comprehensive university, or a small liberal arts college, or a specialized institution offering programs in engineering or technology or computer science, for example; in a city or the country; near the beach or in the mountains; near family or far away; at a school providing financial aid; or at a school that offers specific extracurricular activities, such as the opportunity to play on a soccer team, or to work on the campus radio or television station, newspaper, or drama, or film productions. But for many others, the college search begins with what they might want to study and where the best places to study that subject might be. [...]

Unlike other national educational systems, where someone's college major is determined by what was studied in secondary school or scores received on college entrance exams, undergraduate applicants to U.S. colleges and universities often can choose from the full range of schools and academic majors.

Of course, at highly *selective* institutions, competition for admission is very strong and only a small number of outstanding students gain entrance. Even at institutions that are less selective, some majors – nursing or engineering, for example – will have stricter and more competitive admission requirements. But, generally speaking, the array of choices for *prospective* students is quite broad.

Stanford University's Web site states, "A major is the field in which you choose to specialize during your undergraduate study. Your choice determines the academic discipline that will absorb a significant portion of your academic time and energy. Upon successful completion of the major requirements and University requirements, you receive a bachelor's degree. Your major offers an opportunity to develop your intellectual skill, to show your capability in grasping a subject from the fundamentals through advanced study. What you study is an important personal decision." [...]

When a student chooses a major, he or she enters into a contract with a college to complete a prescribed course of study that consists of both general education requirements (i.e., university requirements) and academic major requirements. In other words, the college curriculum will consist not only of courses in the major field of study. In fact, as much as 50 to 60 percent of coursework might consist of general education and elective courses, i.e.

courses that the student chooses from a broad range of options both within and outside of the major. The percentage of general education courses, as compared to major courses, varies depending on the school and the major, but all institutions require some general education courses. The U.S. undergraduate education is rooted in a liberal arts tradition, with general education seen as very important. The goal of all undergraduate baccalaureate degrees is to develop in each student critical thinking skills and the ability to learn how to learn, as well as proficiency in a specific academic area. [...]

At many institutions, students can choose both a major and a minor area of study. A minor, or concentration, is usually closely related to the academic major; e.g. a student might major in English and minor in theater, or major in history and minor in political science, or vice versa. A small number of courses in the minor will be required for graduation and will frequently “count” (i.e. be applicable) toward the major degree requirements as well.

At some institutions, students, working closely with an academic advisor, can design their own individualized majors. A growing number of undergraduate students choose dual majors. In other words, they graduate having met the requirements for two majors. The majors can be related – for example, two majors in the social sciences, such as history and sociology. Or they can be completely different biology and literature, for instance. Often students will choose more than one major in order to better prepare for a career or to make themselves more competitive for graduate school. But sometimes they choose a double major because of personal passion. At some institutions, double majors can be taken simultaneously, and at others dual majors must be taken *sequentially*. Generally speaking, the length of time to earn a degree will be a bit longer, but students are not starting with each major from the beginning. A good number of the general education and even elective courses in one major will count toward the degree requirements for the second major. [...]

All institutions clearly define the expectations and course requirements that students must fulfill to graduate. Students generally meet each term with an academic advisor who helps them choose courses that will count toward their degree requirements. Most institutions also provide tools to help students, such as program or degree requirement checklists.

While students do not have an unlimited amount of time to choose a major – most baccalaureate degrees are designed to be completed in four years with 120 semester credits – students often have until the end of their sophomore year to decide and still be able to complete their degree on time.

[<http://www.washington.edu/uaa/advising/majors-and-minors/overview>]

VOCABULARY GUIDE

1. A **course credit** (often **credit hour**, or just **credit** or “**unit**”) is a unit that gives weight to the value, level or time requirements of an academic course taken at a school or other educational institution. Students **earn** credits.

2. In modern times, **liberal arts education** is a term that can be interpreted in different ways. It can refer to academic subjects such as literature, philosophy, mathematics, and social and physical sciences, or it can also refer to overall studies in a liberal arts degree program.

For example, Harvard University offers a Bachelor of Arts degree, which covers the social and natural sciences as well as the humanities. For both interpretations, the term generally refers to matters not relating to the *professional, vocational, or technical* curriculum.

POST-READING

COMPREHENDING CONTENT

1. Answer the questions.

- a. How do people choose where to study?
- b. How is the US different from other countries in terms of choosing a college?
- c. Explain the following terms:
 - major
 - minor
 - dual majors
 - elective courses
- d. Does a minor have to be related to the major?
- e. Do dual majors have to be related?
- f. What does an academic advisor do?
- g. What is a *course credit*?
- h. What does *liberal arts education* mean?

GETTING MEANING FROM CONTEXT

Use the context to decode the meaning of these words highlighted in the reading.

- a) selective (para 3)
- b) prospective (para 3)
- c) sequentially (para 7).

FOCUS ON VOCABULARY

1. Match the synonyms.

1) baccalaureate	a) general
2) complete	b) bachelor's degree
3) comprehensive	c) dual
4) double	d) array
5) field	e) individualized
6) fundamentals	f) area
7) range	g) basics
8) specific	h) accomplish

2. Match the antonyms.

1) elective	a) minor
2) fundamental	b) simultaneous
3) liberal arts	c) vocational
4) major	d) superfluous
5) natural	e) restricted
6) sequential	f) artificial
7) unlimited	g) compulsory

3. Write out the names of all academic subjects mentioned in the text.

.....

4. Match the words in columns A and B so that they make steady collocations. (There can be more than one answer).

A	B	Collocations
1. academic	a. activity	
2. bachelor's	b. advisor	
3. critical	c. arts	
4. community	d. college	
5. double (or dual)	e. course	
6. elective	f. degree	
7. extracurricular	g. education	
8. general	h. majors	
9. liberal	i. thinking	

5. Study these collocations with verbs. Take note of the nouns formed from the verbs.

Verbs	Nouns
get enrolled into college/ university	enrollment
enter a college/ university	entrance (examinations)
drop out of college	droupout
earn a degree/credits	-
complete a course	completion
fulfill requirements	fulfillment

6. Match the word/phrase with its definition.

1) bury yourself in your books	a) exam papers from previous years
2) cram	b) know it completely

3) know the subject inside out	c) tricks that help you remember something
4) memorise	d) spend the maximum time studying
5) mnemonics [ni'məniks]	e) learning purely by repetition
6) past papers	f) study intensively for a short time
7) rote-learning	g) learn off by heart

7. Use the above vocabulary to fill in the gaps below.

Before an exam you can revise or 1) for it. If the exam happens every year, you can look at 2) Some things can be memorised or 3) But 4) is not sufficient for most subject. It is also possible to use 5) But tricks alone are not enough, and the best idea is to 6)until you 7)

8. Study the chart and do the exercise following it.

a) freshmen	1 st year students
b) sophomores	2 nd year students
c) junior	3 rd year students
d) seniors	4 th year students
e) alumni	former students of college/university

9. Fill in the gaps with one of the following words.

a) seniors b) freshmen c) alumni d) juniors e) sophomore

As September begins, campus quads around the world once again teem with bewildered, a word first used of a university student at Cambridge over 500 years ago. In the half millennium since, the students in their first year or term are now also known by more colloquial and gender-neutral synonyms. In the UK and elsewhere, *fresher* has been in use since the late 19th century, while in the US we have had *frosh* since the early 20th century.

Sophister is related to the familiar American appellation, which is traditionally said to come from Greek *Sophos* 'wise' and *mōros* 'fool' (the same root from which we get the word moron), making it particularly apt for the combination of arrogance and ignorance evinced by young people emboldened by the completion of their first year of university studies.

In the United States, and are third- and fourth-year students, respectively. But beware when using this terminology transatlantically! In the UK, *junior* denotes a student at a Junior School (primary school for ages 7-11). Another distinction between the two sides of the pond is that post-secondary students in the US still go to *school* (or *college*), whereas in the UK that word is reserved for primary and secondary education, and tertiary students attend *university*.

Upon graduating from a college or university, students becomeof an alma mater (Latin for ‘bounteous mother’). It should be noted that female graduates are called *alumnae* (the word takes a female ending).

TRANSLATION

Translate into Russian.

1. Для поступления в этот вуз вам нужно сдать дополнительный вступительный экзамен.
2. Он был отчислен из университета из-за плохой успеваемости.
3. По окончании университета он получил степень бакалавра.
4. Вы обязаны предоставить все необходимые документы администрации колледжа.
5. Моя мечта – поступить на факультет журналистики МГУ.
6. Некоторые студенты просто зубрят материал, не пытаясь вникнуть в суть.
7. Неудивительно, что у нее высокая оценка за тест – она досконально знает предмет.
8. Мне очень сложно запоминать такое количество информации.
9. По завершении курсов вам будет выдан соответствующий сертификат.
10. В течение первого года обучения вам необходимо набрать 12 кредитов.
11. Не стоит звонить ей сейчас. Она не поднимает головы от книг, готовясь к экзамену по истории.
12. Существуют разные мнемонические приемы для запоминания информации.

LISTENING

Watch the talk shows with Michiu Kaku talking about the flaws of the Educational System (<https://www.youtube.com/watch?v=DVdVyffjcCU> and) and do the following tasks.

1. Insert the right word.

- a. Science is the _____ of prosperity.
- b. From _____ power to electricity, to the _____, to the transistor, to the computer.
- c. Can I have my _____?
- d. The information revolution has a _____.
- e. The weakness is _____ the educational system.
- f. The US has the _____ educational system.
- g. Our _____ compete regularly at the _____ of the third-role countries.
- h. How come the scientific _____ of the US doesn't _____?
- i. We produce a generation of _____.
- j. The stupid _____ of America keeps rising.
- k. America has a secret _____ : the H1B Visa.
- l. The US is a magnet sucking up all the _____ of the world.
- m. Sociology _____ aren't necessarily going to be determining the future of Silicon Valley.

2. Mark the statements as true/false/NG (not given).

- a. The H1B Visas are given to the most talented foreign scientists.
- b. Recently the H1B visas have been suspended.
- c. The US Congressman cited by WSJ supports granting H1B visas to foreigners.
- d. Foreign-born scientists dream of leaving the US for their native countries.
- e. The Wall Street Journal maintains that foreigners take the jobs from Americans.
- f. According to Michio Kaku, without H1B visa, American science will collapse.
- g. The majority of Ph.D candidates in the US are home-born Americans.
- h. The number of home-grown scientists are increasing due to the excellent management of schools.
- i. In the US, students prefer jobs in the Silicon Valley.
- j. Americans can't do the jobs of foreign specialists.

3. Answer the following questions.

- a. What does Michio Kaku define as Achilles heel of US science?
- b. What does the US owe its unsurpassed scientific progress to?
- c. What areas do foreign-born scientists specialize in?
- d. Which countries do the majority of scientists come from?
- e. Who's going to determine the future of the Silicon Valley?

4. Critical thinking.

- a. What makes scientists leave for the US?
- b. Do you know any Russian scientist(s) who left for the US? Why?
- c. Would you ever consider such an opportunity? Why?
- d. What should be done to prevent scientists from going abroad?

CORE READING 2

PRE-READING

Discuss these questions.

- What factors influenced your choice of university?
- How important is for a person to graduate from an elite university?
- What are the advantages of an elite education? Could you point to any disadvantages? Write them down.

THE ADVANTAGES OF AN ELITE EDUCATION

I really enjoyed reading William Deresiewicz's recent essay, *The Disadvantages of an Elite Education*. I encourage you all to read his piece and think about it. First, let me outline where he and I agree on two points: 1) that elite education discourages risk taking, and 2) that it threatens to distort our perception of the worth of other human beings. Then I'll mention the many points on which we differ. [...]

First, Deresiewicz is right to worry that an elite education pushes its recipient away from risk-taking and towards comfort and security. As he argues:

An elite education gives you the chance to be rich [...] but it takes away the chance not to be. [...] How can I be a schoolteacher – wouldn't that be a waste of my expensive education? Wouldn't I be squandering the opportunities my parents worked so hard to provide? What will my friends think? How will I face my classmates at our 20th reunion, when they're all rich lawyers or important people in New York? And the question that lies behind all these: Isn't it beneath me? So a whole universe of possibility closes, and you miss your true calling.[...]

Students from elite schools expect success, and expect it now. They have, by definition, never experienced anything else, and their sense of self has been built around their ability to succeed. The idea of not being successful terrifies them, disorients them, defeats them.

I think that neatly captures the thinking of many graduating seniors I knew, at least at Harvard. It's actually rather difficult to ignore the constant social pressure to go into banking or consulting and earn a steady, good salary. It's tough to think more broadly about your real goals, and take some risks, when everyone around you is doing the opposite. This absolutely is a disadvantage of an elite education. Point to Deresiewicz. [...]

Secondly, Deresiewicz says that "an elite education inculcates a false sense of self-worth as 'Better at X' becomes simply 'better' in some larger, **metaphysical sense**. This is definitely something I've tried to be conscious about and guard against, but I can see it creeping up every now and then in my own thinking and in that of my former classmates. But I would like to point out that **petty parochialism** is a universal human trait. A New Yorker's snobbery is insufferable; so, too, is a Texan's. I think everyone tends to value most highly those traits they themselves possess, and to give those traits privileged status in judging the overall human worth of others. It's a nasty way of treating other human beings, and we should all work to limit these inborn tendencies. Certainly elite universities could do more to counteract **elite snobbery**. But so, too, could most other institutions in this world. Still, point to Deresiewicz. [...]

But as much as I agree with Deresiewicz's critique thus far, I have to disagree with him on a number of other issues. First, Deresiewicz complains about the permissive, entitled culture at elite universities: Students at places like Yale get an endless string of second chances. Not so at places like Cleveland State. My friend once got a D in a class in which she'd been running an A because she was coming off a waitressing shift and had to hand in her term paper an hour late.

This anecdote is intended to instill a feeling of resentment towards those nasty **Ivy League** people who don't have to deal with such supposed real world things like hard deadlines. One "disadvantage of an elite education", therefore, is that elite students grow up in an entitled atmosphere. But shouldn't we be viewing this the other way around? Not having second chances, when they're reasonable, sucks! Getting a 'D' instead of an 'A', just because you're an hour late turning in the term paper, sucks! It's not like that extra hour riding the bus gave Ms. Works For Tips To Pay For School an actual advantage over other students. Hers should not be the normal human experience!

The same goes for other advantages of elite universities that Deresiewicz holds out as problems: the plentiful grants for research, travel, writing, and the arts; the "platoon of advisors and tutors". Isn't the real lesson here that elite institutions are a little more humane, that the elite lifestyle Deresiewicz mocks may actually be a better lifestyle, and that instead of fostering resentment of it, we should instead work to make non-elite schools and non-elite lifestyles more humane as well? Just because gramps walked 30 miles to school every day (barefoot, in the snow, and uphill both ways) doesn't mean he's right to criticize lazy, bus-spoiled kids these days. [...]

Second, Deresiewicz complains that an elite education "makes you incapable of talking to people who aren't like you." He illustrates with an anecdote about he had trouble talking to a plumber that came to his house. But isn't difficulty communicating with others a common human trait? How well do Christians talk to and understand Muslims? How well do liberal, feminist women tend to talk with women in burqas? Or vice versa? When was the last time you saw a riveting conversation between a west coast **granola dude with dreds** and a **suburban soccer mom**? Let me be the first to agree that the average social IQ among Harvard undergraduates is far, far lower than the US population average. There ain't no awkward like Harvard party awkward, cuz the Harvard party awkward don't stop. True, these people have trouble relating to other people just like themselves, much less Joe the Plumber. But is that a result of their elite education? Are elite students really that different from the mechanic who doesn't know how to talk to the local community college professor? Probably not. Failure to communicate is a failure common to all sorts of different identities. And it operates in both directions.

Perhaps Deresiewicz's least compelling argument is that an elite education is "profoundly anti-intellectual." He says of elite students:

*The system forgot to teach them, along the way to the prestige admissions and the lucrative jobs, that the most important achievements can't be measured by a letter or a number or a name. It forgot that the true purpose of education is to make minds, not careers. [...] Elite education is little more than a glorified form of **vocational training**.*

This couldn't be farther from my own experience. Nor does it jive with the popular sentiment of academia as an **Ivory Tower**. The people I knew in college generally had no idea what careers they wanted to pursue. They could more easily be criticized of aimless, academic wandering than of over-specialization or parochial, vocational interests. These were students more in the mold of the Renaissance Man than the pre-professional. It was extremely painful watching my fellow classmates go through the agony of specialization and making choices that closed off any opportunity whatsoever. Sure, there were the few who showed up the first day freshman year and, not having actually read anything about the place earlier, got mad that 'business' was not a possible major. But those were the outliers (it's a big, diverse school). Most people I knew loved abstract ideas ... probably to a fault. The whole thing about pressure to go into banking and consulting after graduation? That happens suddenly in the last year, partially as a direct result of the liberal-artsiness of our liberal arts education. [...]

Finally, I have to take some exception with Deresiewicz for intimating that the diversity at elite universities is somehow false diversity that shouldn't be recognized as such. Deresiewicz quips, "Visit any elite campus in our great nation and you can thrill to the heartwarming spectacle of the children of white businesspeople and professionals studying and playing alongside the children of black, Asian, and Latino businesspeople and professionals." That's funny, and there is something to that. It was the greatest culture shock of my life showing up freshman year and watching a large group of my classmates gossiping about having come from this or that prestigious private prep school.

But it was shocking precisely because I had no experience with that world! And as it turns out, neither did many, many of my fellow classmates. I think that too few people realize that Harvard (and, to my knowledge, several other elite universities) has absolutely **top-notch** financial aid. Does your family, like the median American family, make less than \$60,000 a year? Congratulations! You get to go for free. Make less than \$150,000 a year? Then you won't be asked to pay more than 10% of your income. Of course, there are still plenty of barriers out there for economically disadvantaged kids, but financial aid at elite universities like Harvard makes it easier to go there than to go to many state schools, and far, far easier than expensive liberal arts colleges with small endowments. [...]

[<https://jointstock.wordpress.com/2010/05/15/advantages-of-elite-education/>]

VOCABULARY GUIDE

entitled [ɪn'taɪtld] – зд. имеющий право	permissive [pə'mɪsɪv] – зд. либеральный, снисходительный, терпимый
endowment [ɪn'dəʊnmənt] – вклад; пожертвования, финансовая поддержка	plumber ['plʌmə] – водопроводчик
gramp – дедушка (late 19 th century)	platoon [plə'tu:n] – взвод, отряд, группа людей
inculcate [ɪn'kʌlkət] – прививать, внушать; внедрять, насаждать	quip – саркастическое замечание, колкость

insufferable [ɪn'sʌf(ə)rəbl̩] – невыносимый; несносный, нестерпимый	riveting ['rɪvɪtɪŋ] – захватывающий, интересный
jive [dʒaɪv] – стиль в музыке	squander ['sqwɒndə] – безрассудно тратить, расточать, проматывать
lucrative ['lu:kɹətɪv] – прибыльный, выгодный, доходный, рентабельный	take exception with – не соглашаться с кем-то
outlier ['aʊt, laɪə] – постороннее лицо, посторонний (outliers – отбросы)	term paper – курсовая работа
parochialism [pə'ɹəʊkiəlɪz(ə)m] – узость; ограниченность	

POST-READING

GETTING MEANING FROM THE CONTEXT

1. Look at these phrases highlighted in the reading. Can you explain them?

- elite snobbery
- metaphysical sense
- bus-spoilt kids
- academic wandering
- granola dude with dreads
- suburban soccer mom
- culture shock
- vocational training
- top-notch
- Ivory Tower

COMPREHENDING CONTENT

1. Based on the text, fill in this table on an elite education.

Advantages	Disadvantages

- Do some of the advantages/disadvantages coincide with the ones you have written before reading this text?
- Which other advantages or disadvantages would you add to the table?

FOCUS ON VOCABULARY

1. Learn to differentiate between *receiver*, *recipient*, *reception*, *receipt*, *recipe*.

receiver	a) the part of a telephone that you hold in your hand and use for listening and speaking b) the part of a radio or television that receives signals from the air
recipient	someone who receives something
reception	a) a place in a hotel or office building where people go when they arrive b) a formal party that is given to celebrate a special event or to welcome someone c) the way people react to something
receipt	a piece of paper that proves that you have received goods or money
recipe	a list of foods and a set of instructions telling you how to cook something

2. Use the right word from the above table to fill in the gaps in the following sentences.

- She is an expert cook. She can share a lot of _____ with you.
- We were given a very warm _____.
- Don't forget to ask for a _____. You might need it if you decide to return the purchase.
- They are known for organizing the most impressive _____ in the neighbourhood.
- The name of the _____ should be put on top of the paper.
- He put down the _____ and said worriedly, 'It was Jim calling. He has been arrested.'
- The engineer insisted that the problem with the radio lies with the _____.

3. Learn to differentiate between different university degrees.

Bachelor's degree	The traditional degree given by American colleges and universities. It normally requires at least four years but not more than five years of full-time equivalent college-level work. The bachelor's degree prepares graduates for entrance into the workforce or for progression toward a higher degree or certification. A BA is a commonly-used term for a Bachelor of Arts . This is applicable even to subjects that have nothing to do with the arts as you might imagine them, ranging from degrees in History to Computer Science. A BS is a Bachelor of Science . This degree tends to be closely related to the science, and may be attached to degrees in Math, Health-Related Professions, and the so-called <i>Hard Sciences</i> , as well as many specific engineering degrees.
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Master's degree:	A post-bachelor's degree program that requires completion of a program of study of at least the full-time equivalent of one academic year but not more than two academic years of work. The best known degrees are Master of Arts (MA) and Master of Science (MS) , but there is a huge variety of others (in most industry fields). Many master's candidates are in professional programs, preparing for a special kind of work, such as the Master of Business Administration (MBA), Master of Social Work (MSW), or the Master of Architecture (MArch).
Doctoral degree:	The highest degree you can earn for graduate study. Doctor of Philosophy (PhD) degree can be granted in any field (humanities, education, sciences, public administration, engineering, agronomy, arts, business, food technology, etc.).

FOCUS ON GRAMMAR

1. Choose to use gerunds or infinitives.

- a. Universities can do more (*to counteract/counteracting*) elite snobbery.
- b. It's difficult (*to ignore/ignoring*) the fact that she is a disabled person.
- c. I enjoy (*to read/reading*) detective stories by Agatha Christie.
- d. She encouraged us (*to do/doing*) more research.
- e. It threatens (*to distort/distorting*) our perception of the worth of other human beings.
- f. Elite education pushes students away from (*take/taking*) risks.
- g. I miss (*too see, seeing*) Professor Sifkin at University.
- h. I would like (*pointing/to point*) out that parochialism is a universal human trait.
- i. She thinks everyone tends (*to value/valuing*) themselves more than others.
- j. He had a trouble (*talk/talking*) to a plumber.
- k. I appreciate (*devoting/to devote*) so much time to discussing this urgent issue.
- l. Financial aid of elite universities makes it easier (*to go/going*) to many state schools.

2. Insert the right preposition or adverb. Check with the text.

- a. Commonly, college search begins _____ what young people want to study.
- b. Elite education pushes its recipient _____ risk taking.
- c. So far the lecturer and students have agreed _____ two points.
- d. They have, _____ definition, never experienced any discomfort.
- e. It's difficult to think more broadly _____ your goals.
- f. Most baccalaureate degrees are designed to be completed _____ four years _____ 120 semester credits.
- g. The percentage of general education courses varies depending _____ the major.
- h. The college major is determined _____ what was received _____ college entrance exams.
- i. Students choose to study _____ a large comprehensive university or small liberal arts college.
- j. Some students prefer to work _____ the campus radio or television station.
- k. A major is a field of study _____ which you want to specialize.
- l. A minor is usually very closely related _____ the academic major.

- m. ___ other words, some students graduate having met the requirements ___ two majors.
- n. A small number of courses in the minor will “count” _____ the major degree.
- o. Students often have to complete their degree ___ time.

3. Insert articles where necessary.

(See Grammar Highlights in this Unit for the usage of articles).

- a. ___ students from ___ elite schools expect ___ success and fame.
 - b. ___ idea of not being successful terrifies many people.
 - c. I personally know many graduates from ___ Harvard and ___ Eton.
 - d. It’s difficult to ignore ___ constant pressure to go into ___ banking and earn ___ steady salary.
 - e. It’s tough to think about your goals, when everyone is doing ___ opposite.
 - f. ___ New Yorker’s snobbery is insufferable, just like that of ___ Texan’s.
 - g. ___ elite universities could do more to counteract ___ elite snobbery.
 - h. It’s ___ nasty way of treating ___ human beings.
 - i. Students at places like ___ Yale get ___ endless string of second chances.
1. Shouldn’t we be viewing this ___ other way around?
 2. Other advantages include ___ plentiful grants for ___ research, ___ travel, and ___ writing.
 3. ___ people I knew in ___ college generally had no idea what they wanted to do in the future.
 4. There were ___ few students who showed up ___ first day of the freshman year and got disappointed that ‘business’ wasn’t ___ possible major.
 5. It was ___ greatest culture shock of my life.

EDITING

Edit the following text.

- a. I only looked at those professionals which studied in the USA.
- b. It is, however, important noting that today more top corporate executives in Fortune 500 companies was born and educated abroad.
- c. In our research on CEOs we have founded an increasing number of Fortune 500 CEOs who grew up in India, many of whose earned degree from the Indian Institute of Technology, a school, that “is more difficult to get into than MIT, Yale, or Harvard”.
- d. However, those who did not graduated college grew with such economical privilege.
- e. For example, Larry Ellison the founder and CEO of Oracle, given up by his mother for adoption to her sister and her husband.
- f. He was raised by them, and didn’t met his biological mother again until he was 48.
- g. His adoptive parents have live on the South Side of the Chicago in a middle-class Jew neighborhood.
- h. He started at University of Illinois, Urbana Champaign, but dropped up during his sophomore year.

CRITICAL THINKING

1. Analysing

- a. Does elite education provide more advantages than disadvantages?
- b. Quality and equality in education. What do these depend on?

2. Reasoning

- a. Read the following extract from the research carried out by Cambridge University. Do you agree with the statement that state schools do better than private ones?

“State school pupils are likely to do better at university than privately educated pupils who start with similar grades, the University of Cambridge has found.

Previous research has argued that privately educated students may have less incentives to perform well at university and therefore spend more time socialising or they may have been overtutored and subsequently struggle after leaving school.

Dr Vidal Rodeiro, from Cambridge Assessment Department of the University of Cambridge, which carried out the research, said: “In both Russell and non-Russell Group universities, students from independent schools were less likely to achieve either a first class degree or at least an upper second class degree than students from comprehensive schools with similar prior attainment.”

[<http://www.telegraph.co.uk/education/universityeducation/11976195/>]

- b. More questions to tackle:

- Can you name any private schools and universities in Russia?
- What can you say about their a) teachers b) curriculum/subjects c) extra-curricular activities d) atmosphere, including teacher-pupil relationship e) extracurricular activities?
- How expensive are they?
- How credible are they in terms of the quality of education?
- Are state schools the same everywhere? What are their advantages/disadvantages compared to private schools?

- c. Imagine you are a parent looking for a proper school for your child.

What is more important to you: the location, teachers’ professionalism, strong discipline, the canteen, the school bus, comfortable spacious classrooms, sofas and armchairs in the hallway, suitable desks and chairs, equipment (interactive boards, computers, TV and video equipment, stuff for Science), the library, the Internet room? In which order of importance would you put these?

FURTHER EXPLORATION

1. Find out more about a Russell Group University from the list and prepare a mini-report (about 300 words):

1. University of Birmingham
2. University of Bristol

3. University of Cambridge
4. Cardiff University
5. University of Edinburgh
6. Imperial College London
7. London School of Economics and Political Science
8. University of Manchester
9. University of Oxford
10. Queen Mary University of London

ACADEMIC WRITING: Feature Article

See Appendix 2 for feature article guidelines.

Choose a topic for your article:

- Private or state school?
- Best education for millennial children

WORD-BUILDING: Opposite Prefixes

a) *-over vs -under*

The meaning of **over** is “too much”, the meaning of **-under** is “too little/few”, “not enough”.

Fill in the table with the opposite pairs made from the following words: *estimate, qualify, active, charge, bid, value*. Check with a dictionary. Translate the words into Russian.

over	under
overcook	undercook

b) *-hyper vs -hypo*

The meaning of **hyper** ['haɪpə] is “too much”, “above normal”. The meaning of **hypo** ['haɪpəʊ] is “too little”, “below normal”.

Translate these pairs of words into Russian.

hyper	hypo
hyperactive	hypoactive
hypertension	hypotension
hyperacid	hypoacid
hyperbulia	hypobulia
hyperalcemia	hypocalcemia

GRAMMAR HIGHLIGHTS: Definite and Indefinite Articles

Articles and other determiners are used to introduce, describe or classify common nouns.

Singular count nouns must always occur with *a/ an/ the* or other determiners (e.g., *my, this, Tom's*). They cannot occur alone.

Plural count nouns and all noncount nouns can occur alone (\emptyset), with *the* or with other determiners.

The definite article *the* is used when both the speaker and the listener know the specific noun talked about. Some examples of familiar nouns include *the airport, the bank, the beach, the doctor, the government, the gym, the library, the movies, the office, the police, the radio, the store*.

The is used with unique nouns which include *the earth, the environment, the sun, the top, the middle, the bottom, the beginning, the end, the remaining, the rest*.

The is used before oceans, seas, rivers, hotels, pubs, museums and newspapers: *The Atlantic, The Ritz, the British Museum, The Financial Times*.

The is used before superlatives and ordinal numerals: *the best, the first*.

Don't use articles before *university, college, school, church, hospital*, if they are used for their primary purpose.

PRACTICE

1. Complete each sentence with *a/an/ the*.

- a. Can you answer ___ phone? I'm busy at the moment.
- b. A: How was your history class?
- b. B: ___ teacher was absent, so we had ___ substitute teacher instead.
- a. I'm sorry I missed you. I was at ___ bank when you called.
- b. Can you believe it? They just bought ___ new home, but already there's ___ problem with ___ plumbing.
- c. I saw ___ strange object flying across ___ sky. ___ object stopped overhead for ___ couple of seconds and then continued on its journey.

2. Complete each sentence with *a/an/ the* or zero article.

- d. I got ___ 'F' on ___ final exam in my math course.
- e. You should try and speak ___ language of ___ country that you're visiting.
- f. We had ___ amazing meal with ___ friends. Then we went to ___ dance club.
- g. In ___ very exciting match, ___ Italy won ___ World Cup.
- h. My car needs ___ tune-up. Please check ___ brakes and add ___ quart of oil.
- i. I left ___ car keys in ___ bedroom. Can you get them for me?
- j. He's ___ banker, and he works in ___ office building downtown.
- k. I think ___ Paris is ___ most romantic city in ___ world.

- l. You have ___ wonderful laugh.
m. Is there ___ subway station near here?
n. ___ Brazil is ___ large country full of ___ contrasts.

WRITING FOR BUSINESS: Motivation Letters

See Appendix 1 for motivation letters guidelines.

Search online newspapers for some vacancies relevant to your field of specialization and write your letter of motivation.

ADDITIONAL READING 1

THE FINNISH MIRACLE

By Hank Pellissier, <http://brighterbrains.org/articles>

Can you name a famous person in Finland? A historical episode? Imposing landmark? Foodstuff? It's not that Finland doesn't have its share of Olympic athletes, brilliant architects, and technology moguls, but "Nokia" is all most people can mutter when asked about this small northern nation.

Unless you're a teacher. Then the word "Finland" fills you with awe. Because everyone in the schooling profession knows that Finland is the international all-star of education.

In 2006 the Programme for International Student Assessment (PISA) conducted a survey of 15-year-olds' academic skills from 57 nations. Finland placed first in science by a whopping 5% margin, second in math (edged out by one point by Chinese Taipei), and third in reading (topped by South Korea).

Comparisons that involve so many variables are ... difficult. Some might say impossible. Still, just a glance at PISA's scores year after year prompts the question: How does Finland churn out so many avid learners?

"No sweat," except in the saunas

At first glance, the Finnish educational system looks like it would only produce hippie slackers. Check out the casual amenities: Schools often have lounges with fireplaces but no tardy bells. Finnish students don't wear uniforms, nor do they often wear shoes. (Since Finns go barefoot inside the home, and schools aspire to offer students a nurturing, homey environment, the no-shoe rule has some pedagogical logic.) And although academic standards are high, there's not the grind one associates with high-performance schooling. Never burdened with more than half an hour of homework per night, Finnish kids attend school fewer days than 85% of other developed nations (though still more than Americans), and those school days are typically short by international standards.

Finnish teachers enjoy an equally laid-back arrangement. They work an average of 570 hours a year, nearly half the U.S. total of 1,100 hours. They also dress casually and are usually called by their first names (Aino, Helmi, Viivi, Eetu, etc.).

Is the secret massive financial investment? No. Finland spends only \$7,500 per student, considerably less than the United States' average \$8,700.

So how does Finland produce the world's best young scholars via minimal hours and cash? Since PISA began ranking nations and revealing Finland's special sauce, plane-loads of inquisitive teachers from every corner of the globe have been making pilgrimages to this educational mecca. Here's a taste of what they've observed:

More cred than doctors

The level of respect accorded to Finnish teachers tends to grab attention, especially in America where teaching is viewed as a “fallback” profession occupied primarily by the lower third of college graduates. That equation is flipped in Finland, where teachers boast the highest vocational status (followed by physicians.) A full 25% of Finnish youngsters select teaching as their career goal, but only a fraction succeed. Only 10% to 13% of applicants gain acceptance into the masters' degree in education program.

After all this hard work, the rewards are generous, but not necessarily financially so. Teachers earn a generous \$45 to \$50 per hour for elementary school, \$75 to \$80 for secondary school. Yet some far lower-performing nations such as Spain and Germany pay teachers more. Instead, Finnish teachers enjoy immense independence. Allowed to design their own lesson plans and choose their own textbooks (following loose national guidelines), Finnish teachers regard their work as creative and self-expressive.

Free preschool, free college

Finnish toddlers have access to free preschools supervised by certified college graduates. Ah, you wonder – are the little innocents getting a jump-start there, reading and writing all day? Wrong! Truth is, Finland's preschools offer no academics but plenty of focus on social skills, emotional awareness, and learning to play. Remarkably, Finnish children don't approach reading until age seven (Waldorf nation?). They learn other concepts first, primarily self-reliance. One American observer noted that first-graders were expected to walk unescorted through the woods to school and lace up their own ice skates.

Twenty colleges exist in Finland, and they're all free. Imagine the financial relaxation this provides for both parents and children. Universities are not widely stratified either; the disparity between the “best” and “worst” is not terribly large.

Curbing the dog-eat-dog competition

Americans give lip service to the notion that “all men are created equal,” but our appetite for competition creates an intense focus on ranking low and high performers – whether they're schools or students.

Finland downplays educational competition in a number of ways. Schools aren't ranked against each other, and teachers aren't threatened with formal reviews. At many schools, teachers don't grade students until the fifth grade, and they aren't forced to organize curriculum around standardized testing. Gifted students aren't tracked into special programs, invited into honor societies, or chosen to be valedictorians. Instead, struggling students receive free extra tutoring. After ninth grade, students attend either an academic program (53%) or vocational one (47%) – this flexibility results in a 96% graduation rate, dwarfing the United States' measly 75%. Finally, since there are no private schools to speak of, there's no sense that the best students are being skimmed off the top.

Overall, such attitudes go hand in hand with Finland's socialist-style egalitarian society, which focuses on meting out fees and services according to need rather than merit. Even parking ticket penalties are determined according to income: A wealthy sausage factory heir was fined \$204,000 for going 50 miles per hour in a 25-mph zone!

Additional differences

Finnish schools lack some of the extracurriculars – such as sports teams or musical bands – considered so essential to U.S. high schools. But free lunches are available to all students. “School choice” doesn't exist; everyone goes to the neighborhood school. Students learn at least three languages: Finnish, Swedish, and English. Finally, Finland is a culture of readers, with a great library system and book mobiles reaching even remote locations.

Although the Finnish system seems antithetical to South Korea's (the Asian nation placed second in the 2007 PISA surveys), the two small countries share much in common. Both cultures hold teachers in the highest esteem. Both achieved independence relatively recently – Finland in 1917, South Korea in 1946 – and both are resource-poor nations that decided education was the path out of poverty. Finnish and Korean languages are easy to read and spell; they don't have the illogical phonetics of English.

DISCUSSION

- a. What factors make the Finnish education system ‘miraculous’?
- b. Compare the Finnish education system with the Russian one. What are the differences? Similarities?
- c. Which Finnish methods/approaches to education are worth following?
- d. Which methods won't work in Russia?

ACADEMIC WRITING: Summary

See Appendix 2 for summary guidelines.

Write a summary of the above text.

ADDITIONAL READING 2

SINGAPORE SCHOOLS: 'THE BEST EDUCATION SYSTEM IN THE WORLD' PUTTING SIGNIFICANT STRESS ON YOUNG CHILDREN

ABC News

Singapore's education system is among the most highly regarded in the world, but it is also famously known as a **pressure cooker**.

Cherlyn Lee is just 11 years old but she has already won many awards at mental arithmetic competitions, including one for being the fastest to add ten-digit numbers mentally.

She first started mental arithmetic classes at the age of five where she learnt how to add sums mentally. Most children at her age from other parts of the world would probably be at a playground exploring their environment.

But this is Singapore, home of "the world's best education system" according to an OECD-led study from May 2015, and parents are **pulling out all the stops** to give their children a **head start**.

It is very common for parents to organise such enrichment activities for their children at a very young age, choosing to use books instead of the outdoors to ensure their development.

Other East Asian countries such as South Korea, Japan and Hong Kong show similar trends as well, with **rote-learning** and regular examinations used as key methods of assessment.

Cherlyn's father, Brandon, said the objective of starting mental arithmetic at that age is because "brain development is fastest and most robust during this stage".

"Through training it can achieve very fast and good results, which will lead to a better performance in learning due to improved memory and better concentration," he said.

Singaporean parents like Mr Lee have contributed to the country's stellar performance in education rankings year after year.

From British colony to highly skilled workforce

In a short period of 50 years Singapore, a former British colony which **started out** as a low-cost, low-skill labour market, now boasts a highly skilled workforce where more than half are university graduates. [...]

Literacy rates have skyrocketed, and Singaporean students are among the best in the world when it comes to scoring at international exams.

OECD director for education Andreas Schleicher said its students have a good foundation in mathematics and science, which has contributed to Singapore's success.

Indeed, the focus on education is very clear when you walk through the streets of Singapore. Advertisements are plastered around suburbs showing the latest tutoring and enrichment classes parents can enrol their children in.

Local newspaper *The Straits Times* reported that more than 70 per cent of parents **sign** their children **up for** these extra classes outside of school hours to help them **brush up on** English and mathematics. [...]

The median amount spent on tutoring classes ranges from \$150 to \$250 per month, creating a very lucrative industry.

In local bookstores, more than half the floor space is dedicated to assessment manuals, consisting of practice questions based on the school curriculum from pre-kinder to Year 12.

However, there are concerns that this **supercharged** education system is too grades-focused and is taking the fun out of learning.

When the ABC spoke with two teenagers from a Singaporean high school, the word ‘stress’ was often used in our conversation.

Nicholas Tan, 16, recently finished his high school examinations and hopes to be a commercial pilot. He told me he did not **fret** too much about regular class tests, but during his recent exam period he slept for just three hours a day and **ended up with** a high fever just before his exams.

Most students in government schools in Singapore take two major examinations every year and have regular tests every month to track their progress in school.

Another 16-year-old Tee Shao Cong said the stress in Singapore’s education system was so intense that “one’s dreams could be shattered in a matter of seconds if we fail”. [...]

[<http://www.abc.net.au/news/2016-01-06/best-education-system->]

ACADEMIC WRITING: Comparative Essay

Write an essay comparing the Finnish and Singaporean education.

See Appendix 2 for comparative essay guidelines.

FURTHER EXPLORATION

Search the Internet and present your findings on the following:

- a. Which countries are considered the world leaders in education?
- b. Which countries show low performance in education? How can this be explained?

CREATIVE THINKING:

In pairs or groups of 4 work out a plan of improving the Russian education system in one of the following areas: a) pre-school; b) primary school; c) high school; d) university. Present the plan to the class.

ADDITIONAL READING 3

THE HOMESCHOOL PHENOMENON

By Virginia Johnson, The Washington Post

Not every child today learns in a big building with lots of other students all studying the same things at the same time. In the past twenty years, the homeschool phenomenon has caught fire across America. [...]

In the 2012-2013 school year, parents of almost 30,000 children in the state of Virginia chose to educate their children themselves. Why is it so popular? In the home setting, parents may choose how a child is educated and what (if any!) standard curriculum is used. When you elect to be your child’s teacher, you may also regulate the pace at which she is taught,

allowing more time for tackling challenging subjects or simply breezing through the areas that come easily.

One way to teach at home is by obtaining a commercially available lesson-by-lesson curriculum. Some of these provide all materials down to the pencils and scissors – a practice that has its roots from the necessity of giving a quality education to missionary families decades ago. Back in those days transporting common goods overseas was a really big deal! [...]

Today some parents still very much like strongly structured curriculums. Other parents subscribe to the “unschooling” philosophy put forth by educational pioneer John C. Holt who believed “that learning is not the result of teaching, but of the curiosity and activity of the learner. A teacher’s intervention in this process should be mostly to provide the learner with access to the various kinds of places, people, experiences, tools, and books that will correspond with that student’s interest...”.

It’s also possible to use an eclectic method through the years of your children’s studies: teaching some subjects by correspondence classes, employing a tutor or using free materials from the library and the Internet as the subject demands. Today homeschooling is all about choices. Moms and Dads choose to homeschool because they want something different for their children’s education than what the state or established private schools have to offer. Parents may wish to give their children more freedom and guidance to grow intellectually and spiritually, and sometimes they prefer to homeschool specifically because of religious preferences. For whatever reason, there are perfectly practical procedures in place that are followed by parents of thousands of homeschooled kids across Virginia. [...]

Thinking about homeschooling your child? Now is the time to start planning. Although it is possible to change a child to homeschooling in the middle of the school year, the paperwork flow is really geared toward those making a decision about a month prior to the beginning of the fall term. Check with your local superintendent’s office for procedures, and use the resources below, many written by parents who have been there and succeeded, to get an overview of homeschooling. You will also get some specific recommendations for different grade levels and interests as well as interviews with homeschoolers. You will be provided with a list of contact points for local homeschool associations. The groups often plan field trips or other fun learning experiences, and sometimes they just gather together to socialize.

[<http://www.librarypoint.org/homeschool>]

DEBATE: Home-Schooling Versus Mainstream Schools

Get divided into two groups: for and against home-schooling. Use the material in this unit and your own exploration to build sound arguments.

UNIT 2

PROSPECTIVE INTERNSHIPS

CORE READING:

- Job-Seeking MBAs Benefit from Personal Touch
- Internships Advertisements

ADDITIONAL READING:

- Four Real Life Intern Horror Stories
- Unpaid Internships: Pros and Cons
- Evaluating Emotional Intelligence

VOCABULARY:

Selected topical vocabulary on jobs and internships

GRAMMAR:

Adverb Phrases

LISTENING:

- Internship at CEP Investments
- Intern Brazil

WORD-BUILDING:

Conversion

WRITING:

- Letters of Reference
- Survey
- Persuasive Essay
- Summary

CORE READING 1

PRE-READING

Discuss these questions.

- What are the conventional ways of getting a job in Russia?
- Are they different from those abroad?
- How can you find your dream job?
- What are the stages of job hunting?
- Who are *headhunters*?

JOB-SEEKING MBAs BENEFIT FROM THE PERSONAL TOUCH

The Financial Times

With the employment market remaining difficult, school career advisers are becoming headhunters to help their students find jobs, says Rebecca Knight.

Even in a gloomy employment market, Tracy Liu, at Pepperdine's Graziadio School of Business and Management in California, landed her "dream internship" with the Environmental Defense Fund. Ms Liu, 26, credits winning the position to **a direct referral** from her school's career counsellor. "In this downturn, it has to be a joint effort. It's up to the student to be extra aggressive but direct referrals from the career office give you **a warm lead** – it's another person helping you, supporting you and putting in a good word," she says.

At a time when many companies have cut recruiting budgets, some MBA career counsellors are becoming de facto headhunters helping students secure jobs and internships. They place students' CVs directly in the hands of **time-poor** hiring managers who wince at sifting through hundreds of applications for one position. The approach, which involves counsellors working one-on-one with students and networking with companies, is a departure from traditional on-campus recruiting and job fairs.

The direct referral process varies from school to school. However, in essence, at the beginning of the academic year, a career counsellor works with a student to understand their professional goals, geographic preferences, target companies, experience and any special skills he or she might have. Simultaneously, corporate relations managers from the school work with **prospective** employers to discover their hiring needs for the coming year. As the recruiting season heats up, the career counsellor and the corporate relations manager work together to discover where they can match qualified students with job openings. The school then contacts the company with a handful of carefully selected candidates.

Nicole Hall, president of the MBA Career Services Council and executive director of career services at Graziadio, describes it as a **personalised** approach. She estimates that about 20 per cent of last year's job placements at Graziadio came from direct referrals. "We definitely feel much more like a headhunter," she says.

"During the economic downturn, we have become more fluid and flexible about how we pursue our employer connections and we have created a closer link between those relationships and how our career counsellors profile our candidates."

The direct referral approach is most common at smaller, **lesser-known** programmes. Stig Lanesskog, associate dean for the MBA programme at the University of Illinois at Urbana-Champaign, which has about 100 students per class, estimates that about a third of last year's class found jobs through direct referrals.

"As the economy has slowed, it is a big investment in time and resources for companies to visit campus. As a result, companies have become very narrow about their target schools," says Mr Lanesskog. "We have a small to mid-sized MBA programme, so we want to eliminate as many barriers as possible, even if we don't have the depth that a bigger school might."

Jim Dixey, director of career management at Texas A&M's Mays Business School, says direct referrals save time for corporate recruiters. "Companies don't want to see 1,000 résumés. They don't want to hear that the students are all great or equally talented. It's hogwash. They say: 'Send me the people that will help me.' We look at our students and, based on what that company needs, give them legitimate, viable candidates."

It is a delicate balance for a school to ensure its current crop of students **land** happily but also to maintain a relationship with those prospective employers for future graduating classes. The school must be confident it is proposing well-qualified students who will consider the job if offered.

Direct referrals are especially suited to small and mid-sized businesses, say MBA career counsellors. These companies often do not have the resources to commit to on-campus recruiting or they have an inconsistent hiring process.

Kimberly-Clark, the consumer products group that has its headquarters in Dallas, for instance, does not regularly recruit MBAs. But, according to Phil Carey, senior manager, when there is a position available that would be suited to an MBA candidate, "direct referrals are, from my **perspective**, the only way to recruit".

"It's easier to **hone in on** what you're looking for," he says. "I tell the career services person: 'I'm looking for leadership potential and financial analysis skills. Give me your top six or seven people.' Then I contact them directly. It's a very targeted approach and it gives me a better chance of finding what I am looking for."

[<https://www.ft.com/content/e1761a4e-f3f6-11df-886b-00144feab49a>]

POST-READING

GETTING MEANING FROM CONTEXT

Explain the meaning of these words/phrases highlighted in the reading.

- a) direct referral
- b) warm lead
- c) time-poor
- d) prospective
- e) personalised
- f) lesser-known
- g) land
- h) hone in on

COMPREHENDING CONTENT:

- What do the career counsellors do?
- What are the traditional ways of securing jobs?
- What information about the student does a career counsellor need?
- What's the role of corporate relations managers in the hiring process?
- What do the following professionals say about a direct referral? Fill in the table below:

Name	Title	Quote
Nicole Hall		
Stig Lanesskog		
Jim Dixey		
Phil Carey		

FOCUS ON VOCABULARY

1. Match the words from columns A and B to make steady collocations. There can be more than one choice.

A	B	Collocations
1) consumer	a) referral	
2) direct	b) manager	
3) hiring	c) employer	
4) job	d) openings	
5) leadership	e) approach	
6) personalized	f) potential	
7) prospective	g) placement	
8) targeted	h) product	

2. Match the synonyms.

1) advocate	a) contacts	a) adaptable
2) connections	b) elastic	b) decline
3) downturn	c) recession	c) employ

4) ensure	d) prospects	d) guarantee
5) expectations	e) fit	e) hopes
6) flexible	f) hire	f) match
7) perspective	g) secure	g) promote
8) recruit	h) support	h) relationships
9) suit	i) angle	i) viewpoint

3. Match the antonyms.

1) advocate	a) fire
2) close	b) distant
3) direct	c) lose
4) gloomy	d) mediated
5) hire	e) cheerful
6) simultaneously	f) gradually
7) win	g) discourage

4. Add a negative prefix to form an opposite.

1) realistic	
2) consistent	
3) legitimate	
4) flexible	
5) available	
6) legal	
7) mobile	
8) direct	
9) appropriate	

5. Identify family groups of words: Fill in the chart with more words/phrases from the text.

People hiring staff	Job titles	Employment
	<i>Corporate Relations Managers</i>	<i>employment market</i>

6. Write out all collocations with the word *job*.

Verbs	<i>land a job</i>
Adjectives	<i>prospective job</i>
Nouns	<i>job placement</i>

7. Choose to insert *prospective* or *perspective* in the gaps.

1) prospective (adj)	будущий, потенциальный, ожидаемый
2) perspective (n)	ракурс, вид, перспектива

- a. Most guidebooks are written from the editor's
- b. The terms of the deal are most clearly spelt out in the Financial Times.
- c. I would like to offer a historical
- d. The book introduces two different on the nature of adolescent development.
- e. She showed a buyer around the house
- f. When his employers learned that he smoked, they said they wouldn't hire him.

WORD-BUILDING: Conversion

1. Look at these sentences. The highlighted verbs are formed from nouns by means of conversion. What do they mean? Fill in the chart below. Add more words of the same type.

- a. Ms Liu *credits* winning the position to a direct referral from her school's career counsellor.
- b. In your letter you say that you have already *landed* a good job.
- c. Our career counsellors prep and *profile* our candidates.

	The meaning of the word used as a noun	The meaning of the word used as a verb
<i>credit</i>		
<i>land</i>		
<i>profile</i>		

TRANSLATION

Translate into Russian.

1. При поиске работы прямые рекомендации карьерных консультантов являются более эффективными, чем рассылка резюме.
2. Карьерные консультанты колледжа передают резюме непосредственно в руки рекрутеров, у которых слишком мало времени, чтобы изучать огромный поток резюме.
3. Колледж предлагает потенциальным работодателям горстку тщательно отобранных кандидатов.
4. Прямые рекомендации обеспечивают выпускникам «теплый прием» работодателя.
5. Вследствие экономического кризиса у компаний нет достаточного времени и ресурсов, чтобы самим посещать кампусы и набирать выпускников.
6. Колледжи стремятся к тому, чтобы их высококвалифицированные студенты нашли прибыльную и перспективную работу.
7. В начале учебного года карьерные консультанты работают со студентами, выясняя, какие у них цели, в каких компаниях и странах они предпочли бы работать.
8. Карьерные консультанты стремятся устранить все преграды на пути выпускников и помочь им найти работу мечты.
9. Компания «Кимберли-Кларк», головной офис которой находится в Далласе, не всегда набирает выпускников со степенью MBA.
10. Как утверждает старший менеджер, сейчас появилась вакансия для кандидата со степенью MBA.

PARAPHRASING

Paraphrase the sentences, using the words/phrases in italics.

hiring needs / job headhunter / land / personalized / sifting / one-to-one / from my perspective / recruit / narrow down / direct referrals / crop of students

- a. Nowadays recruiters prefer receiving recommendations directly from school career experts.
- b. Corporate relations managers from colleges work with potential employers to discover who they need to hire next year.
- c. The direct approach is most common at smaller, not so well-known companies.
- d. President of the MBA Career Services Council describes it as an individualized approach.
- e. 'We definitely feel much more like a recruiter.'
- f. Hiring managers who have little time waste at looking through a large number of applications for one position.
- g. Counsellors work individually with students and network with companies.

- h. Schools want to ensure that their current graduates find a prospective job.
- i. Phil Carey says: ‘Direct referrals are, from my viewpoint, the only way to hire people.’
- j. ‘It’s easier to concentrate on what you are looking for’, says the career services person.

EDITING

Edit the following sentences.

- a. At time that many companies have cut their budget, some MBA career counsellors becoming headhunters.
- b. The approach which involves working one-to-one with the students is a departure to traditional on-campus recruiting and job fares.
- c. However at the begining of the academic year career advisor work with students understand their profesional goals, georgraphic preferences and some other special skills he or she might have.
- d. Even in gloomy employment market, Tracy Liu landed his dream internship with the Environmental Defense Fund.
- e. It’s up to the student be extra aggressive but direct referals from career office give you a warm lead – it’s another person help you, support you and putting in a good word.
- f. Nicole Hall president of the MBA Career Services Council describes it as personalized approach.
- g. She estimates that near 20 percentage of last year’s job placements came from direct recommendations.
- h. The school then contact company with a handful of careful selected candidate.
- i. “As result, companies have became very narrow about there target schools,” tells mr Lanesskog.
- j. I speak to the career person: ‘I’m finding leadership potential and financial skills. Give me you top six or seven people.’

ACADEMIC WRITING: Write a summary of the text above.

See Appendix 2 for summary guidelines.

SPEAKING: Based on the summary, prepare a 2-3 minute talk about contemporary ways of securing a job.

CORE READING 2

INTERNSHIP ADVERTISEMENTS

Here are some great journalism internships and fellowships for application season. For journalism students, October through January is internship application season, a pressure cooker of equal parts excitement and anxiety.

1. NBC Owned Televisions Stations editorial internship

Location: New York City

Pay: \$10 per hour

Description: *“Interns will write stories and produce multimedia content for leading local news sites in 11 major television markets. Interns are expected to pitch and produce stories and galleries for the Web on a variety of topics, including national news, technology, business, health and entertainment. Ability to file clean copy on deadline is a must. In addition to published bylines, our interns get the opportunity to learn the ins and outs of digital media from seasoned editors experienced in everything from site analytics to crafting compelling social media posts. We collaborate with the broadcast teams in our markets but we focus on producing an engaging user experience across our digital platforms.”*

2. The New York Times James Reston Reporting Fellowship

Location: New York City

Pay: \$1,000 per week

Description: *“Beginning with the second week, the Reston Fellows start work in a section that reflects their skills and area of interest to report and write stories under the guidance of editors or senior reporters. Some stories are assigned, but fellows are encouraged to come up with their own ideas. They also participate in workshops with ranking editors and reporters. The goal of the program is to provide an opportunity for the fellows to stretch their journalistic skills with the help of some of the best reporters and editors in the country.”*

3. The Washington Post

Location: Washington, D.C.

Pay: \$750 per week

Description: *“Our interns write articles, edit copy, take photographs, design pages and produce graphics. We treat them as staff members during their 12 weeks of employment.”*

4. The Boston Globe

Location: Boston

Pay: \$700 per week

Description: *“Summer interns work as full-time employees for 12 weeks, between Memorial Day and Labor Day. Interns are paid a weekly wage, and shifts vary. An intern supervisor serves as a writing coach and there are weekly meetings with editors and staff members on a range of issues and topics pertaining to journalism.”*

5. Reuters Global Journalism Internships

Location: Major cities throughout the world

Pay: Not listed

Description: *“The Reuters Global Journalism Internships offer talented students and graduates an opportunity to learn and shine in our bureaus internationally. The paid internships are a crash course in hands-on business, political and general news reporting. Every intern will report to a senior editor and be assigned a journalist mentor to provide advice and guidance during the summer. They’re expected to write regularly and deliver in-depth stories during their assignment. Interns will receive several days of formal training before they start work, focused on writing skills, journalism ethics and basic financial knowledge. They may also be able to take advantage of other, regularly scheduled training opportunities during the summer, depending on where they’re based.”*

6. The Los Angeles Times

Location: Los Angeles, Washington D.C.

Pay: \$700 per week

Description: *“Interested in working with some of the best journalists around? We offer 10 weeks of intensive, hands-on experience in a region where big stories are the norm. We place interns throughout the L.A. Times: Metro/Local, Sports, Business, Features (Home, Image, Travel, Food, Mind & Body), Arts & Entertainment, Editorial Pages, Washington, D.C., bureau, Photography/Video, Data Desk, Visualization & Graphics, Design and latimes.com. These are paid internships and summer placements usually run from mid-June to late August.”*

7. The Seattle Times

Location: Seattle

Pay: \$540 per week

Description: *“The Seattle Times offers paid summer internships to outstanding students pursuing a career in journalism. For 10 weeks, interns work on varied assignments and attend weekly training sessions with members of a Pulitzer Prize-winning staff. Interns receive a skill-development plan and work with a staff mentor to achieve it. Internships are open to sophomores, juniors, seniors and graduate students attending a four-year college or university. Applicants must have a demonstrated commitment to print and online journalism.”*

[<http://about.poynter.org>, MediaWire, Media Industries news]

POST-READING

SCANNING FOR SPECIFIC INFORMATION

1. Continue filling in the chart:

The company	Interns will learn to	Some special benefits/ supervision
1. <i>NBC Owned Televisions Stations editorial internship</i>	<ul style="list-style-type: none"> • <i>write stories</i> • <i>produce multi-media content</i> • <i>.....</i> 	<ul style="list-style-type: none"> • <i>opportunity to learn from seasoned editors</i> • <i>.....</i>
2.		
3.		
4.		
5.		
6.		
7.		

FOCUS ON VOCABULARY

1. Fill in the gaps in the sentences (1-10) with the right word/phrase in italics (a-k).

- a. *pitch*
- b. *produce graphics*
- c. *area of interest*
- d. *financial skills*
- e. *Labour Day*
- f. *topics pertaining to journalism*
- g. *galleries*
- h. *guidance*
- i. *graduates*
- j. *summer placements*
- k. *outs*

1. Interns are expected to produce and _____ stories and _____ for the Web.
2. Our interns get the opportunity to learn the ins and _____ of digital media.
3. They will start work in a section that reflects their skills and _____.
4. Our interns will write articles, edit copy, design pages and _____.
5. Summer interns will work between Memorial Day and _____.
6. They will discuss a range of issues and _____.
7. The Reuters Internships offer talented students and _____ an opportunity to shine in their bureaus internationally.
8. They will be provided with advice and _____ from senior editors.
9. Interns will receive formal training focusing on journalism ethics and basic _____.
10. These are paid internships and _____ usually run from mid-June to late August.

2. Identify family groups.

Pitch and produce stories, writing coach, craft compelling social media posts, produce graphics, journalist mentor, national news, seasoned editors, file clean copy on deadline, technology, ranking editors, entertainment, health, deliver in-depth stories, edit copy, take photographs, senior reporters, design pages, business, politics.

skills/duties	tutors/teachers	topics/sections

FOCUS ON GRAMMAR

1. Put the verb in the right tense and form. Sometimes more than one answer is possible.

- a. Next summer interns _____ (write) stories for leading local news sites.
- b. Interns _____ (expect) to pitch and produce stories for the Web.
- c. Our interns _____ (get) the opportunity to learn the ins and outs of digital media.
- d. We focus on _____ (produce) an engaging user experience across our platforms.
- e. Ability _____ (file) clean copy on deadlines is a must.
- f. _____ (begin) the second week, the company _____ (start) work in a section that _____ (reflect) their skills.
- g. Some stories _____ (assign), but fellows _____ (encourage) _____ (suggest) their own ideas.
- h. The goal of the program is _____ (provide) an opportunity to stretch journalistic skills.
- i. An intern supervisor _____ (serve) as a writing coach and there _____ (be) weekly meetings with editors.
- j. They _____ (report) to a senior editor and _____ (assign) a journalist mentor _____ (provide) advice and guidance.
- k. They _____ (expect) _____ (write) regularly.
- l. They may also _____ (be able) _____ (take) advantage of other training, _____ (depend) on where they're based.
- m. The Seattle Times _____ (offer) paid summer internships to outstanding students _____ (pursue) a career in journalism.

2. Insert the right preposition chek with the text.

- a. Interns are expected to pitch and produce galleries the Web a variety topics, including national news and entertainment.
- b. Ability to file clean copy deadline is a must.
- c. addition published bylines, our interns get the opportunity to learn the ins and outs of digital media seasoned editors experienced everything site analytics ... crafting compelling social media posts.
- d. We collaborate the broadcast teams our markets but we focus producing an engaging user experience our digital platforms.
- e. Beginning the second week, the Reston Fellows start work a section that reflects their skills and area interest to report and write stories the guidance editors or senior reporters.
- f. Some stories are assigned, but fellows are encouraged to come their own ideas.
- g. essence, the beginning the academic year a career counsellor works a student to understand their professional goals.
- h. Stig Lanesskog, associate dean the MBA programme the University of Illinois Urbana-Champagne, which has about 100 students class, estimates that a third last year's class found jobs direct referrals.

- i. I am looking leadership potential and financial analysis skills.
- j. There is a position available that would be suited an MBA candidate.
- k. Direct referrals are, my perspective, the only way to recruit.

3. Insert articles where necessary.

- a. Even in ___ gloomy employment market, Tracy Liu at ___ Pepperdine’s Gaziadio School of ___ Business and Management in ___ California, landed her ‘dream internship’ with ___ Environmental Defense Fund.
- b. In this downturn, it has to be ___ joint effort.
- c. It’s up to ___ student to be extra aggressive but ___ direct referrals from ___ career office give you ___ warm lead.
- d. At ___ time when many companies have cut recruiting budgets, ___ some MBA career counsellors help ___ students secure ___ jobs and internships.
- e. They place students’ CVs directly in ___ hands of ___ time-poor hiring managers.
- f. ___ approach, which involves counsellors working one-on-one with ___ students and networking with ___ companies, is ___ departure from ___ traditional on-campus recruiting and job fairs.
- g. It is ___ delicate balance for ___ school to ensure its current crop of ___ students land happily but also to maintain ___ relationship with those prospective employers for ___ future graduating classes.
- h. It’s ___ very targeted approach and it gives ___ better chance of finding what I am looking for.

CRITICAL THINKING

Reasoning.

1. Which ad(s) from above would you choose to reply to? Why? Bring reasons for your choice.
2. What are the benefits of combining study and work? What are the drawbacks? Write down some of your ideas. Compare them to the ones given in the tables below.
3. Match the heading on the left to the paragraph on the right. Underline the words/phrases that helped you do this.

Benefits of combining study and work

<p>1. You get to keep your current job</p>	<p>a) Many students choose the more demanding full-time study option in order to avoid the extra years of studies required by part-time options. For example, a full-time master’s programme will usually require no more than 2 years of study, compared to 4 years of part-time study. However, full-time work and full-time study will test your commitment and self-discipline.</p>
<p>2. Develop a brand new set of skills</p>	<p>b) The extra years of employment may open the way to better job opportunities and more advanced study programmes that require extensive work experience, such as an MBA.</p>

3. No worries about tuition fees	c) A good job is a great way to avoid debt and focus on long-term plans. With the right salary, you are able to pay the tuition fees and even save some extra cash.
4. Gain invaluable work experience	d) This way you avoid the stress of having to find new employment in the future. At the same time, a good college degree is a great addition to your CV and may result in a promotion.
5. You could still finish your studies in a short amount of time.	e) Knowledge gained from your studies and the demands of combining study and work will play an important role in your personal and professional development. You will likely improve your time management skills, learn to set goals, keep a positive attitude and work harder.

Challenges to combining study and work

1. You will have to find a job	a) A great part of university life is about creating new contacts and building a future professional network. Your job may interfere with your social life and require alternative means of communication, usually through online services.
2. Less time for yourself and your family	b) Some universities offer financial aid exclusively to unemployed students. Holding a job might affect your scholarship eligibility. Low grades might also cancel your scholarship.
3. More stress, less energy	c) This is especially true during exam periods or when asked to meet important deadlines. Students with jobs that require creativity, such as writers, may experience occasional creative blocks, due to fatigue. The great amount of work may also affect your grades.
4. Less time for school activities, study groups or projects	d) Studying for a degree while working full-time might mean facing a few very demanding years, that could prove difficult for both you and your loved ones. Most likely, you will have to put many of your hobbies on hold for a while.
5. Expect the unexpected	e) If you are not already employed you will have to put time and effort into writing a CV, cover letters and taking interviews. You may find this to be significantly challenging.
6. Beware of financial aid risks	f) Unpredictable events may interfere with your schedule, such as an unplanned important business meeting, working overtime or extra schoolwork.

SPEAKING: Prepare a 2-minute talk about the benefits and drawbacks of combining study and work

WRITING: Personal Letters

Read this letter. Comment on its structure, language and style. Write a reply.

“Dear,
I was delighted to receive a letter from you! After so many years! It’s hard to believe that you are graduating from University this year. In your letter you say that you have already

landed a good job and that your internship helped you a lot in obtaining that position. I am very happy for you.

I am now a junior at Columbia University, studying journalism and mass media. There is an internship at one of the newspapers available but I am quite confident that if I take it up, I won't be able to study as well as I did and might fail the exams. In addition, a friend of mine told me that this internship will be about serving coffee and making phone calls, which I hate. To add to this, they are going to pay \$10 per day, which is considerably less than I earn in the student's café on the campus.

Please, give me some advice.

Love,

Julia”

LISTENING

Watch the video about a co-op at *Pioneer investments* at <http://vimeo.com/200202348> and fill in the chart. (*Co-op* is short for *Cooperative Education Program* and means a programme which alternates periods of academic study with periods of work).

	Michael Dicienzo	Kyle Mochnacz	Koshal Yerramsetty	Erin Rogers
What is his/her co-op job?				
What are his/her responsibilities?				
What has she/he learnt during the internship?				
What does she/he say about their coworkers?				
What adjectives does she/he use to describe Pioneer Investments?				

2. What are the advantages of doing these internships?

LISTENING 2. Watch *Intern Brazil* at <https://vimeo.com/198709412> and take notes. Report to the class. Would you like to do this internship? Why?

ACADEMIC WRITING: Write a persuasive essay *Role of internships in building a successful career*.

See Appendix 2 for persuasive/argumentative essay guidelines.

GRAMMAR HIGHLIGHTS: Adverb Phrases

Adverb clauses of time, concession, and reason can be reduced to adverb phrases. An adverb clause can be reduced only when the subject of the two clauses is the same.

E.g. He became sick while climbing the Everest. (= He became sick while he was climbing the Everest).

Not having relevant experience, he will hardly get the job. (= Since he doesn't have relevant experience, he will hardly get the job).

Though still recovering from an injury, she's actively training for the championship. (= Though she is still recovering from an injury, she's actively training for championship).

In affirmative adverb phrases showing past time, *while* and *when* (expressing simultaneous events) can be omitted along with the subject and any auxiliary.

E.g. (While he was) Travelling through the Canadian wilderness, he became sick.

After and *since* can be omitted, but they are replaced with *having* + *past participle*.

E.g. Having arrived home, I realized I'd left my keys in the office.

Time subordinators cannot be omitted in adverb phrases or present or future time.

PRACTICE

1. Decide whether the subordinator can be omitted. If yes, rewrite the sentence without the subordinator.

- After finishing her final exams, she went to Spain for the summer.
- While getting on the bus, Stella dropped her mobile phone in the street.
- Before getting a job here, he worked for a foreign company.
- After exercising at the gym during lunch time, I returned to the office.
- After taking a break, we're going to discuss the latest amendments.
- Since graduating from Eton, she has had better job opportunities.

- g. As he was leaving the hotel, he was stopped by a security guard.
- h. When looking through some old papers, I found a photo of my father as a boy.

2. Rewrite the sentences below so that they contain adverb phrases instead of adverb clauses, when possible.

- a. I'll be able to buy a new car after I get my bonus check.
- b. David is learning to meditate so that he can reduce his anxiety level.
- c. My sisters have been to the Metropolitan Museum three times since they moved to New York.
- d. As we had never met Angela's boyfriend, we were surprised to hear that they had got engaged.
- e. Though she is eating healthy food, she is still having a hard time losing weight.
- f. While we are eating dinner, we can talk seriously about moving.
- g. When Katie is working, her mom takes care of the children.

WRITING FOR BUSINESS: Letters of reference/recommendation

See Appendix 1 for reference letter guidelines.

Write a peer recommendation letter for a fellow student.

ADDITIONAL READING 1

FOUR REAL-LIFE INTERN HORROR STORIES

www.businessinsider.com

Accepting an internship always feels like a little bit of a gamble. On one hand, you could be signing onto a valuable experience where you'll learn directly from those in charge and build a strong network of professional contacts. On the other hand, you may have to deal with crazy requests you could have never anticipated, ones that definitely weren't listed in the job description. If you happen to find yourself in the middle of a less-than-stellar internship, take a look at these terrible tales and take solace in the fact that you are most certainly not alone.

A. Ruff Day

“When I was interning at a women's magazine, a very particular editor-in-chief gave me a list of things I needed to do that day. Most of them were errands. I had to go replenish the office ‘drug store’ supply, which meant buying Aspirin and paper towels. After I did her errands, the last thing on the list was to go to her house and feed her dog. It went fine – I just filled up the bowl and took the dog outside, but, then again, that isn't really something an office intern should be doing!” *Allison, 23*

B. Super Soaker

“One of my most intense internship experiences was the semester I spent at a major news agency in Belgium, where my boss was known for making interns cry. One day, I was covering a protest in Brussels with one of my favorite cameramen and the situation on the ground was getting pretty rough. Shortly after getting back, my boss told me to go back out and find my cameraman again because she wanted more footage. By that time, the protest had gotten even worse, half the trains in the city were shut down, and the police had started using water cannons and tear gas on the angry protesters. My eyes and throat were burning, I was completely soaked, and I had no idea where my cameraman was. I finally decided to just give up and go back to the office. When I got back, my boss threw a cursory glance in my direction and asked, “What took you so long? Did you not get the film?” I spent the rest of the day shamed, in soaking wet clothes, editing footage and trying not to be noticed.” *Kate, 22*

C. Clean Crew

“When I applied and interviewed for my internship, I was told that I would be working in the resort’s Food and Beverage department for a 12-week period, learning how to manage and supervise while interacting with guests. Since the resort was just opening that summer, we would be expected to help out wherever we could to get everything up and running. Little did I know what we would actually be doing. For the first four weeks of my internship, the interns were on their hands and knees scrubbing toilets, bathtubs, showers, and the entirety of the 465 rooms of this new resort – without running water.” *Machaela, 20*

D. In High Demand

“At this one place I worked, my boss used to make me order his groceries for him. Usually he’d just ask me to call a delivery service, but one time, he sent me on an errand to buy things for an event and added his own personal shopping list to it – and it was a LOT of stuff. I didn’t have a car and the company wouldn’t reimburse cab fares, so it was a nightmare carrying over \$250 worth of stuff using public transportation.” *Anne, 21*

DISCUSSION

- Is the situation described in these stories acceptable?
- How far can you let your boss go with his/her errands?
- What would you do in each particular case described above?

FURTHER EXPLORATION: A Survey on Internship Experience

Interview some students on their internship experience to write your survey report.

See Appendix 2 for survey report guidelines.

ADDITIONAL READING 2

DEBATE: Unpaid Internships

Get into two groups: for and against unpaid internships. Read respective texts and prepare arguments to defend your position.

UNPAID INTERNSHIPS

College students who serve as interns in order to train for their desired professions and receive only college credit – or sometimes just the experience – in return are getting a fair trade-off. Get divided into two groups PRO and CON unpaid internships. Read the respective text and prepare arguments to defend your viewpoint.

PRO: SUPPLY AND DEMAND

Whether it's a role as Nellie Forbush in a community theater production of *South Pacific* or a six-week college internship as a production assistant at a local TV network, people old and young have always been more than willing to take unsalaried work to do something a bit glamorous that they enjoy.

Hence, media outlets like magazines and TV shows, and sports enterprises, don't always have to offer money to clinch the most promising student to fill their internships. The number of applicants far exceeds the number of spots available, so "employers" can choose highly talented students who require no remuneration.

No monetary remuneration, that is. In return for double-checking facts and figures on the Internet or taking on a research project about the average square footage of trade show booths in Cincinnati, a college intern at a travel-industry news publication learns what it takes to be an editor.

She also will likely get the opportunity to write short articles under her byline – writing samples she can show to prospective employers when she graduates and applies for a salaried editorial assistant job at a big-name consumer travel magazine. "As long as the intern gets what is promised, it doesn't violate any ethical principle," says Bruce Weinstein, who is known as the Ethics Guy and writes BusinessWeek.com's Ethics column.

Likewise, no one forces these kids to pursue internships. They're generally not a graduation requirement. "These students must perceive some value in these internships," says Yaron Brook, executive director of the Ayn Rand Institute in Irvine, Calif. "Otherwise, they would work at Starbucks (SBUX) for \$10 an hour."

So what if they have to do some work unrelated to their desired fields – like making coffee or covering the lunch shift at the reception desk? "We all do some tasks at work that aren't directly related to our careers," Brook says. Indeed, no one becomes a lawyer because it's fun to tote around a 20-pound briefcase or fill out expense reports, but it's all part of the job in a chosen field.

CON: EXPLOITATION, PLAIN AND SIMPLE

Investment banks pay their interns up to \$10,000 for the summer, and top law firms give theirs as much as \$3,000 a week. So why can't a major sports franchise fork over minimum wage to its interns, who may very well end up spending much of their tenure as ticket-counter cashiers? That hardly qualifies as glamour.

And what about the 18-year-old who lives at home while struggling to scrape up tuition money? He may be a budding David Letterman, but if he doesn't have the cash to pay New York City rent and transportation costs, he can't accept an unpaid internship with network TV that could make his résumé golden.

Entertainment and sports enterprises give their stars millions, but don't pay anything to a college kid who does anything she's asked, including unloading the office kitchen's dishwasher and being a gofer.

But there's no shortage of applicants, because ostensibly glitzy industries know there will always be a surplus of willing—make that desperate – kids to take advantage of. And it's not just sports and media that stiff kids. Marketing, public relations, and other types of firms, especially small ones, have been known to do the same.

“Students want to have at least one internship on their résumés,” says Lee Svete, director of the career center at the University of Notre Dame's Mendoza College of Business undergraduate program. “We're seeing more and more freshmen wanting internships because they know it will help their careers. So if you're a junior and have never had an internship, you might have to sacrifice some money.”

To help those who can't afford unpaid internships, Mendoza is generously giving financial aid so they can get valuable experience without hardship. It's an act of kindness indeed, but in essence adds up to higher learning funding industry. Isn't it supposed to be the other way around?

ADDITIONAL READING 3

EVALUATING EMOTIONAL INTELLIGENCE CAN BE TESTING

By Rhymer Rigby, The Financial Times

Last year the head of Google's HR department suggested that traditional interview scores and college grades were worthless when it came to predicting how potential employees would perform in their jobs. His comments have helped encourage a broader debate about how best to select candidates given the drawbacks of focusing only on easy-to-measure metrics such as qualifications and technical skills.

One indicator companies have shown increasing interest in over the years is emotional intelligence (EI) – the awareness of your own and other people's emotions and the ability to use this information to guide your thinking and behaviour. Since its popularisation in the mid-1990s, EI has gradually become part of the business landscape.

“EI is extremely popular in coaching and development contexts, and growing rapidly in recruitment,” says Dr Konstantinos Petrides, director of the London Psychometric Laboratory

at University College London, which developed the Trait Emotional Intelligence Questionnaire (TEIQue). This contains seven possible responses to each question, ranging from “disagree strongly” to “agree strongly”. Matthew Owen, a partner at Sovereign Capital, a UK-based private equity house that uses the TEIQue tests, says that if it means you find someone who is one per cent better then it is worth it – though he stresses that the tests should be used in conjunction with other evaluations. “A lot of organisations do three interviews and they essentially do the same interview three times. We want to get as much evidence as possible.”

EI testing can also point to areas that need to be explored further in interviews. Mr Owen says that sometimes you do come across a piece of evidence that really makes a difference. For example, he recalls that when Sovereign was interviewing for a chief financial officer, one particular candidate cleared many hurdles but the interviewers had concerns they could not put their finger on. “EI tests showed the candidate was very optimistic and had a lack of self-confidence.” This, he says, was more or less the opposite of what they were looking for in a CFO. Some, however, sound a note of caution.

Dr Rob Yeung, director of the leadership consultancy Talentspace, says that while EI correlates quite well with job performance, the best reports of EI are usually still from peers and supervisors, and that self-reporting can be prone to error. Dr Petrides notes that high demand for EI tests means assessments that should be carried out by skilled psychometricians are being done by managers and entrepreneurs.

However, he adds that the TEIQue is well validated and has “algorithms that protect against dissimulation”. In any case, he says, it is pointless to try to “game” or prepare for EI tests because there are no right answers – you would have to try to second guess what recruiters want, which is highly risky. Besides, if you succeeded in such efforts, you might wind up with a job that does not suit you.

[<https://www.ft.com/content/2f6017b6-3f46-11e4-984b-00144feabdc0>]

DISCUSSION

- a. Can tests measure EI (Emotional Intelligence) of a person? How objective can that measurement be?
- b. Is it right to include EI tests in job interviews? What about other psychological tests?
- c. Can a person work towards increasing her/his EI? If yes, how?

CREATIVE THINKING

Are you emotionally intelligent? And your partner? Work in pairs or groups of four. Make a questionnaire that would help you find out if the person is emotionally intelligent. Have a couple of students take the test.

UNIT 3

PROFESSIONAL NETWORKING

CORE READING:

- How to Avoid Commencement Cliches
- How Leaders Create and Use Networks

ADDITIONAL READING:

- The New Rules of Choosing a Career
- The Secrets of Successful Networking
- The Top 5 Interview Questions You Should Master

VOCABULARY:

- Selected topical vocabulary related to career
- Idioms and Phrasal verbs

GRAMMAR:

Inversion

LISTENING:

- Commencement Speeches
- Job Interviews

WORD-BUILDING:

- Suffixes *-able/-ible*
- Negative Prefixes

WRITING:

- Commencement Speech
- Expository Essay
- CVs

CORE READING 1

PRE-READING

Discuss these questions.

- What is *commencement*?
- What is a *commencement speech*?
- Who is usually asked to give a commencement speech?

HOW TO AVOID COMMENCEMENT CLICHÉS

By Arthur C. Brooks, The New York Times

Nationwide, commencement speakers are preparing remarks to deliver to this year's crop of college graduates. I was one, and frankly I was a little worried. I wanted to inspire and uplift, but I was well aware that, more often than not, graduation addresses are met with blank stares and tepid applause.

Would I encourage the young people to pursue their professional dreams, to find a fun job, to become an entrepreneur or teacher? All of that seemed like solid guidance. But when I asked a few of my 20-something colleagues, they warned me that, while this might sound great to a baby boomer at the podium, to a millennial audience it's just product advice. It sounds more or less like the famous unsolicited counsel in the 1967 movie "The Graduate," in which a middle-aged businessman told the young Ben Braddock (played by Dustin Hoffman): "I just want to say one word to you. Just one word. Plastics¹".

One clue came from looking at how life and career expectations are changing. Back in the late 1970s, human resource scholars began to notice and write about four distinct career patterns in the American economy.

In the most conventional career type, which scholars call "expert" or "steady state," a person held the same job and basic duties – often with the same company or government agency – for decades. A second career type was "linear," in which all job changes were upwardly mobile in the same career path. Each job paid more than the last and had more responsibility, but rarely deviated from the same basic field. This linear path was the **yuppie sine qua non**, the mark of a serious person who climbed the ladder.

The third and fourth models characterized how some younger adults back in the 1980s were seeing their professional lives. The "transitory" career featured no set job or field, and there was little apparent progress in money or responsibility. Let's call that one "your mom's worst nightmare." The "spiral" model looked similar in terms of periodic job and industry changes, but differed in that these changes were purposive, following changing interests, circumstances and personal values. In other words, a spiral career served life purpose more than a product line.

The spiral model was most fascinating to researchers at the time, representing as it did the new **Generation X** work force of uninhibited individualists. And indeed, it **described**

¹ "The Graduate" didn't invent the use of the word plastic to signify everything phony and superficial in American life. It merely sealed it in, well, celluloid. (Though, as it turned out, if one had invested in the plastics industry on the day the movie came out one would have made a tidy profit over the next several years.) The issue here is the play on the word **plastics** both metaphorically and as an industrial product.

me to a T. After graduating from high school, in 1982, I dropped out of college after a year, spent a decade on the road as a musician, dropped back into college, became a college professor teaching economics, and now lead a Washington **think tank**. I've spiraled all over the place for 30 years.

What seemed new when I was a high school graduate is now the norm. To be sure, many young people find only transitory work available during this poor recovery. But even for those who have done well in the job market, "paying their dues" and waiting to rise through some set of professional ranks is laughable. They feel responsible for their lives, and are in search of the diverse experiences that will fulfill them. That means frequent career changes and a willingness to take pay cuts when necessary.

Today's spiraling millennials know intuitively that having a sense of one's purpose in life is the key to well-being. And research clearly shows they are right. In a 2009 study published in *The Journal of Positive Psychology*, researchers interviewed 806 adolescents, emerging adults and adults about their purpose in life. A key finding of the study was that being able to articulate a life purpose was strongly associated with much greater life satisfaction than failing to do so.

In contrast, purposelessness – no matter how closely tied to worldly prosperity – generally defines a **hamster-wheel** life, alarmingly bereft of satisfaction. "Find a fun job" sounds vaguely **Sisyphean**. The existentialist philosopher Jean-Paul Sartre evocatively termed the sensation of purposeless living the "**nausea of existence.**" This nausea is exactly the sensation engendered by typical career advice.

As I prepared to give my remarks – I spoke on Saturday to graduates of Ave Maria University, a Catholic institution in southwestern Florida – I thought about the words of Bach. If anyone had the right to dispense product advice, it was Bach, the creator of more than a thousand published works and considered by many to be the greatest composer who ever lived. But when asked his approach to writing music, he said, "Music's only purpose should be the glory of God and the recreation of the human spirit." Bach was a true man on a mission, and the two ingredients of his mission were sanctification and service. It is hard to find a better life purpose than the pursuit of higher consciousness and benevolence to others.

So here's my advice for anyone asked to give a commencement speech: Avoid plastics; put purpose ahead of product; emphasize sanctification and service. Also, keep it under 30 minutes.

[<https://www.nytimes.com/2015/05/12/opinion/>]

POST-READING

COMPRHENDING CONTENT

- Which career type is becoming popular with young adults in the West? Why?
- Describe the author's career path. Which type is it illustrative of?
- What's the difference between *product* and *purpose* as far as career is concerned?
- What's the key to well-being, according to the author?
- Why would composer Bach's product advice be valuable today?

CRITICAL THINKING

- a. What's your opinion of the author's career path?
- b. How would you interpret the phrase 'Avoid plastics: Put purpose ahead of the product'?
- c. What's your key to well-being?

Briefly outline the four career types

Career type	Description
1.	
2.	
3.	
4.	

GETTING MEANING FROM CONTEXT

1. Explain these words/phrases highlighted in the reading. Use the context to help you.

- a) hamster-wheel life
- b) nausea of existence
- c) yuppie
- d) generation X
- e) Sisyphean
- f) think tank
- g) sine qua non
- h) describe to a T

FOCUS ON VOCABULARY

1. Match the synonyms.

1) adolescents	a) inspire
2) approach	b) teenagers

3) articulate	c) businessman
4) creator	d) criterion
5) entrepreneur	e) indistinct
6) expert	f) author
7) finding	g) formulate
8) key	h) result
9) scholars	i) principal
10) uplift	j) scientists
11) vague	k) pundit

2. Match the antonyms.

1) distinct	a) downwardly
2) principal	b) indistinct
3) right	c) reluctance
4) solid	d) secondary
5) upwardly	e) superficial
6) willingness	f) false

3. Match the words in columns A and B so as to make collocations. Check with the text.

A	B	Collocation
1) blank	a) individualists	
2) tepid	b) dreams	
3) graduation	c) advice	
4) pursue professional	d) applause	
5) unsolicited	e) stares	
6) distinct career	f) purpose	
7) serve life	g) address	
8) uninhibited	h) counsel	
9) product	i) path	

4. Search the text to find the words which collocate with the word 'career':

a) nouns: *path, type, advice, expectation*

b) adjectives:

c) verbs:

5. Identify family groups.

Individualists, professional ranks, life satisfaction, millennials, human spirit, adults, adolescents, creator, higher consciousness, philosopher, benevolence to others, career ladder, sanctification, periodic job, scholars, transitory work, musician, baby boomer, life purpose, experience.

People	Spiritual world	Job

WORD-BUILDING

1. Add a suitable suffix to form a noun.

	-suffix	noun
a) <i>conscious</i>	<i>-ness</i>	<i>consciousness</i>
b) <i>commence</i>		
c) <i>reluctant</i>		
d) <i>benevolent</i>		
e) <i>millennial</i>		
f) <i>pursue</i>		
g) <i>sanctify</i>		
h) <i>willing</i>		
i) <i>satisfy</i>		

2. Add suffixes *-less* and *-ness* to these words. Give their Russian equivalents.

	-less	-ness	Russian equivalent
a) <i>purpose</i>	<i>purposeless</i>	<i>purposelessness</i>	
b) <i>taste</i>			
c) <i>help</i>			
d) <i>meaning</i>			
e) <i>harm</i>			
f) <i>care</i>			

3. Suffixes *-able* and *-ible*

<ul style="list-style-type: none"> the ending <i>-able</i> is more common than <i>-ible</i>. <i>e.g. desirable, changeable</i> a noun ending in <i>-ation</i> will have an adjective ending in <i>-able</i>. <i>e.g. adaptation – adaptable</i> 	<ul style="list-style-type: none"> words ending in <i>-ible</i> are often preceded by a double s or ss. <i>e.g. transmissible</i> a noun ending in <i>-ion</i> will often have an adjective ending in <i>-ible</i>. <i>e.g. collection – collectible</i>
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PRACTICE

1. Add *-able* to form adjectives. Then make them negative as in the example. Check with a dictionary.

	+ (<i>-able</i>)	+ negative prefix
a) <i>imagination</i>	<i>imaginable</i>	<i>unimaginable</i>
b) separation		
c) explanation		
d) reliance		
e) desire		
f) change		
g) read		
h) laugh		-
i) memory		
j) manage		
k) replace		

2. Add *-ible* to form adjectives. Then make them negative. Check with a dictionary.

	+ (<i>-ible</i>)	+ negative prefix
a) transmission		
b) conversion		
c) reversion		
d) vision		
e) resist		
f) exhaustion		

FOCUS ON GRAMMAR

Put the verbs in the right tense and form.

- Presently the commencement speakers _____ (prepare) remarks to deliver to this year's graduates.
- Usually graduation addresses _____ (meet) with blank stares and tepid applause.
- It _____ (sound) more or less like the famous unsolicited counsel in the 1967 movie the Graduate, in which a middle-aged businessman _____ (tell) the young Ben Braddock: 'Plastics'.
- For those who so far _____ (do) well in the job market waiting to rise through professional ranks is laughable.
- Purposeless life _____ (term) as 'nausea of existence' by Jean-Paul Sartre.

6. The famous “I have a dream” speech _____ (deliver) in Washington by Martin Luther King.
7. Before her address to Harvard University students in 2008, J.K.Rowling _____ (publish) 8 books about Harry Potter.
8. Back in the late 1970s, human resource scholars _____ (begin) to notice and write about distinct career patterns.
9. The recent research _____ (demonstrate) that their suppositions are right.
10. Lately many young people _____ (find) only transitory work available during the economic decline.
11. Next Saturday he _____ (speak) graduates of Ave Maria University.
12. The two ingredients of Bach’s mission _____ (be) sanctification and service.
13. So here _____ (be) my advice: ‘Avoid plastics’.
14. Today’s spiraling millennials _____ (know) intuitively what’s the key to well-being.
15. I don’t think she will be able to give a talk in front of MIT graduates – she currently _____ (deliver) lectures in New Zealand.

PARAPHRASING

Paraphrase the following sentences (1-9) so as to replace the underlined parts with the phrases in italics (a-j). Introduce any other relevant changes.

- a) *to put it differently*
- b) *deliver a commencement speech*
- c) *drop out/ be fascinating to*
- d) *having a sense of*
- e) *inspire*
- f) *be well aware of*
- g) *career goals*
- h) *honestly*
- i) *be nervous a bit*
- j) *climb the career ladder*

1. In US universities, celebrities are commonly are invited to give a graduation speech.
2. Frankly, I was a little worried before such large audience.
3. A second career type was ‘linear’, in which all job changes were upwardly mobile in the same career path.
4. It encouraged young people to pursue their professional dreams.
5. Today’s millennials know intuitively that understanding one’s purpose in life is the key to well-being.
6. In other words, a spiral career served life purpose more than a product line.
7. I was informed about the fact that the majority of students are discontent with the timetable.

8. While this might sound great to a baby boomer at the podium, to a millennial audience it's just product.
9. I was expelled from college after a year, spent a decade on the road as a musician.

TRANSLATION

Translate into English.

1. Ежегодно американские университеты по всей стране приглашают известных личностей обратиться с напутственной речью к выпускникам.
2. В своей речи он призвал выпускников никогда не отказываться от своей профессиональной мечты.
3. Социологи изучили те изменения, которые произошли за последние годы в отношении молодых людей к своей карьере.
4. В советские времена было принято десятилетиями работать в одной организации, выполняя одни и те же обязанности.
5. Продвижение по служебной лестнице происходило в одной и той же сфере, часто на одном и том же месте работы и выражалось в повышении в должности и увеличении зарплаты.
6. «Спиральная» модель карьеры предполагает непостоянную («периодическую») работу, часто в разных сферах, что может быть вызвано изменением интересов, обстоятельств или системы ценностей личности.
7. Через год после поступления он был исключен из колледжа и провел год в качестве бродячего музыканта.
8. Затем он восстановился в колледже, а спустя годы читал лекции по экономике, став профессором.
9. Рутинная работа типа «белка в колесе» редко кому приносит удовлетворение.
10. Когда я выступал в университете Аве Мария на юго-западе Флориды, мне вспомнились слова Баха: «Главная цель музыкального произведения – прославление Бога и возрождение человеческой души».
11. Обратитесь к нему – он может дать ценный совет относительно построения успешной карьеры.

LISTENING

1. Watch Steve Jobs' speech at Stanford University (<https://www.youtube.com/watch?v=D1R-jKKp3NA>) and take notes.

- a) What are the three stories about?
- b) Where did Jobs learn calligraphy? What effect did this have on his job/career?
- c) Write what you hear at 8.16 – 8.50.
- d) What recommendations does Steve Jobs give to the graduates?

2. Watch J.K.Rowling’s speech at Harvard University (<http://news.harvard.edu/gazette/story/2008/06/text-of-j-k-rowling-speech/>).

- a) What makes this speech interesting?
- b) Bring examples of humour/jokes in this speech.
- c) What’s J.K.Rowling’s advice to the graduates?
- d) Write down some lines that you like most.

3. Watch Robert de Niro’s address to New York University’s Tisch School of the Arts (<https://www.youtube.com/watch?v=7Y1hyAf8xy0>). Watch it up to 8.50.

- a) Note down some funny episodes/jokes in this speech.
- b) Which professions provide for secure jobs, according to de Niro?
- c) How secure are Tisch graduates in terms of jobs?
- d) What is necessary to build a successful career? Continue the list: *reason*,
- e) Fill in the missing verbs: “*You a talent, an ambition, your passion.*”
- f) What did de Niro say about
 - life-time rejection/failures
 - Martin Luther King
 - writers
- g) Some of de Niro’s tips included: “*Listen to, be true to*”
- h) Continue the quote: “The power comes not from the title..... “
- i) What advice would de Niro give to his children?

4. Reasoning.

- a. Which address did you like the most? Why?
- b. Who would you like to see as a speech maker at your graduation ceremony? Why?

WRITING: Write your own commencement speech for the school leavers.

CORE READING 2

PRE-READING

Discuss these questions.

- a. What types of networks do you know?
- b. Which networks are you using?
- c. How can networks help you in your studies/career/pastime?
- d. Can you define ‘professional networking’? How important is it today?
- e. How can you develop professional networking?

HOW LEADERS CREATE AND USE NETWORKS

When Henrik Balmer became the production manager and a board member of a newly **bought-out** cosmetics firm, improving his network was the last thing on his mind. The main problem he faced was time: Where would he find the hours to guide his team through a major upgrade of the production process and then think about strategic issues like expanding the business? The only way he could **carve out** time and still get home to his family at a **decent hour** was to lock himself – literally – in his office. Meanwhile, there were day-to-day issues to resolve, like a recurring conflict with his sales director over custom orders that compromised production efficiency. Networking, which Henrik defined as the unpleasant task of trading favours with strangers, was a luxury he could not afford. But when a new acquisition was presented at a board meeting without his input, he abruptly realized he was **out of the loop** – not just inside the company, but outside, too – at a moment when his future in the company was at stake. [...]

Henrik’s case is not unusual. Over the past two years, we have been following a cohort of 30 managers making their way through what we call the leadership transition, an **inflection point** in their careers that challenges them to rethink both themselves and their roles. In the process, we’ve found that networking – creating a fabric of personal contacts who will provide support, feedback, insight, resources, and information – is simultaneously one of the most self-evident and one of the most dreaded developmental challenges that aspiring leaders must address. [...]

Their discomfort is understandable. Typically, managers rise through the ranks by dint of a strong command of the technical elements of their jobs and a **nose-to-the-grindstone focus** on accomplishing their teams’ objectives. When challenged to move beyond their functional specialties and address strategic issues facing the overall business, many managers do not immediately grasp that this will involve relational – not analytical – tasks. **Nor do they easily** understand that exchanges and interactions with a diverse array of current and potential stakeholders are not distractions from their “real work” but are actually at the heart of their new leadership roles. [...]

Like Henrik (whose identity we’ve disguised, along with all the other managers we describe here), a majority of the managers we work with say that they find networking insincere or manipulative – at best, an elegant way of using people. Not **surprisingly**, for every manager who **instinctively** constructs and maintains a useful network, we see several

who struggle to overcome this innate resistance. Yet the alternative to networking is to fail – either in reaching for a leadership position or in succeeding at it. [...]

Watching our emerging leaders approach this daunting task, we discovered that three distinct but interdependent forms of networking – *operational*, *personal*, and *strategic* – played a vital role in their transitions.

Operational Networking

All managers need to build good working relationships with the people who can help them do their jobs. The number and breadth of people involved can be impressive – such operational networks include not only direct reports and superiors but also peers within an operational unit, other internal players with the power to block or support a project, and key outsiders such as suppliers, distributors, and customers. The purpose of this type of networking is to ensure coordination and cooperation among people who have to know and trust one another in order to accomplish their immediate tasks. That isn't always easy, but it is relatively straightforward, because the task provides focus and a clear criterion for membership in the network: Either you're necessary to the job and helping to get it done, or you're not. [...]

Personal Networking

Through professional associations, alumni groups, clubs, and personal interest communities, managers gain new perspectives that allow them to advance in their careers. This is what we mean by personal networking. Many of the managers ask why widen one's circle of casual acquaintances when there isn't time even for urgent tasks? The answer is that these contacts provide important referrals, information, and, often, developmental support such as coaching and mentoring. A newly appointed factory director, for example, faced with a **turnaround-or-close-down** situation that was paralyzing his staff, joined a business organization – and through it met a lawyer who became his counsel in the turnaround. Buoyed by his success, he networked within his company's headquarters in search of someone who had dealt with a similar crisis. Eventually, he found two mentors. [...]

Strategic Networking

When managers begin the delicate transition from functional manager to business leader, they must start to concern themselves with broad strategic issues. Lateral and vertical relationships with other functional and business unit managers – all people outside their immediate control – become a lifeline for figuring out how their own contributions fit into the big picture. Thus strategic networking **plugs** the aspiring leader **into** a set of relationships and information sources that collectively embody the power to achieve personal and organizational goals. [...]

[Harvard Business Review, <https://hbr.org/2007/01/how-leaders-create-and-use-networks>]

POST-READING

GETTING MEANING FROM CONTEXT

1. Explain the meaning of these phrases highlighted in the reading.

- a) bought-out cosmetics firm (para 1)
- b) carve out (para 1)
- c) decent hour (para 1)
- d) be out of the loop (para 1)
- e) inflection point (para 2)
- f) nose-to-the-grindstone focus (para 3)
- g) turnaround-or-close-down situation (para 8)
- h) plug into (para 9)

FOCUS ON VOCABULARY

1. Match the verbs in A with words/phrases in B so as to make collocations. Use them in the sentences of your own.

A	B	Collocation
1) accomplish	a) a leadership	
2) achieve	b) new perspectives	
3) deal with	c) a business organization	
4) gain	d) similar crisis	
5) join	e) personal goals	
6) reach for	f) tasks	

2. What's the meaning of these idioms from the text? Translate the sentences.

- a. He **guided** his team **through** a major upgrade of the production process.
- b. A cohort of 30 managers have been **making their way through** leadership transition.
- c. Managers **rise through the ranks**.
- d. They **moved beyond** their functional specialties and addressed strategic issues.
- e. A diverse array of current and potential stakeholders are actually **at the heart** of their new leadership roles.
- f. His future in the company was **at stake**.

3. Match the idiom with its meaning.

1) guide through	a) work one's way to the top
2) make one's way through	b) do more than

3) rise through the ranks	c) to work slowly or meticulously through something, to move along a route full of obstacles
4) move beyond	d) to lead the way for/supervise or instruct
5) at stake	e) at risk

4. Complete the idioms with the right word(s) from the table above.

- He his way through the crowd.
- His quick rise of the foreign service was a tribute to his skills.
- Then she was through the bedroom door, down the corridor and into the fire escape.
- It had been anticipated that the organizations would appoint young persons who would through the ranks.
- Our dream house is , so we need to write the best possible offer.
- He guided the country the war.
- We echo what was said by the UNRWA Commissioner General in his press statement today. We have moved the realm of humanitarian action alone.
- My presentation needs to go perfectly – the big promotion is
- She through the ranks of the company to become president.

FOCUS ON GRAMMAR

1. Insert the right preposition or adverb.

- The only way he could carve ___ time and still get ___ home ___ his family ___ a decent hour was to lock himself ___ his office.
- There was a recurring conflict ___ his sales director ___ custom orders.
- When a new acquisition was presented ___ board meeting ___ his input, he abruptly realized he was ___ ___ the loop – not just ___ company but ____, too, ___ a moment when his future ___ the company was ___ stake.
- Typically, managers rise ___ the ranks ___ dint ___ a strong command ___ the technical elements ___ their jobs and a focus ___ accomplishing their team's objectives.
- We have disguised his identity, ___ all other managers we describe here.
- Managers we work ___ say that they find networking manipulative – ___ best, an elegant way of using people.
- A newly appointed director, ___ example, faced ___ a difficult situation, can network ___ his company's headquarters ___ search ___ someone who had dealt ___ a similar crisis.
- Lateral and vertical relationships ___ other functional managers become a lifeline ___ figuring ___ how their own contributions fit ___ the big picture.
- Our goals is to make sure that there is cooperation ___ people.

2. Insert the right linking word.

eventually / meanwhile / thus / yet / but

- a. The only way he find time and get home to his family at a decent hour was to lock himself in his office. _____, there were day-to-day issues to resolve, like a recurring conflict with his sales director over custom orders that compromised production efficiency.
- b. He thought it was right to neglect professional networking. _____ when a new acquisition was presented at a board meeting without his input, he abruptly realized he was out of the loop.
- c. Lateral and vertical relationships with other functional and business unit managers help them (the newly appointed leaders) to figure out how their own contributions fit into the big picture. _____ strategic networking plugs the aspiring leader into a set of relationships which will help them achieve personal and organizational goals.
- d. Not surprisingly, for every manager who instinctively constructs a useful network, we see several who struggle to overcome this innate resistance. _____ the alternative to networking is to fail – either in reaching for a leadership position or in succeeding at it
- e. Buoyed by his success, he networked within his company’s headquarters in search of someone who had dealt with a similar crisis. _____, he found two mentors.

3. Put the verb in the right tense and form.

- a. Over the past two years, we _____ (follow) a cohort of 30 managers _____ (make) their way through what we call the leadership transition.
- b. In the process we _____ (found) that networking is simultaneously one of the most dreaded developmental changes that aspiring leaders must _____ (address).
- c. Typically, managers _____ (rise) through the ranks by dint of a strong command of the technical elements of their jobs and on _____ (accomplish) their team’s objectives.
- d. _____ (watch) our emerging leaders _____ (approach) this daunting task, we discovered that independent forms of networking _____ (play) a vital role in their transitions.
- e. When Henrik Balmer _____ (become) the production manager of a newly bought-out cosmetics firm, _____ (improve) his network was the last thing on his mind.
- f. When _____ (challenge) to move beyond their specialties, many managers _____ (not grasp) that this _____ (involve) relational tasks.
- g. That isn’t always easy, because the task _____ (provide) focus and a clear criterion for membership in the network.

PARAPHRASING

Paraphrase the sentences (1-8) so as to replace the underlined parts with the words/phrases in italics (a-l)

- a. *a decent hour*
- b. *by a dint*
- c. *strong command*

- d. for instance
- e. challenge
- f. construct professional network
- g. carve out
- h. plug sb into sth
- i. nose-to-the-ground focus
- j. play a vital role
- k. typically
- l. a turnaround-or-close-down situation

1. Commonly people get a promotion as a result of excellent knowledge of the technical elements of their jobs.
2. Steve couldn't find time to come home at a time which will allow him to play with children and help his wife.
3. He was obsessed with accomplishing his team's objectives.
4. Strategic networking helps the aspiring leader to construct a set of relationships and information sources that will help him achieve personal and organizational goals.
5. Different forms of networking turned out to be essential in the career of all three managers.
6. She reached a transition point in her career which made her rethink her role in the company.
7. Building good working relationships is vital for professionals in any area.
8. For example, a newly appointed director, at a time of a crisis, can successfully use his professional contacts to save the company from bankruptcy.

EDITING

Edit the following sentences.

1. The main problem he faced is time: Where he would find the hours guide his team through a major upgrade?
2. Networking, that Henrik defined like an unpleasant task of trading favors with the strangers, was something he cannot afford.
3. He couldn't afford talking to strangers in order to make useful connections.
4. Nor they easily understand that interactions with potential stakeholders isn't distractions.
5. All managers need building good working relationships to people which can help them to doing their jobs.
6. Through professional associations, alumnus groups, managers gain new perspectives, which allows them advance in their careers.
7. The answer is that this contacts provide important informations and support as coaching and mentoring.
8. Purpose of this type of network is ensure coordinating and cooperation.
9. Every managers constructs usefull network.
10. When he will become a production manager, his salary will increased substantial.

SPEAKING: Prepare a 2-minute talk on How leaders create and use networking.

Use the chart below to help you.

Type of networking	Key words
Operational	
Professional	
Strategic	

CRITICAL THINKING

Personal connections matter more than a prestigious diploma. How true is this statement for Russia? Other countries? Your discussion can go round the following points:

- People want to help their acquaintances while expecting them to do the same in return.
- People feel obligated to help their friends and relatives, even if their accomplishments are not as impressive as those of other applicants.
- People want to work with someone they know or someone recommended by someone they know.
- People want to work with someone they like, prioritizing this over degrees and experience.

LISTENING (1): Do's and don'ts of a successful first impression in a job interview

1. Watch the video at https://www.youtube.com/watch?v=U-pAqX_PBxY

- a. What kind of experience does Monica Santa Cruz have?
- b. How many years has she been doing her job?
- c. What does she say about
 - how to stand out:
 - how to dress:
 - how to talk about weaknesses:

2. Fill in the checklist as suggested by the expert and provide some explanation of the points:

1. Bring two copies of your resume	
2. Do research	
3.	

4.	
5.	

LISTENING (2): Harvard Interviews

1. Watch another expert from Harvard Extension school give recommendations how to prepare for a job interview at (https://www.youtube.com/watch?v=DHDrj0_bMQ0).

2. Describe the areas of research before the interview, as recommended by the expert:

yourself	
the position	
the employer	
the industry	

3. What recommendations were given on

- a) preparing stories
- b) practising response
- c) making a good impression?

4. Describe the main types of interviews. Use the chart below to help you.

Type of interview	Brief description
Common (behavior) interviews	
Technical	
Telephone	
Skype	

GRAMMAR HIGHLIGHTS: Inversion

Changing standard word order is called “inversion” (inverted word order; inverse word order). Inversion in English usually refers to placing the auxiliary, modal, or main verb before the subject. Usually, we put the expression at the beginning of the sentence to emphasize what we’re saying. It makes our sentence sound surprising or striking or unusual. It also sounds quite formal. If you don’t want to give this impression, you can put the negative expression later in the sentence in the normal way:

- *Seldom have I seen such beautiful work.* (This sentence emphasizes what beautiful work it is.)
- *I have seldom seen such beautiful work.* (This is a normal sentence with no special emphasis.)

Here are some negative adverbs and adverb phrases that we often use with inversion:

Hardly	Hardly had I got into bed when the telephone rang.
Never	Never had she seen such a beautiful sight before.
Seldom	Seldom do we see such an amazing display of dance.
Rarely	Rarely will you hear such beautiful music.
Only then	Only then did I understand why the tragedy had happened.
Not only ... but	Not only does he love chocolate and sweets but he also smokes.
No sooner	No sooner had we arrived home than the police rang the doorbell.
Scarcely	Scarcely had I got off the bus when it crashed into the back of a car.
Only later	Only later did she really think about the situation.
Nowhere	Nowhere have I ever had such bad service.
Little	Little did he know!
Only in this way	Only in this way could John earn enough money to survive.
In no way	In no way do I agree with what you’re saying.
On no account	On no account should you do anything without asking me first.

PRACTICE

Change the sentences so as to use inversion.

1. John had never been to such a fantastic restaurant.
2. I in no way want to be associated with this project.
3. They had no sooner eaten dinner than the ceiling crashed onto the dining table.
4. I had scarcely finished writing my essay when the examiner announced the end of the exam.
5. I seldom leave my house so early.
6. People rarely appreciate this musician’s talent.
7. We would understand what had happened that night only later.
8. They had met such rude people nowhere before.
9. He understood little about the situation.
10. The children should on no account go on their own.

ADDITIONAL READING 1

DON'T FOLLOW YOUR PASSION AND THINK TWICE ABOUT MEDICINE: THE NEW RULES OF CHOOSING A CAREER

By Tom Ough, The Telegraph

For many parents, it's a time of year that can feel like a vindication. As university offers roll in for their children, so too does the prospect of safe passage towards a respectable career. Will they choose something lucrative in medicine, law or finance – something that will set them up for life? Perhaps they will – but what if you think your child is mapping out their career path all wrong?

According to career advisers, young people are increasingly interested in finding “fulfilling” careers, ones in which they can do good and enrich the lives of others as well as their own, rather than maximise their take-home pay. In the process, conventional wisdom on what makes a good job is being torn up.

Roman Duda is part of the six-strong team at 80,000 Hours, an ethical careers advisory service founded by Oxford University students in 2011. Named after the amount of time in the average career, the service helps bright students explore the ethical potential of popular graduate careers – from management consulting and software engineering to founding tech start-ups – while also suggesting ways to maximise a salary from more “selfless” career paths within nursing and the non-profit sector.

“‘Follow your passion’ is an easy thing for an undergraduate to hear,” says Duda, “but we think that advice is incomplete and misleading.”

In the book, Ben Todd, the group's founder, shows how a good salary can be the backbone of a philanthropic career, and outlines four different pathways for those wanting a selfless working life.

The first pathway is “earning to give”: for particularly driven and able individuals, jobs in areas such as quantitative finance might allow them to earn huge sums of which they could then give a large proportion to charity.

According to 80,000 Hours, earning to give is only appropriate for individuals who are already interested in such careers, and many people will be better suited to the second pathway: advocacy. Todd cites the example of Viktor Zhdanov, the Soviet virologist who lobbied the World Health Organisation to eliminate smallpox. The disease killed around 400 million people in the 20th century alone, many more than the deaths caused by both world wars put together, and it was extinguished with his help. Few of us can hope to have such an impact on our society, but, says Todd, politicians, journalists and think-tank workers are well-placed to circulate important ideas.

Those who are more academically minded might be a good fit for the third pathway: research. Here, they might make a difference by working to improve healthcare or technology – all the while being paid handsomely for their efforts.

Finally, Todd recommends direct work – jobs in which you help people day-to-day. Under this umbrella comes traditional “fulfilling” careers such as aid work, social work, and jobs with charities. All very worthy, but there's a caveat: how irreplaceable are you in this line of work?

The replaceability question is exemplified by the story of Gregory Lewis, who went to Cambridge to fulfil his dream of becoming a doctor, before beginning to have doubts. How much difference could he really make? What if another bright, diligent student came along? Would the world really be much better off for having a Dr Lewis in the white coat rather than a Dr Bloggs?

The good he would do practising as a doctor, Gregory realised, would be far outweighed by the good he could do donating even a small proportion of his annual salary to cost-effective charities fighting to eradicate, say, diseases in sub-Saharan Africa.

[<http://www.telegraph.co.uk/education/0/dont-follow-passion>]

DISCUSSION

- a. What do you think of ‘fulfilling’ careers?
- b. Can ‘fulfilling’ careers become popular in Russia in the near future? Why? Why not?
- c. Would you consider such a career? If yes, which of the four pathways would you choose?
- d. Compare this approach to choosing a career to the one described in Core Reading 1. What are the differences? Similarities?

DEBATE: Fulfilling Careers

Get divided into two groups: for and against fulfilling careers. Use the material in this the unit and your own research on the issue to build strong arguments.

ACADEMIC WRITING: Write an expository essay *Choosing a career path in 21st century*

Alternatively, you may write a narrative essay *How I see my career path*.

See Appendix 2 for expository and narrative essay guidelines.

ADDITIONAL READING 2

THE SECRETS OF SUCCESSFUL NETWORKING FROM THE MOST CONNECTED WOMEN

Seven successful women share how they’ve mastered the art of meaningful networking.

Until the age of 40, Judy Robinett thought she was shy. As a result, she’d go to corporate events and stand in a corner because she felt awkward around others. At some point in her career, the management consultant realized she wasn’t getting anywhere by keeping her head down and working hard. She needed to make useful connections. [...]

Today, the author of *How to Be a Power Connector* describes herself as a “raging extrovert.”

Most people know 632 other people, says Robinett, yet we go to networking events thinking that there’s only one person who can help us. The reality is, we don’t know who

everyone else knows. Our best bet is to have genuine, useful relationships with as many people as possible.

“It’s fine to have friends, but quality relationships plus strategy should be your goal in business,” she tells *Fast Company*. “If you can learn to be **scrappy**, you can get anywhere.” [...]

The women who know how to “be scrappy” and cultivate their relationships are the ones getting things done. They know that having useful connections lead to rare opportunities. They know how to add value to their circles. They know how to contribute to their communities. Their secret? They don’t network; they connect and as a result, they are the most powerful people in their industries. Last month, *Marie Claire* honored some of these game-changing women during its New Guard luncheon. *Marie Claire* Editor-in-Chief Anne Fulenwider says the women were chosen for their creative contributions in the past year, but also because of their wide, valuable networks. Put quite simply, the wider your network, the more people you have lobbying for you, she says. [...]

Below, some of the most connected women share how they make and maintain their relationships.

INVEST IN OTHER PEOPLE AND BE DIRECT

Britt Morgan-Saks, head of Artist Services at Spotify

For Morgan-Saks, there is an important distinction between being connected because you know many people or being connected because you invest in other people and have great relationships. “A truly connected person cares about bringing value to those around them,” says Morgan-Saks. “I have strong relationships and a network of people who trust me and will go out on a limb for me ... as I would for them,” she continues.

When connecting, Morgan-Saks suggests being direct, but never pushy, arrogant, or overly aggressive. Don’t worry if you’re the youngest person in the room with the least amount of professional experience. If you bring a unique perspective and speak up, you’re a valuable asset.

“My immediate reaction to meeting a brilliant, creative, inspiring person is always, ‘how can I help this person accomplish his or her goal? Who do I know that this person must meet?’” she says.

CONNECT WITH PEOPLE ON A HUMAN LEVEL

Nnena Ukuku, CEO of Black Founders

Ukuku’s entire career has been built on connections. The lead for a job she received with a judge earlier in her career came from a woman she randomly met at a bar and “connected with on a heart level.” When Ukuku started her law practice, her first big client was the founder of an incubator, who was introduced to her by a lawyer she had once offered advice. Ukuku’s lawyer friend met her new client at a Halloween party.

When connecting with someone, Ukuku says she connects on a “person to person basis” and makes sure to have a “vested interest in them.”

“Some of the biggest mistakes I’ve seen people make is that they come to networking events thinking they know who is going to help them so they only go to highest level

people,” she says. Even if a connection doesn’t seem like an amazing one, Ukuku says to always follow up. [...]

DON’T BURN BRIDGES AND KEEP YOUR EGO IN CHECK

Kelly Krause, publicist for SXSW Interactive

As a publicist, Krause understands the importance of connections and relationships. Even when you’re not sure whether your paths will cross again, never burn bridges, she says, because you never know what will happen.

“Establishing these relationships have come full circle and continues to come full circle for me,” says Krause. “It’s just really important to kind of cherish every relationship you establish and person you meet.” [...]

Her secret to making useful connections is that she never turns down a meeting request. “The most common rule in the book that we were taught when we were young is to be nice to everyone and keep your ego in the back seat,” she says. “I truly take every meeting ... I never go into a scenario thinking, ‘how can this person help me?’ It’s just keeping the person in your back pocket so that you can call them any time. You just really never know when you’re able to help somebody or when they’re able to help you.”

AVOID ‘PATTERN RECOGNITION’ AND FOLLOW ‘THE PLATINUM RULE’

Natalia Oberti Noguera, founder and CEO of Pipeline Fellowship

Most people have heard of the “Golden Rule,” which teaches us to treat others the way we want to be treated, but Oberti Noguera advises to follow the “**Platinum Rule**”, which says to treat people the way they want to be treated. The **Platinum Rule** requires more effort because you have to go a step further to understand how someone would like to be treated. She says, “being entrepreneurial about how one connects is helpful because then one can adapt to each other.”

She says it’s important that you’re clear about how you can help one another. “Sometimes it’s helpful to ask, ‘how can I be helpful?’” explains Oberti Noguera. “There’s that saying, ‘help me help you.’” To streamline introductions, Oberti Noguera recently created the connection messaging system Ask and Offer. [...]

TREAT EVERYONE WITH RESPECT

Lorine Pendleton, director of business development at Dentons

Pendleton has an impressive resume: She once brokered deals for Spike Lee and Stevie Wonder as an entertainment lawyer. She sits on the board of the National Black Programming Consortium, which finances African-American programming to air on PBS. She helped organize TEDxHarlem.

No matter how much she’s accomplished, Pendleton knows the importance of being kind to everyone. “You need to be careful, as you go up in your career, of how you treat people,” she says. “I will talk to our receptionist or the person who picks up our trash ... it doesn’t matter. It’s really important to treat people with respect because you don’t know where they are in the totem pole and people remember how you treat them.”

Aside from kindness, Pendleton suggests sending articles during the follow up based on the conversation you had when meeting. “I’ll say, ‘I came across this great article ... can I pick your brain on this topic?’ People are pretty receptive to that.”

ASK QUESTIONS TO CONTINUE THE DIALOGUE

Toya Powell, founder of Bid Compliance Solutions and former vice-president of Operations for the U.S. Black Chambers, Inc.

Powell believes that the “fortune is in the follow up,” but most people don’t do it simply because it takes intentional effort. In that follow up, Powell suggests asking the others how you can assist them. By asking questions, you continue the dialogue. During the conversation, listen to the challenges and identify opportunities to collaborate or provide solutions.

“I always say the fortune is in the follow-up because it takes time to get to know an individual,” she says. “Receiving a business card, following up within 24 to 48 hours, and including a note with at least one to two value added points are key.”

“Once you get a response, help that person network or make another connection,” Powell suggests. “From that point, you can become a trusted point of contact and, hopefully, top of mind for future opportunities.”

DON’T GET POSSESSIVE OVER YOUR NETWORK

Alexandra Ostrow, founder of WhyWhisper

When meeting new people, Ostrow prefers one-on-one meetings so that she can understand the other person and avoids becoming “just another business associate,” she says. To accomplish this, Ostrow puts time into thinking about how she can make the relationship worthwhile for her new connection.

“Enthusiasm in connections is what really stands out,” she says. “Take the time to know who everyone is and put people in touch with one another.” Whatever you do, don’t get possessive over your network. They’re not yours to own and you benefit more by connecting and helping others.

[<https://www.fastcompany.com/3038750>]

Who do these recommendations belong to? Explain the highlighted idioms

	Who said
a. Never turn down a request.	
b. Help me help you.	
c. Keep a person in your back pocket.	
d. Treat people the way they want to be treated.	
e. Fortune is in the follow-up.	
f. Be direct, but not aggressive.	
g. Be genuinely interested in meeting people.	
h. Never burn bridges.	

i. Treat people with respect.	
j. Be scrappy.	
k. Connect on a heart level .	
l. Keep your ego in the back seat	
m. Show enthusiasm, which is what really stands out .	
n. Cherish any relationship or person you meet.	
o. Don't get possessive over your network.	

DISCUSSION

- What's your vision of a successful vs unsuccessful person?
- Is there any formula how to reach success? If yes, which?
- What can be the secrets of successful networking? Note down some of your ideas.
- Which recommendation in Additional Reading 2 do you consider the most valuable?
- Which three recommendations would you prioritize over others?
- Are you currently following any of the principles described in the reading?
- How wide is your professional network at present? Are you planning to expand it? How?

FURTHER EXPLORATION: Search the Internet for a success story and report the details to the class

ADDITIONAL READING 3

JOB INTERVIEWS

The Top 5 Interview Questions You Should Master

Here are the top five questions you should be prepared to answer before any internship interview. The art of interviewing *well* includes knowing how to respond to the most popular types of interview questions.

1. Tell me about yourself.

The interviewer's intent of asking this question is to get to know you. Your goal, however, is for the interviewer to remember you. Be brief by keeping answers to 60 seconds or less. One way of doing this is to open up by introducing where you are from and by directly stating what you are currently doing (student or working professional). Proceed to discuss your academic or professional interests and list 1-3 past experiences supporting your interests. Conclude by stating the reason(s) for applying to the internship.

2. What are your strengths and weaknesses?

The intent of this question is to learn more about your competencies and your motivation to improve your weak ones. Prepare to discuss at least 3 strengths and 3 weaknesses.

Most candidates get nervous at the thought of divulging weaknesses. After all, isn't stating a weakness a bad thing? It actually is not if you are choosing to do something about. Herein lies the strategy; first, stay away from cliché and ineffective answers such as "perfectionist" or "workaholic". Second, always follow a statement about a weakness with a statement describing *what you are doing to improve upon it*. For instance, if you have struggled in the past with public speaking, you could state, "However, by learning to collaborate within smaller teams and joining leadership positions on campus, I am learning to give speeches and short announcements to larger crowds..."

Also remember that the *lack* of experience in a given field can be a weakness but that transferable skills or experience may make up for it. For instance, "While I have never worked in a marketing position for a large nonprofit, I have taken classes in nonprofit management and I have volunteered for political campaigns where I learned to develop targeted messages."

3. Give me an example or a situation in which...

The intent of this question is to understand how you would respond to situational or work-place situations. By asking questions about your past, the interviewer may try to predict how you would handle and resolve future workplace situations, from deadlines to interacting with coworkers.

Individual questions vary, but typically, you should prepare at least 3 scenarios to cover any of these questions: (1) a situation in which you faced a conflict or difficulty at work or in school; (2) a situation in which you may have had difficulty with a supervisor, co-worker, or peer; and (3) a leadership opportunity or a project you were most proud of.

Where do you find examples? Look at your resume. Remember, you can use experiences from school or from other prior internships or work.

To answer such questions, use a variation of the "STAR" technique: answer the question by retelling the situation and stating the task at hand that was involved in the situation. Then describe how you acted (the action). End by revealing the results of your actions and how you resolved the situation. Using the STAR technique will keep your answers relevant and succinct.

4. Let's go over your resume (and what's not on it).

The purpose of this question is to see how you discuss past educational and professional experiences. Seize this opportunity to successfully market yourself. An interviewer may start by going over your resume but end by asking you to provide more details on a variety of topics, whether it's a project you've collaborated on, the time gaps in between jobs, and class subjects you enjoyed or least enjoyed.

This question is a big reason why you should *know your resume inside and out*. Aside from sounding confident and prepared, you will sound professional. So know your resume like the back of your hand. One strategy to help you highlight certain parts of your resume to the interviewer would be to prepare an "interview resume" to bring to the actual interview. This is a resume that has been slightly marked up with your notes. These notes could be extra information or qualities that are relevant to the internship description. If permitted,

pull out the resume at the beginning of your interview so you can have your notes in front of you at all times.

5. What are your career goals (where do you see yourself in ___ years)?

Interviewers usually pose this question because they may be interested in knowing how serious you are in pursuing a given academic or professional field. In an internship context, this question should compel you to dig down and think about your career interests in the long term: Are you planning to go back to graduate school? Are you interested in gaining a few years of actual real-world experience? Would you like to work as a full-time staff member of an organization similar to the one you are applying for? There is no “right answer” but you do have to provide one that is insightful in that you have a *plan to keep building your professional skills* after your internship. Who knows, maybe your organization would like to know if you would be available for a permanent position after you complete your internship. And in that case, how you answer this becomes all the more important.

[<https://www.wayup.com/guide/internship-interview-questions-and-answers/>]

1. Role play a job interview: Get divided into groups of four, with one interviewer and three interviewees. If you are an interviewee, choose an internship ad from Text 1 and prepare to apply for it. If you are an interviewer, prepare a list of questions to ask.

2. Act out before the class. Which interviewee was the most successful? Why?

WRITING FOR BUSINESS: CVs

See Appendix 1 for CV guidelines.

1. Find samples of CVs or resumes on the Internet. In groups, discuss their layout, structure and language. Which do you think is the most effective? Why?
2. Write your CV.

UNIT 4

INTERCULTURAL COMPETENCE

CORE READING:

- What is Intercultural Competence
- What is Cultural Space

ADDITIONAL READING:

- The Four Stages of Culture Shock
- Cross-Cultural Advertising Gaffes
- Friendship Across Cultures

VOCABULARY:

Selected topical vocabulary on intercultural competence

GRAMMAR:

Transition Words and Phrases

LISTENING:

- IC is a Vital Business Skill
- Lebanese Culture

WORD-BUILDING:

- Forming Nouns from Verbs
- Forming Adverbs from Adjectives

WRITING:

- Narrative Essay
- Summary of an Interview

CORE READING 1

PRE-READING

Discuss these questions.

- a. What springs to your mind, when you hear the phrase *intercultural competence*?
- b. In which circumstances is it necessary?
- c. What can a lack of intercultural competence lead to?

WHAT IS INTERCULTURAL COMPETENCE

In this article we shall be looking at intercultural competence and the importance of having this skill. This is a relatively new requirement for many jobs in recent years and stems from the mass globalization of business. What are the important criteria required to be interculturally competent and how can you improve this competence?

Intercultural competence is the ability to work effectively with other cultures through an understanding of the attitudes and customs of other countries or organizations. Let's look at an example of cultural differences regarding greetings. When you visit another country you may not necessarily greet people in the same way that you do when you are in your own country. In some countries, it is customary to kiss people on each cheek, whereas in others you have to bow, and in some you may even rub noses to say hello. The traditions and customs that you are used to may not be acceptable in your host country. **So**, intercultural competence is all about being aware of these differences, and being able to behave keeping local norms in mind. It is also about keeping an open mind when dealing with people from different cultures. [...]

When we consider different cultures, we can also think about differences in working styles in business. **Therefore**, intercultural competence is also about understanding other companies' ways of thought and being receptive to these different ways of thinking. With business becoming more and more international nowadays, it is not uncommon to deal and work with different countries. Businesses need to communicate and work together in order to achieve business goals, which is why intercultural competence is so important. A lack of sensitivity can offend your host and therefore adversely affect vital business relationships.

This is why training in intercultural skills is seen as useful for anyone working in an international or multinational environment, for example. public sector staff such as doctors and nurses, as well as corporate staff working with colleagues or clients from different cultural backgrounds. Cross-cultural competence training enhances people's skills, and therefore future employment opportunities, by providing them with self-awareness and confidence-building exercises. **In addition to this**, it develops 'people skills', which means the ability to deal with people with sensitivity and empathy. [...]

So, other than training, what can we do to improve this skill? The main thing is to be open and understanding to other communities. Don't make assumptions about people based on their, or your, culture. Do some background reading, or talk to people who have experienced the host culture, and adapt your behavior accordingly. And **finally**, if you do make a mistake, try to reduce any negative impact. Admitting that you were unaware that

your behavior or remark would cause offence is better than trying to brush over any upset you may have inadvertently caused.

Furthermore, by making the effort to learn about new environments, whether it is the language, the customs, or the attitudes of the people, you are demonstrating that you have intercultural competence. **In fact**, you are already demonstrating this as you are willing to learn another language, and are reading this article in order to practice your English. **So** you now have another aptitude that you can add to your work skills! [...]

[www.talencentrum.opschool.nl/.../Intercultural%20competen]

POST-READING

SCANNING FOR SPECIFIC INFORMATION

1. What is intercultural competence? Write out all definitions from the text.
2. What does the text say about
 - a) intercultural competence and cultural differences
 - b) international competence and business relationships
 - c) international competence and multinational environment
3. What can be done to enhance intercultural competence skills?

FOCUS ON VOCABULARY

1. Match the synonyms in columns A, B and C.

A	B	C
1) enhance	a) aptitude	b) sensitivity
2) adversely	c) cross-cultural	d) cross-border
3) 'people skills'	e) empathy	f) global
4) skill	g) harmfully	h) competence
5) multinational	i) influence	j) develop
6) affect	k) international	l) by accident
7) inadvertently	m) promote	n) have an impact
8) intercultural	o) unintentionally	p) negatively

2. Match the antonyms.

1) adversely	a) enhance
2) aware	b) foreground
3) background	c) ignorant
4) confident	d) inadvertently
5) intentionally	e) unimportant

6) reduce	f) favourably
7) vital	g) unsure

3. Study collocations V+N.

V + N		V +N		V +N	
a) enhance b) improve c) develop d) hone e) master	skill	a) make b) exert c) put ... into sth	effort	a) have b) demonstrate c) display d) develop e) show	competence

4. Study collocations with verbs *make, keep and cause*.

make	keep	cause
assumption supposition conclusion judgement	an open mind local norms customs and traditions	offence discomfort embarrassment confusion

5. Use the collocations in the sentences of your own.

6. Decide which verb (*do or make*) these nouns collocate with.

An effort, business, a course, a suggestion, payment, research, a discovery, a mistake, an apology, household chores, a decision, an offer, payment, homework, a favour, the dishes, appointment, an attempt, excuse, activities, one's choice, one's best, shopping.

MAKE	DO

7. Choose to insert *make or do*.

- I'd like to _____ Julie an offer of a job. I would be full time in our office
- David _____ an excuse to the teacher about why he was late, but she didn't believe him.
- Stop talking and _____ some work!
- It takes Susan an hour a day to _____ the washing up. She would love to have a dishwasher.

5. I said he had time until Monday to _____ a decision.
6. Can you _____ the laundry today? We have no clean clothes.
7. Stuart worked hard and _____ his best at his job, but he still wasn't promoted.
8. She _____ payment on her debt every month. Soon she'll have finished paying it off.
9. So many chores to _____! I need to clean the bathroom and the kitchen.
10. Sorry, I _____ a mistake. The restaurant isn't here, but on another street.
11. If you don't speak English, you'll find it hard to _____ business in the UK.
12. Unfortunately, all the students _____ very badly on the test.
13. Lucy has decided to _____ a course this autumn. She's going to study Spanish.
14. She needs to _____ a choice. Either move to Madrid or stay in London.
15. Could you _____ me a favour and bring dessert to my dinner party tomorrow?
16. I really need to _____ some shopping this afternoon.

8. Add an appropriate negative prefix to the words below.

- a) sensitive
- b) common
- c) advertently
- d) aware
- e) favourable
- f) significant
- g) important
- h) confident

FOCUS ON GRAMMAR

1. Insert the right preposition. Translate the phrases.

- a) keep local norms mind
- b) deal different cultures
- c) stem incompetence
- d) the same way
- e) be receptive differences

2. Complete the sentences (1-6) with the right phrase (a-h), using the right form of the verb (gerund or to-infinitive). There can be more than one option.

- a) *be able to behave keeping local norms in mind*
- b) *kiss people on each cheek*
- c) *be aware of the cultural differences*
- d) *be receptive to different ways of thinking*
- e) *deal with people from different companies*
- f) *provide people with self-awareness and self-confidence*
- g) *understand other companies' ways of thought*
- h) *deal and work with different countries*

1. In some countries, it is customary...
2. Intercultural competence is about...
3. It is not uncommon ...
4. You should make effort
5. 'People's skills' means the ability ...
6. This is why is seen as useful.

WORD-BUILDING

Form adverbs from these adjectives and insert them in the gaps below.

- a) *necessary*
- b) *relative*
- c) *intercultural*
- d) *effective*
- e) *adverse*

1. This is a _____ new requirement for many jobs in recent years.
2. A lack of sensitivity can offend your host and therefore _____ affect vital business relationships.
3. She introduced the important criteria required to be _____ competent.
4. Intercultural competence is the ability to work _____ with other cultures.
5. When you visit another country you may not _____ greet people in the same way that you do when you are in your own country.

TRANSLATION

Translate into English.

1. В последние годы знания в области межкультурной коммуникации являются обязательным требованием при приеме на работу.
2. В условиях глобализации бизнеса межкультурная компетентность приобретает растущее значение.
3. В этой статье она рассматривает межкультурную компетентность как чрезвычайно важный для современных профессионалов навык.
4. В некоторых странах люди целуют друг друга в щеку при встрече, в то время как в других принято кланяться или тереться носами в знак приветствия.
5. Привычные вам традиции и обычаи могут оказаться неприемлемыми в других странах.
6. Отсутствие межкультурной компетенции может отрицательно сказаться на ваших отношениях с деловыми партнерами из других стран.
7. Тренинг в области межкультурной компетентности развивает навыки общения и увеличивает ваши шансы успешного трудоустройства в международной среде.
8. Если вы допустили ошибку из-за незнания норм поведения в стране пребывания, лучше сразу признаться в этом и извиниться.

9. Ваше стремление узнать больше о других странах и народах, об их культуре, обычаях и традициях уже свидетельствует о том, что у вас есть межкультурная компетентность.
10. Сегодня важно не только понимать, но и принимать стиль ведения бизнеса в разных странах, адаптируя свое поведение к условиям международного сотрудничества.

PARAPHRASE

Paraphrase the sentences (1-11) so as to replace the underlined parts with words/phrases (a-n).

- a) *adapt*
- b) *cross-cultural competence*
- c) *be aware of*
- d) *adversely affect*
- e) *offend*
- f) *an understanding*
- g) *keep local norms in mind*
- h) *globalized*
- i) *host country*
- j) *be receptive to*
- k) *aptitude*
- l) *person's skills*
- m) *be seen as*
- n) *multinational environment*

1. With business becoming more international nowadays, it's not uncommon to work in an international environment.
2. Intercultural communication is about realizing these differences and being able to behave in accordance with the local customs and traditions.
3. Intercultural competence is also about keeping an open mind when dealing with people from different countries.
4. A lack of competence can offend your host and have negative impact on your business.
5. Learn more about the country you are going to visit and change your behavior accordingly.
6. Your behavior or remark might hurt somebody from another country.
7. So you can attain another skill that will help you land a prospective job.
8. Knowledge of attitudes and customs of other countries is vital for today's business.
9. In some countries people traditionally kiss each other on the cheek.
10. Training in intercultural skills is considered to be useful for anyone working in international companies.
11. Intercultural competence training enhances interpersonal skills and future employment opportunities

LISTENING 1: Watch a video on intercultural competence regarding the Lebanese culture (<https://www.youtube.com/watch?v=yqU5ORCmACU>). Describe the episodes.

What is considered as bad and good in the Lebanese culture?

LISTENING 2: Listen to experts talking about the importance of intercultural competence at <https://www.youtube.com/watch?v=ToOiAiqEvrE>. Take notes. Report to the class.

SPEAKING: Protocol Breaches

1. Read about some protocol breaches by Barak and Michelle Obama. What went wrong in each case?

A. Obama's bow to Japan's Emperor shows breach in protocol

www.theguardian.com

Barak Obama committed a presidential gaffe when he bowed to Japan's Emperor, Akihito during his visit to Japan. Protocol dictates that a chief of state should not bow to another chief of state.

B. Sealed with a kiss: Was Obama's smooch in poor taste?

www.usatoday.com

Obama's kiss of the Burmese leader during Monday's historic visit at her home in Yangon "has surprisingly elicited little or no comment in the global press thus far – quite unusual since public displays of affection represent a grave breach of custom in virtually all Asian countries," says the International Business Times.

C. Obama's breach of British Protocol

BBC News

At a night's state dinner held at Buckingham Palace, President Obama inadvertently broke Royal Protocol whilst he made the loyal toast "to Her Majesty The Queen". In Britain, the loyal toast is just 'The Queen'. There is no 'to' preposition. This is what set off the orchestra from the Scotch Guards into playing the British national anthem, as they are used to royal toasts ending there. However, Mr. Obama chose to extend the toast and say a few more words, which (however well intentioned) is breaking Royal protocol.

D. Michelle Obama embraces the Queen

www.theguardian.com

At the G-20 reception the Queen put her arm around Michelle Obama's back, and Michelle returned the gesture. Royal etiquette dictates: Don not touch the Queen. Patting the Queen's back is apparently a no-no.

WRITING: Prepare a mini-report about a protocol breach

GRAMMAR HIGHLIGHTS: Using transitions to connect ideas

To add ideas:

- Transitions which are used to add ideas: *in addition, additionally, also, plus*
- Addition that follows another addition: *moreover, furthermore*
- To give a specific example: *for example, for instance*
- Addition that presents more detailed information: *in fact, actually, as a matter of fact, indeed*

To show similarity:

- To indicate that the ideas in the two sentences are comparable: *similarly, similar to + noun*
- To indicate a stronger similarity or parallel between the two sentences: *likewise, in the same way, like + noun, in the same way as + noun*

To show contrast:

- To add information that contrasts with the previous sentence: *however, nevertheless*
- To indicate a more direct opposition between the ideas in the two sentences: *in contrast, on the other hand*
- To add or reinforce an idea that is different from what is commonly expected or thought: *on the contrary*
- To add a concession or qualify the previous sentence: *despite this/that (+ noun), even so, in spite of this/that (+noun)*

To show result or outcome: *because of this/that (+ noun), consequently, as a result (of this/that + noun), therefore, so*

To show time relationships between two events or ideas: *at the same time, before (this), after (this), afterward, later, soon, for now, in the meantime, meanwhile*

- To list a sequence of events: *first, second, third, then, next, after (this/that), and finally*
- To introduce a set of ideas: *to begin*
- To end a set of ideas: *in conclusion, to conclude, to summarize*
- To show the most important idea: *most importantly*

PRACTICE

1. Look at the transitions highlighted in the above text. What type do they belong to?

2. Choose the correct transitions to complete the passage.

The Gulf of Guinea, off the west coast of Africa, is rich in marine wildlife. (*In addition/ However*)¹, threats to this diverse ecosystem are great, since the area is becoming more important for supplying the world's growing demand for many natural resources.

*(For example/ Meanwhile)*², industrial fishing in this area has greatly increased recently, and much of it is conducted in illegal zones. *(On the other hand/ Most importantly)*³, the fishing ships are not required to use devices to prevent sea turtles from becoming caught in the ships' immense nets.

*(As a result/ For instance)*⁴, dead sea turtles and other marine life have washed ashore in record numbers over the past few years. *(Moreover/ Even so)*⁵, local fishermen report smaller fishing catches. *(At the same time/ Because of this situation)*⁶, many local people are being forced to go into the forests to find meat from wild animals, including many endangered species.

*(Similarly/ In contrast)*⁷, off-shore oil drilling is causing damage to the marine life. Even the most careful methods of drilling result in some contamination of the water, which can have a devastating effect on wildlife. There are, *(in fact/ as a result)*⁸, many reports of local spills in Central Africa. *(Despite this/ To summarize)*⁹, careful monitoring, which could help prevent these spills, has been inconsistent and difficult to do.

CORE READING 2

PRE-READING

Discuss these questions.

- Can you define 'cultural space'?
- What's the usual conversational distance in Russia? What does it depend on?
- How do people greet each other in Russia? Does greeting include kissing, hugging, shaking hands?
- Can you bring examples of cases of discomfort caused by infringement of personal space?

WHAT IS CULTURAL SPACE?

"Every living thing has a visible physical boundary – its skin – separating it from its external environment. This visible boundary is surrounded by a series of invisible boundaries that are more difficult to define but are just as real. These other boundaries begin with the individual's personal space and terminate with her or his 'territory' ". This concept of physical boundary and territory can be defined as cultural space. Space is something that varies greatly from culture to culture. Depending on where you live, the amount of space or distance that is acceptable in social situations can be very different. The space and boundaries that encompass our being is a concept that is learned very early and practiced without a level of conscious awareness. We don't really talk about what is an acceptable or a proper amount of space to give someone, we just know. In this essay I will explore the concept of space and how it is viewed in a variety of cultures around the world and compare it to the cultural space of Saudi Arabia. [...]

All countries and cultures have "bubbles" or an amount of personal space that they regard as their own. This bubble of space is a valued barrier and if encroached upon by others

can cause great discomfort or anxiety. Allowing a person to enter into our own personal space or territory indicates the type of relationship we have with that person. If we allow someone to stand close or touch us, it portrays one of familiarity or possibly intimacy; keeping our distance reveals something else entirely. Research has shown that there are four different zones or ranges of distance in our social space; **intimate, personal, social and public.** [...]

Intimate distance would be reserved for people we consider to be the closest to us; a child, a family member, a dear friend or lover. This range of space is intimate in nature from actually touching to about 18 inches away. When we are conversing with work associates, casual acquaintances or friends we are not as close to it usually takes place at a *personal distance*, that being an arm length away (or beyond 18 inches) to about 4 feet. *Social distance* encompasses an area beyond 4 feet to about 8 feet and is usually the distance that is reserved for strangers or new acquaintances. *A public distance* would encompass anything greater than 8 feet away; think lecture hall, theaters or other places that are assigned to large audiences. Some cultures have big bubbles while others are smaller. Certain European cultures like Germany, Scandinavian countries and England have cultural space bubbles that are quite large where people keep their distance from one another. Germans, for instance, prefer to guard their personal space. Maintaining an arm's length of space during a conversation is a normal distance. Anything closer is considered an infringement of personal space. Germans generally don't touch when conversing and they usually reserve more intimate conversations to close friends and family where hugging and hand holding is considered appropriate. [...]

As you move further into southern Europe to countries like France, Italy, Greece and Spain, social bubbles become much tighter and closeness is accepted, encouraged and a large part of their culture. The distance that is perceived as intimate in the north overlaps normal conversational distance in the south, all of which means the Mediterranean Europeans "get too close" to the Germans, the Scandinavians, the English and those Americans of northern European ancestry. In northern Europe one does not touch others. Even the brushing of the overcoat sleeve used to elicit an apology. Just as someone from Northern Europe could be offended for being touched "inappropriately", Southern European countries may feel similar if a hug or a kiss was rejected. This is when cultural space can get personal and tricky. You want to respect the culture and space of the other, but you also do not want to offend by keeping too much distance. It is always important to familiarize yourself with the practices and expectations of a culture before visiting in order to make sure you don't come across as offensive. [...]

In Saudi Arabia, cultural space is consistent throughout the country, but varies a bit between genders. Saudis tend to feel comfortable standing closer than an arm's length apart from one another while in conversation. Haya Hashim, a student at Effat University in Saudi Arabia, described her country's cultural space as "very comfortable and close in parameters. We hug and kiss each other, we touch each other, it's very casual that way". After asking Haya if this close interaction is true for opposite gender interaction, her response quickly changed to an immediate "No, no, no". Haya explained that cultural space is much different in same sex relationships compared to the interaction between opposite sex relationships.

She said that all of her friendships are with women only and the closeness she described only applies to same sex relationships. There is a good amount of touching between members of the same gender during conversation and it is not uncommon to see two men or two women walking hand in hand with each other in public; not as an implication of their sexual preference but simply as a sign of their closeness as friends. There is no touching between men and women in public places. [...]

How Different Cultures Handle Personal Space

Our perspectives on personal space – the distance we keep between the person in front of us at an ATM, the way we subdivide the area of an elevator – are often heavily influenced by the norms of the places we inhabit.

Jerry Seinfeld once focused an episode of his sitcom on the concept of personal space, giving us a new term: the “close talker.” [...]

“Cultural space tells us a lot,” says Kathryn Sorrells, a professor at California State University – Northridge, whose scholarly interests include perceptions of personal space across cultures. “It tells us a lot about the nature of a relationship, and people are constantly reading those things even if they are not aware of it. ... So if someone comes more into your personal space than you are used to, you can often feel like, ‘What’s happening here?’ And it’s easy to misread what someone is actually communicating if you only come from your cultural perspective.”

[<http://hopeinterculturalcomm.weebly.com/what-is-cultural-space.html>]

POST-READING

COMPREHENDING CONTENT

1. Answer these questions.

- a. What is described as a ‘visible boundary’?
- b. What is ‘cultural space’?
- c. What is ‘bubble of space’?
- d. What are the four zones of social distance?
- e. What’s the usual distance for strangers?
- f. What’s the distance for family?
- g. What’s the distance for large audiences?
- h. How is closeness expressed in Saudi Arabia?
- i. What’s the normal personal space for a) Germans? b) Italians? c) Scandinavians?

2. Mark the statements as T (true) or F (false).

- a. Learning the norms of cultural space is a conscious effort.
- b. Visible boundary is the same as the physical one.
- c. Cultural space varies from country to country.
- d. Germans neglect personal space.

- e. In Italy and Spain holding hands and hugging in public places is normal.
- f. In North Europe people encourage intimate distance.
- g. Southern European countries would be offended if a kiss or hug is not returned.
- h. In Saudi Arabia it's acceptable for men to walk holding hands.

CRITICAL THINKING

- a. How would you behave, if a casual acquaintance tries to kiss or hug you?
- b. What would you do, if somebody rejects your kiss or hug intended as a sign of fondness?
- c. Are you ready to change your preferable social distance to adapt to the norms in a foreign country?
- d. Should countries establish a universal code for social distance in order to avoid misperception and confusion?

FOCUS ON VOCABULARY

1. Match the synonyms.

1) encompass	a) angle	a) border
2) barrier	b) boundary	b) embrace
3) perspective	c) communicate	c) area
4) elicit	d) encourage	d) view
5) intimate	e) encroachment	e) cease
6) converse	f) zone	f) invasion
7) infringement	g) stop	g) interact
8) terminate	h) tight	h) close-knit
9) territory	i) include	i) bring out

2. Match the antonyms.

1) acceptable	a) distal
2) close	b) exclude
3) consistent	c) liberation
4) encompass	d) continue
5) invasion	e) loose
6) strange	f) inappropriate
7) terminate	g) familiar
8) tight	h) irregular

3. Collocations with *consider*.

Read these sentences, paying attention to the language surrounding the verb 'consider' and then copy the phrases into the right column below. Translate into Russian.

- a. Intimate distance would be reserved for people we **consider** to be the closest to us.
- b. When we **consider** different cultures, we can also think about differences in working styles in business.
- c. **Consider** the story of an American executive who was designated to deliver a formal presentation at a Japanese conference.
- d. We **consider** it a friendly gesture.
- e. A smile can be **considered** insulting or it can signal embarrassment.
- f. While the majority of Americans **consider** such events to be very routine, the fact remains that the interpretation of these social commitments varies from country to country.
- g. In which countries would it be **considered** rude to accept a gift with only one hand?
- h. What is **considered** as rude in one place may be **considered** as polite in another.

'consider' followed by a noun phrase	'consider' followed by an infinitive	'consider' followed by 'as'	'consider' in the passive

4. Identify family groups: Fill in the chart with words and phrases from the text.

Geographic Names	Space	People

WORD-BUILDING

1. Form nouns from these verbs. Check with a dictionary. Translate into Russian.

perceive	
receive	
deceive	
conceive	

2. Use the above words in the right form in the gaps below.

1. Elvis *conceived of* himself as a ballad singer
2. Advertisers are now forbidden the public with false claims.
3. He is interested in how our of death affect the way we live.
4. You've been the victim of a rather cruel
5. He was quick to that there was little future in such arguments.
6. A microchip that will allow parents to block of violent programmes.

7. The in a hotel is the desk or office that books rooms for people and answers their questions.
8. Local government is as a single means of sending messages between the elected councillors and the citizens.
9. The dam project was originally in 1977.
10. Agatha Christy her early schooling at home.
11. We need to challenge many popular of old age.
12. He admitted conspiring to obtain property by
13. Representatives of the club will be by the Mayor.

LISTENING: Intercultural Competence

A management consultant talks about intercultural competence as a vital business skill for today's global workers at

<http://list-english.ru/audio/BritishCouncil/audio/other/InterculturalCompetence.mp3>

1. Listen to the interview and circle the best answer.

1. *What does Penny Barret specialise in?*
 - a. Intercultural business promotions
 - b. Intercultural business relations
2. *What is one of the most important criteria in effective intercultural competence?*
 - a. Sensitivity to other cultures
 - b. Travelling to other countries
3. *In the United Arab Emirates why do some foreigners prefer meetings to be held in a hotel lobby?*
 - a. There are a lot of people in the hotel lobby.
 - b. There are a lot of people going in and out of the office.
4. *In which countries would it be considered rude to accept a gift with only one hand?*
 - a. Japan and Hong Kong
 - b. The Middle Eastern Countries
5. *Where should you never negotiate with your hand in your pockets?*
 - a. Russia
 - b. Germany

ACADEMIC WRITING: Write a summary of the interview.

See Appendix 2 for summary guidelines.

FOCUS ON GRAMMAR

1. Look at these sentences from the text in which the nouns commonly known as uncountable are used as countable. How is their meaning different from when they are used as uncountable?

- a. **Businesses** need to communicate and work together in order to achieve business goals.
- b. Acceptance doesn't mean that new **cultures** or **environments** are completely understood.
- c. In other **cultures** a smile can take on a completely different meaning.
- d. **Frustrations** are often subdued as travelers begin to feel more familiar and comfortable with the **cultures**, people, food and languages of new **environments**.
- e. Furthermore, by making the effort to learn about new **environments**, whether it is the language, the customs, or the attitudes of the people, you are demonstrating that you have intercultural competence.
- f. At this stage, the fatigue of not understanding gestures, signs and the language sets in and **miscommunications** may be happening frequently.

2. Fill in the chart with examples of these nouns used as a) countable b) uncountable. Use a dictionary to help you.

	as countable	as uncountable
a) culture	<i>In other cultures a smile can take on a completely different meaning.</i>	<i>The primary channel of transmission of culture is the family.</i>
b) business		
c) misunderstanding		
d) environment		
e) frustration		
f) experience		

Edit the following sentences.

1. The space is something that vary greatly from culture to culture.
2. Every living think has a visible phisical boundaries separating it from his external environment,
3. This visible boundary surround by a series of unvisible boundariesm that are more difficult to define.
4. Depending from where you live, the number of space or distance is acseptable is social situations can very different.
5. Research have shown that are four different zones of distance in our social space.
6. The intimate distance would reserve for people we consider the closest to us: child, family member, dear friend or lover.
7. Certain Europian cultures as Germany, Scandinavian countries and England have cultural spaces bubbles, which are quite large.
8. Saudis tend feeling comfortable standing close than an arm's long apart from one another.
9. It is a good amount of touching between members of the same gender during conversation and it is not uncommon to see two men and two woman walking had in hand in public.
10. The germans general don't and they reserve usualy intimater conversations to close friends.
11. If we let a person to stand close or touch us, it portrays familiarity or intimacy.
12. "Cultural space says us a lot," sais Kathryn Sorrells, professor at California State University who scholarly interests include perceptions of personal space across cultures.

ADDITIONAL READING 1**THE FOUR STAGES OF CULTURE SHOCK**

Living abroad can be an exhilarating experience that encourages new world views, increases cultural curiosity and supports willingness to explore unfamiliar terrains. However, it may also invite a sense of feeling a little lost in the world.

Culture shock is a common phenomenon and, though it may take months to develop, it often affects travelers and people living far from home in unexpected ways. Culture shock is more than simply being unfamiliar with social norms or experiencing new foods and it tends to impact travelers even after they've become familiar with and comfortable in new cultures.

Culture shock generally moves through four different phases: honeymoon, frustration, adjustment and acceptance. While individuals experience these stages differently and the impact and order of each stage varies widely, they do provide a guideline of how we adapt and cope with new cultures.

1. The Honeymoon Stage

The first stage of culture shock is often overwhelmingly positive during which travelers become infatuated with the language, people and food in their new surroundings. At this stage, the trip or move seems like the greatest decision ever made, an exciting adventure to stay on forever.

On short trips, the honeymoon phase may take over the entire experience as the later effects of culture shock don't have time to set in. On longer trips, the honeymoon stage will usually phase out eventually.

2. The Frustration Stage

Frustration may be the most difficult stage of culture shock and is probably familiar to anyone who has lived abroad or who travels frequently. At this stage, the fatigue of not understanding gestures, signs and the language sets in and miscommunications may be happening frequently. Small things – losing keys, missing the bus or not being able easily order food in a restaurant – may trigger frustration. And while frustration comes and goes, it's a natural reaction for people spending extended time in new countries.

Bouts of depression or homesickness and feelings of longing to go home where things are familiar and comfortable are all common during the frustration stage.

3. The Adjustment Stage

Frustrations are often subdued as travelers begin to feel more familiar and comfortable with the cultures, people, food and languages of new environments. Navigation becomes easier, friends and communities of support are established and details of local languages may become more recognizable during the adjustment stage.

4. The Acceptance Stage

Generally – though sometimes weeks, months or years after wrestling with the emotional stages outlined above – the final stage of culture shock is acceptance. Acceptance doesn't mean that new cultures or environments are completely understood, rather it signifies realization that complete understanding isn't necessary to function and thrive in the new surroundings. During the acceptance stage, travelers have the familiarity and are able to draw together the resources they need to feel at ease.

[<https://medium.com/global-perspectives/the-4-stages-of-culture-shock>]

DISCUSSION

Define the stage of culture shock in the following cases:

a. Tamara Oxley, Marketing and Communications Associate:

“A couple of weeks into a six-month stay in a very remote town on the Pacific coast of Costa Rica, I became extremely ill and was bedridden for a week. It was completely miserable and for days all I could think was: What am I doing here? All I thought about was how to get home. Of course, once I was finally recovered, I made the mile-long walk to a

nearby beach and the thoughts I had about wanting to be back home instantly disappeared.”

Stage.....

b. Fernanda Araujo, Events Specialist:

“I moved to the U.S. from Brazil to a host family as an exchange student and spoke almost no English. Within three months I found a job, a boyfriend, I moved to an apartment with two other roommates, started a Brazilian dance club and I was traveling all over California. It felt easy and quick for me to make the U.S. my home.” **Stage**

c. Arne Plum, Business Operations Analyst:

“There was a time when I realized that constantly comparing and contrasting everything would never allow me to be really happy here. Qualifying the differences worked both ways, and I felt torn between my life here and what used to be my life back in Germany. So I began to see the differences as what they are – just differences – without trying to rate them or use them to put one place over the other. Over time, I felt much more at ease with my life in the U.S., and I began to understand that these differences are what living abroad is all about.” **Stage**

d. Nitya Mallikarjun, Director of Product Development:

“Coming from a really big city, the Research Triangle in North Carolina was tiny in comparison (population-wise) but, at the same time, I realized how vast distances were in the U.S. with cities spread out over miles. Not seeing people walking all over the place was very new to me as I’ve always lived in very busy places. I also came to know good public transport only exists in the biggest of cities in the U.S. In India there are a lot of neighborhood shops and markets so you don’t need to shop for groceries or household stuff in bulk. That took a little getting used to and in grad school I actually found it pretty inconvenient.” **Stage**

e. Kate Riley, Marketing and Communications Intern:

“Because I was in Turkey for six months in a study abroad setting, acclimating to my new environment was sped up due to all of the resources I was able to access. However, I found that the best way to understand my new environment was to ask questions and learn to respect the culture in the way it currently exists. The local Turkish people seemed much more accommodating when I showed genuine interest in their customs, rather than obviously being an American who was uncomfortable with her new situation. I also found myself asking my Turkish roommates what was okay to do, not okay to do, where to go and where not to go, so I was able to adjust to my environment more quickly.” **Stage**

f. Fernanda Araujo:

“When I moved from California to North Carolina, I came to the conclusion that one culture is not better than the other – there is no right or wrong, they are just different. And yes, that brought peace of mind, no more judgement or coming to my own conclusions.” **Stage....**

g. Arne Plum:

“One thing that was particularly frustrating to me in the beginning was the lack of mobility that I experienced in the U.S. Where I grew up in Germany, you can get to any point at any time thanks to a great public transportation system, sidewalks and bike lanes everywhere. In the U.S., you are very limited in the things you can do if you don’t have a car and I completely underestimated how much you have to depend on others to get around. I realized that home, for me, meant to live in a place with countless opportunities and absolute freedom. I felt less independent and I think that this was one of the main reasons I felt homesick (besides the obvious ones: family, friends, etc.).” Stage

ACADEMIC WRITING: Write a feature article for a newspaper *Culture shock: causes, consequences and solutions*

See Appendix 2 for feature article guidelines.

ADDITIONAL READING 2

SOME HUMOROUS CROSS-CULTURAL ADVERTISING GAFFES

*When a passenger of foot heave in sight,
tootle the horn. Trumpet him melodiously
at first, but if he still obstacles your
passage tootle him with vigor.”*

- From a brochure at a Tokyo car rental firm

Many of you may have heard of these infamous errors made by multinational corporations when translating brands or slogans abroad. Language, of course, is only one of many cultural barriers you may have to bridge with your partner organization. We hope this list will entertain you while giving important insight on the potential pitfalls of cross culture communication and serving as a reminder of the importance of a good sense of humor! American and Canadian groups may need to explain to their international partners some of the finer meanings of certain words used below.

When Kentucky Fried Chicken entered the Chinese market, to their horror they discovered that their slogan “finger lickin’ good” came out as “eat your fingers off”.

Chinese translation also proved difficult for Coke, which took two tries to get it right. They first tried Ke-kou-ke-la because when pronounced it sounded roughly like Coca-Cola. It wasn’t until after thousands of signs had been printed that they discovered that the phrase means “bite the wax tadpole” or “female horse stuffed with wax”, depending on the dialect. Second time around things worked out much better. After researching 40,000 Chinese characters, Coke came up with “ko-kou-ko-le” which translates roughly to the much more appropriate “happiness in the mouth”.

Things weren't much easier for Coke's arch-rival Pepsi. When they entered the Chinese market a few years ago, the translation of their slogan "Pepsi Brings you Back to Life" was a little more literal than they intended. In Chinese, the slogan meant, "Pepsi Brings Your Ancestors Back from the Grave".

But it's not just in Asian markets that soft drinks makers have problems. In Italy, a campaign for "Schweppes Tonic Water" translated the name into the much less thirst quenching "Schweppes Toilet Water".

The American slogan for Salem cigarettes, "Salem – Feeling Free," got translated in the Japanese market into "When smoking Salem, you feel so refreshed that your mind seems to be free and empty."

General Motors had a perplexing problem when they introduced the Chevy Nova in South America. Despite their best efforts, they weren't selling many cars. They finally realized that in Spanish, "nova" means "it won't go". Sales improved dramatically after the car was renamed the "Caribe."

Things weren't any better for Ford when they introduced the Pinto in Brazil. After watching sales go nowhere, the company learned that "Pinto" is Brazilian slang for "tiny male genitals." Ford pried the nameplates off all of the cars and substituted them with "Corcel," which means *a horse*.

Sometimes it's one word of a slogan that changes the whole meaning. When Parker Pen marketed a ballpoint pen in Mexico, its ads were supposed to say "It won't leak in your pocket and embarrass you." However, the company mistakenly thought the Spanish word "embarazar" meant embarrass. Instead the ads said "It won't leak in your pocket and make you pregnant."

Foreign companies have similar problems when they enter English speaking markets. Japan's second-largest tourist agency was mystified when it expanded to English-speaking countries and began receiving requests for unusual sex tours. Upon finding out why, the owners of the Kinki Nippon Tourist Company changed its name. The company didn't change the name of all its divisions though. Visitors to Japan still have the opportunity to take a ride on the Kinki Nippon Railway.

When Braniff translated a slogan touting its upholstery, "Fly in Leather," it came out in Spanish as "Fly Naked."

Coors put its slogan, "Turn It Loose," into Spanish, where it was read as "Suffer From Diarrhea."

The Dairy Association's huge success with the campaign "Got Milk?" prompted them to expand advertising to Mexico. It was soon brought to their attention the Spanish translation read "Are you lactating?"

Scandinavian vacuum manufacturer Electrolux used the following in an American campaign: "Nothing sucks like an Electrolux".

Clairol introduced the "Mist Stick," a curling iron, into Germany only to find out that "mist" is slang for manure.

An American T-shirt maker in Miami printed shirts for the Spanish market which promoted the Pope's visit. Instead of "I saw the Pope" (el Papa), the shirts read "I saw the Potato" (la papa).

[<http://www.essentialaction.org/tobacco/intro/pdf/funny.pdf>]

FURTHER EXPLORATION: Search the Internet for other cases of errors in advertisements, caused by lack of IC. Report to the class.

ADDITIONAL READING 3

FRIENDSHIP ACROSS CULTURES

By Aliya Sagandykova

When I asked my Spanish friend if it is better to have \$100 in the wallet or 100 friends in life, he without a second of hesitation chose \$100, in post-Soviet countries this dilemma is not a dilemma at all. There is an old saying in Russian: “Instead of having 100 rubles, better have 100 friends.”

This apparent difference of opinion about the importance of friendship does not really mean that people of one region are more financially prudent while their peers in Russia have exclusively pure hearts and thoughts. But different mentalities can create apparent barriers between cultures and countries. While you may think “culture” has little to do with decades of political opinions and deepening already existing cultural misunderstandings.

So, is the importance of friendship really a point of difference or something on which all cultures agree?

The importance of friendship in post-Soviet countries

People in the CIS (Commonwealth of Independent States), a collective of post-Soviet countries) are known as extremely hospitable and overall very amicable, openhearted human beings. Furthermore, the term “friendship” is given lots of significance when raising children. One is supposed to be a loyal and faithful friend.

Classic Belarusian, Kazakh, Kyrgyz, Russian, Ukrainian and Tajik literature shows how important the friendship relationship is in these countries. Famous literary characters such as Bazarov and Kirsanov (Turgenev, *Fathers and Sons*), Bezuhov and Bolkonsky (Tolstoy, *War and Peace*), Abai and Mikhailov (Auezov, *Abais Way*) help to form people’s basic values and beliefs. Other characters that ruin friendship by lying or giving up are shown as bad examples, so that no one would prefer to be like those characters in real life.

Of course, this does not really mean that friendship in post-Soviet countries is perfect for everyone. They are just normal people and consequently subject to the universal pros and cons of human essence, with both attractive and repulsive elements. So relationships can never be ideal.

Different types of friendship

At the same time, classic American literature also abounds with stories about friendship. Readers can feel what friendship means while reading, for example, Hemingway’s memories of Paris in *A Moveable Feast*: “When you cannot make friends any more in your head is the worst.”

One of my American friends who has worked in post-Soviet countries for a while tried to explain the difference between two types of friendship. “You know, I have a friend in the US. We used to play golf every other weekend. We are friends. Golf friends. And here is the line. Everything else is outside this relationship.”

My tour guide in Spain made a similar point about different types of friendship. “I have been living in Spain for 11 years and, of course, I have friends. We usually have a nice time together. We can share thoughts, debate and give each other presents. But there is a barrier that starts at any problematic point. We are friends, but every single person is responsible for his or her life and there is no way to share this responsibility. Your problems are just yours. You have to find a solution yourself.”

These different types of friendship are also expressed in various definitions. The Russian Ozhegov Dictionary explains the term “friendship” as “a close relationship, based on mutual trust, affection and unity of interests”. The Oxford English Dictionary, however, suggests there may be two different levels of friend – of which the more common may be closer to mere acquaintance: “A person with whom one has developed a close and informal relationship of mutual trust and intimacy; (more generally) a close acquaintance.”

The importance of friendship worldwide

Western and Russian cultures have similar proverbs when it comes to the importance of distinguishing true friends from false ones. The Western saying, “A friend in need is a friend indeed” echoes the Russian proverb “a friend gets known in trouble” and the words of Kazakh philosopher, poet and writer Abai: “You can distinguish a good friend from a fake one. Fake friends are like a shadow. On a sunny day you cannot get rid of them. When it is cloudy you cannot find them, no matter how much effort you make.”

There is also a darker side to highly valued friendship – when it comes to the issue of nepotism and unfair preference. It seems probable that the roots of the issues related to corruption in post-Soviet countries can be partially found here, in the way people think an act in terms of friendship. When it comes to job vacancies and staff hiring, friendships or valuable connections arise. Here comes another proverb: “not because of job obligation, just because of the friendship.” Modern people from the CIS region say: “Of course it is better to have 100 friends; with such an amount of “your” people you can make much more than 100 rubles.

I have friends with diverse origins. And friendship makes me feel happy regardless of whether I met a friend in Chicago, Yekaterinburg or Lisbon. Plus, as scientists from North Carolina have found, a strong friendship has a positive effect on health and overall physical state. So good friendships make people both healthier and happier.

As for the different types of friendship, if you are studying, working or just travelling in a country with another culture, be prepared to experience new approaches to friendship and just enjoy it! And as a tip for anyone making new friendships in the post-Soviet region, try calling your new friends “brat”. That means “brother” and is a very common informal expression of friendship.

DEBATE: Friendship/Marriage Across Cultures

Get into two groups and hold a debate on the following topics:

- a. Is it possible to have true friends from other cultures?
- b. Are happy marriages possible between people from different cultures?

ACADEMIC WRITING: Write a narrative essay about your/your friend's experience of intercultural friendship

See Appendix 2 for narrative essay guidelines.

UNIT 5

NON-VERBAL COMMUNICATION

CORE READING:

- What is Non-Verbal Communication
- Charisma: Who Has It and How to Get It.

ADDITIONAL READING:

- Effective Non-Verbal Cues: Dress Code
- 10 Revealing Body Gestures
- The Power of Non-Verbal Communication

VOCABULARY:

Selected topical vocabulary on non-verbal communication

GRAMMAR:

Relative Clauses

LISTENING:

Body Language of World Leaders

WORD-BUILDING:

Forming Adjectives from Nouns

WRITING:

- Article Based on Interview
- Profile

CORE READING 1

PRE-READING

1. Can you define non-verbal communication?
2. How important is non-verbal communication?
3. Do people need to master non-verbal communication skills? Why?

WHAT IS NON-VERBAL COMMUNICATION

It's well known that good communication is the foundation of any successful relationship, be it personal or professional. It's important to recognize, though, that it's our non-verbal communication – our facial expressions, gestures, eye contact, posture, and tone of voice – that speaks the loudest. The ability to understand and use non-verbal communication, or body language, is a powerful tool that can help you connect with others, express what you really mean, and build better relationships.

A.....

When we interact with others, we continuously give and receive wordless signals. All of our non-verbal behaviors – the gestures we make, the way we sit, how fast or how loud we talk, how close we stand, how much eye contact we make – send strong messages. These messages don't stop when you stop speaking either. Even when you're silent, you're still communicating non-verbally.

Oftentimes, what comes out of our mouths and what we communicate through our body language are two totally different things. When faced with these mixed signals, the listener has to choose whether to believe your verbal or non-verbal message, and, in most cases, they're going to choose the non-verbal because it's a natural, unconscious language that broadcasts our true feelings and intentions in any given moment.

B.....

The way you listen, look, move, and react tells the other person whether or not you care, if you're being truthful, and how well you're listening. When your non-verbal signals match up with the words you're saying, they increase trust, clarity, and rapport. When they don't, they generate tension, mistrust, and confusion.

If you want to become a better communicator, it's important to become more sensitive not only to the body language and non-verbal cues of others, but also to your own.

C.....

You may be familiar with advice on how to sit a certain way, steeple your fingers, or shake hands just so in order to appear confident or assert dominance. But the truth is that such tricks aren't likely to work (unless you truly feel confident and in charge). That's because you can't control all of the signals you're constantly sending off about what you're really thinking and feeling. And the harder you try, the more unnatural your signals are likely to come across.

D.....

What you communicate through your body language and non-verbal signals affects how others see you, how well they like and respect you, and whether or not they trust you.

Unfortunately, many people send confusing or negative non-verbal signals without even knowing it. When this happens, both connection and trust are damaged.

E.....

There are many different types of non-verbal communication. Together, the following non-verbal signals and cues communicate your interest and investment in others:

Facial expressions

The human face is extremely expressive, able to express countless emotions without saying a word. And unlike some forms of non-verbal communication, facial expressions are universal. The facial expressions for happiness, sadness, anger, surprise, fear, and disgust are the same across cultures.

Body movements and posture

Consider how your perceptions of people are affected by the way they sit, walk, stand up, or hold their head. The way you move and carry yourself communicates a wealth of information to the world. This type of non-verbal communication includes your posture, bearing, stance, and subtle movements.

Gestures

Gestures are woven into the fabric of our daily lives. We wave, point, beckon, and use our hands when we're arguing or speaking animatedly – expressing ourselves with gestures often without thinking. However, the meaning of gestures can be very different across cultures and regions, so it's important to be careful to avoid misinterpretation.

Eye contact

Since the visual sense is dominant for most people, eye contact is an especially important type of non-verbal communication. The way you look at someone can communicate many things, including interest, affection, hostility, or attraction. Eye contact is also important in maintaining the flow of conversation and for gauging the other person's response.

Touch

We communicate a great deal through touch. Think about the messages given by the following: a weak handshake, a timid tap on the shoulder, a warm bear hug, a reassuring slap on the back, a patronizing pat on the head, or a controlling grip on your arm.

Space

Have you ever felt uncomfortable during a conversation because the other person was standing too close and invading your space? We all have a need for physical space, although that need differs depending on the culture, the situation, and the closeness of the relationship. You can use physical space to communicate many different non-verbal messages, including signals of intimacy and affection, aggression or dominance.

Voice

It's not just what you say, it's *how* you say it. When we speak, other people "read" our voices in addition to listening to our words. Things they pay attention to include your

timing and pace, how loud you speak, your tone and inflection, and sounds that convey understanding, such as “ahh” and “uh-huh.” Think about how someone’s tone of voice, for example, can indicate sarcasm, anger, affection, or confidence.

What you can communicate through your body language and non-verbal signals affects how others see you, how well they like and respect you, and whether or not they trust you. Unfortunately, many people send confusing or negative non-verbal signals without even knowing it. When this happens, both connection and trust are damaged.

[www.helpguide.org/articles/relationships-communication/non-verbal-communication.htm]

POST-READING

COMPREHENDING CONTENT

1. Answer these questions.

- What does non-verbal communication include?
- What happens a) when your non-verbal signals match up with the words you are saying; b) when they don’t?
- What can facial expressions indicate?
- What can eye contact express?
- What kind of non-verbal message is sent by physical space?
- What can one’s voice express?

2. Insert the right subheading for the paragraphs above.

- What is non-verbal communication and body language?*
- Non-verbal communication cannot be faked*
- Why non-verbal communication matters*
- Types of non-verbal communication and body language*
- How non-verbal communication can go wrong*

3. Bring examples of

- body movements:
- gestures:
- touch:

4. Read about the evaluation of non-verbal signals.

Evaluating non-verbal signals

Eye contact	Is eye contact being made? If so, is it overly intense or just right?
Facial expression	What is their face showing? Is it masklike and unexpressive, or emotionally present and filled with interest?

Tone of voice	Does their voice project warmth, confidence, and interest, or is it strained and blocked?
Posture and gesture	Are their bodies relaxed or stiff and immobile? Are shoulders tense and raised, or slightly sloped?
Touch	Is there any physical contact? Is it appropriate to the situation? Does it make you feel uncomfortable?
Intensity	Do they seem flat, cool, and disinterested, or over-the-top and melodramatic?
Timing and pace	Is there an easy flow of information back and forth? Do non-verbal responses come too quickly or too slowly?
Sounds	Do you hear sounds that indicate caring or concern?

5. Work in groups of three: the interviewer, the interviewee and the observer. The interviewer prepares a couple of questions to ask the interviewee. The observer watches the interview and takes notes of the body language of its participants, using the above table.

FOCUS ON VOCABULARY

1. Match the adjectives with the nouns (there can be more than one answer). Check with the text.

1) controlling	a) handshake	<i>true feeling,</i>
2) patronizing	b) tool	
3) powerful	c) tap	
4) reassuring	d) bear hug	
5) subtle	e) slap on the back	
6) timid	f) pat on the head	
7) true	g) grip	
8) warm	h) feeling	
9) weak	i) movements	
10) unconscious	j) message	
11) strong	k) language	

2. Match the synonyms.

1) constantly	a) wordless
2) express	b) timid
3) intimacy	c) unconscious
4) movements	d) identify
5) natural	e) understanding
6) non-verbal	f) articulate

7) rapport	g) permanently
8) recognize	h) gestures
9) trust	i) closeness
10) weak	j) confidence

3. Match the antonyms.

1) affection	a) ruin
2) build (relations)	b) receive
3) closeness	c) question
4) enthusiastic	d) reassuring
5) give	e) dislike
6) relaxed	f) distance
7) response	g) stiff
8) timid	h) coldness
9) warmth	i) disinterested

WORD-BUILDING

1. Find in the text the adjectives derived from these words.

1) vision	
2) express	
3) assert	
4) count	
5) face	
6) communicate	
7) attraction	
8) attention	
9) confidence	
10) reassurance	

2. Suffixes *-ful* / *-less*

	-ful		-less	
only <i>-ful</i>	harmful	↔	harmless	only <i>-less</i>
stressful	careful	↔	careless	stainless
awful	powerful	↔	powerless	pointless
beautiful	helpful	↔	helpless	homeless
wonderful	hopeful	↔	hopeless	countless
respectful	useful	↔	useless	

PRACTICE

1. Add *-ful* and *-less* to make opposite pairs.

Pain, help, mercy, fear, hope, colour, cheer, thank, doubt, meaning, thought

2. Choose to add *-ful* or *-less*.

Stain, parent, awe, point, count, wonder, respect, plenty, end, heart, fright.

3. Add *mis*, *un*, *mis*, *dis*, *im* to the following words (sometimes two prefixes are possible). Check with the text above. Translate into Russian.

1) interpretation	
2) interested	
3) expressive	
4) mobile	
5) comfortable	
6) fortunate	
7) trust	

4. Fill in the gaps in the text with a noun derived from the verb in bold.

Non-verbal communication cues can play five roles:

- **Repetition**: they can **repeat** the message the person is making verbally.
- _____: they can **contradict** a message the individual is trying to convey.
- _____: they can **substitute** for a verbal message. For example, a person's eyes can often convey a far more vivid message than words do.
- _____: they may add to or **complement** a verbal message. A boss who pats a person on the back in addition to giving praise can increase the impact of the message.
- _____: they may **accent** or underline a verbal message. Pounding the table, for example, can underline a message.

EDITING

Edit these sentences.

1. It's known well, that good communication is a foundation of some successful relationship, or personal or professional.
2. It's important recognizing, through, its our non-verbal communication that speaks the louder.
3. The ability understanding body langage is powerfull tool, which can helps you connect with others and express that you mean really.
4. When we interact with other, we continuously give and recieve wordless signals.
5. The gestures we do, the way we sit, how fastly we talk, how much eye contact we keep send strong messages.
6. When even you are silently, you still communicating non-verbally.

7. Did you felt uncomfortably during a conversation because the other person standing too close to you?
8. We have all a need to physical space, however that need differs depending from the culture.
9. You can to use phisical space to communicate much different messages, including signals of affection, agression, or dominant.
10. When this happen, and connection and trust damage.

GRAMMAR HIGHLIGHTS: Relative Clauses

Relative clauses usually begin with a relative pronoun (*who, which, that*) which modifies the noun it refers to. The relative pronoun *who* can be used to refer to people and the relative pronoun *which* can be used to refer to things. *That* can refer to either people or things. In subject relative clauses, *who* is more commonly used to refer to people than *that*. In all other clauses, *that* is more common. Which and who usually sound more formal and are often used in writing.

Subject clause: *The students who/that live next door make too much noise.*

Object clause: *The beach that/which we visited last week has been closed for the summer.*

Object with preposition: *The man that/who I spoke to had a thick accent.*

In object relative clauses, *whom* can be used instead of *who* to convey a more formal tone.

Relative clauses can be of two types: restrictive or non-restrictive. A **restrictive** relative clause answers the question *Which one?* It is used to identify one noun and distinguish it from other similar nouns.

e.g. She is the author whose books have won many awards.

A **non-restrictive** relative clause adds extra information to the noun you are talking about. The information in the clause can be omitted and the meaning of the sentence is still understandable. Non-restrictive relative clauses are offset by commas.

e.g. J.K.Rowling, whose books are all bestsellers, donates a lot of money to charity.

Some object relative clauses can begin with relative adverbs *when, where, why*.

PRACTICE

1. Insert the right relative pronoun. In which sentences can it be omitted?

- a. I built computer tools can read how much nervous energy you have.
- b. When you watch somebody move, a part of your brain corresponds to the same movement lights up.
- c. And the final one I focused on was fluency, or consistency.
- d. Honest signals are hard to fake and they tell you something important about the activity you are doing with this other person.
- e. The experiment I like the best is one we looked at people were pitching business plans.

- f. These were midcareer executives were presenting real business plans for a business-plan competition and then rating each other.
- g. Based on that research, it must be very easy for businesses to choose plans really aren't very good but have champions are very charismatic.
- h. In many organizations most of the communication is really important still happens face-to-face.

2. Combine the sentences using the right relative pronoun.

- a. The computers were given to public schools in the area. Our company donated them.
- b. Free speech is a freedom. Many people in the United States take it for granted.
- c. A storm caused millions of dollars in damage. It hit the US state of Florida in 2004.
- d. The job was given to another man. He had been at the company for only one year.
- e. They are a really good group of workers. We appreciate and respect them a lot.
- f. The city built a lightrail system. It connects the suburbs and downtown.

3. Complete the sentences with information about yourself. Use object relative clauses with *where, when, or why*.

- a. I remember the day...
- b. I know a great restaurant...
- c. _____ was the year ...
- d. Someday I'd like to live in a place...
- e. I don't know the reason...
- f. _____ is a city ...

LISTENING: Body language of world leaders

Watch the video (<https://www.youtube.com/watch?v=IqsAhmTn7n4>).

- 1. Give some statistics regarding verbal and non-verbal communication:
- 2. What does the body language include? Continue the list: *tone,*
- 3. Continue the phrases:
 - a) *It's not what you're saying*
 - b) *Every moment you spend with others*

Episode 1: Putin-Bush stride

- 4. What's the first indicator of body language?
- 5. Continue the phrases:
 - a) *Vladimir Putin knows that*
 - b) *Both leaders*
 - c) *It's sort of striding*
 - d) *It's not only the speed of walking*

6. How are the kinds of power demonstrated by Putin and Bush different? Write down the description you hear.

a) Putin:

b) Bush:

Episode 2: Door games (George Bush, Israeli Prime Minister Ehud Barak and Palestinian President Yasser Arafat).

7. Continue the phrases:

a) *There is a great meaning behind*

b) *In the Middle East it has a significant*

c) *The most powerful person says:*

8. Who is the winner in the door game? Why?

9. The episode reminded a match.

Episode 3 (George Bush and British Prime Minister Tony Blair).

10. Where did the two meet?

11. Continue the phrases:

a. *One would expect Blair to be very*

b. *He should be*

c. *The President (Bush) is in charge of*

12. How does Bush behave?

13. Which gesture symbolized ownership?

14. Which gesture symbolized dominance?

15. Continue the phrase: *A pat is one way*

Episode 4: Getting the upper hand

16. Which is the best position for the leaders to be standing? Which position is vulnerable?

17. In which context was Elvis Presley mentioned?

18. Describe Vladimir Putin's standing tactics in the summer of 2006 when he was greeting country leaders.

19. Describe Tony Blair's behavior. Why did he "score a point"?

20. Describe George Bush's behaviour. Why was it called *a draw* with Putin?

CORE READING 2

PRE-READING

PRONUNCIATION GUIDE

- a) Messiah [mə'sʌɪə]
- b) aura ['ɔ:rə]
- c) charisma [kə'rɪzmə]
- d) psychotherapist [saɪkəu'therəpɪst]
- e) oxytocin [ˌɒksɪ 'təʊsɪn]
- f) gimmick ['gɪmɪk]
- g) behavioural [br'heɪvjərəl]
- h) primates ['praɪmets]
- i) draughty ['dra:ftɪ]
- j) anxiety [æŋ(g)'zæɪəti]

Can you explain the following words/phrases?

- a) charisma coach
- b) behavioural scientists
- c) Messiah
- d) alter-ego
- e) theatrical techniques
- f) prize monkey

CHARISMA: WHO HAS IT, AND HOW TO GET IT

By Julia Llewellyn Smith, The Telegraph

Are you simply born with charisma, or can anyone be taught the art of 'lighting up a room'?

It's a rainy, midsummer evening. I'm standing in a draughty hall, holding a glass of cheap, white wine and staring intently at a middle-aged man as if he's the Messiah. "In my view, the problem with Britain today..." he drones. [...]

A group nearby laughs uproariously. It's too hot, my shoes pinch. The people here are acquaintances rather than friends, and this is one of those social functions I'm attending out of duty rather than desire. Normally, I'd be appeasing this gasbag with the occasional "Oh?" Meanwhile I'd be shuffling in my tight shoes, eavesdropping on the fun gang.

But tonight is different. Tonight, rather than sinking in discomfort, I decide to bask in it. Dispassionately, I analyse the sensation of sore toes. I objectify the uproarious laughter by dismissing it as just another sound, rather than a siren call. When the man pauses, instead of interrupting with a story of my own, my eyes remain fixed on him. I pause two seconds, then ask a question. He runs a hand through his hair. I run a hand through mine. [...]

Am I attempting a seduction? Heaven forbid. Do I care what he thinks about me? Not particularly. No matter. For I have just obtained the latest American must-have, a charisma coach, and tonight I am practicing my new skills.

Until I encountered Olivia Fox Cabane, whom US executives at firms like Google, Deloitte and Citigroup pay up to \$100,000 a year to help boost their X-factor, I'd have naively believed charisma was an intangible, magical aura.

The word comes from the Greek “gift”, befitting the notion that allure is something you're born with, and can't earn. It's the “It” that differentiated Baroness Thatcher from John Major, George W Bush from John Kerry, Lady Gaga at the O2 from her hundreds of **imitators** performing to tiny audiences in bar back rooms.

But, as Fox Cabane points out in her new book *The Charisma Myth: How Anyone Can Master the Art and Science of Personal Magnetism*, it was also the difference between Marilyn Monroe and her alter-ego Norma Jean Baker. In 1955, the film star rode the New York subway, unnoticed by her fellow passengers because, she explained, she had chosen to adopt “Baker” mode. But when she emerged onto the city pavements, she asked an accompanying journalist: “Do you want to see *her*?” She fluffed her hair, struck a pose. Suddenly, **onlookers** reported, magic seemed to flow from her. “That shows that charisma isn't innate, it can be controlled at will,” Fox Cabane says. [...]

Whether you're a seductress, a political leader, or simply seeking that prized ability to “inspire great enthusiasm and devotion”, as one dictionary defines charisma, the idea that it can be taught is hardly new: Dale Carnegie's 1936 manual, *How to Win Friends and Influence People*, has sold more than 15 million copies worldwide. But now Fox Cabane is transforming what was considered an art into a science, one that is frankly scary at times. “It's all about learning to play chemist with your brain,” she explains. “If you're able to flood your body with oxytocin [the love hormone] whenever you want, your body language will be transformed. People will want to be near you.” Fox Cabane estimates that three sessions of around a couple of hours can transform a reasonably personable person into someone magnetic.

Dr Nicole Gehl, a psychotherapist, is cynical, suggesting that what Fox Cabane offers is little more than a gimmick. “Charisma is a personality characteristic and personality traits are moderately to highly heritable. Truly charismatic people genuinely like other people. The emotional component of that is really hard to fake.” [...]

Fox Cabane has no problem with that. “Most of us learn these behaviours early in life, as we try them out, see the results and refine them,” she explains from her office in Palo Alto, California, the epicenter of Silicon Valley, the legendary habitat of brilliant, but charmless, geeks. “Eventually, the behaviours become instinctive, without the learner having ever been aware of the process. But some people need more help than others.”

The techniques she uses to teach emotionally illiterate clients to read body language are the same as those employed by the CIA and FBI. “By observing people's micro-expressions, they really do learn to read people like a book, which makes them more empathetic.” Steve Jobs, the late CEO of Apple, was renowned for his almost messianic aura, yet Fox Cabane assures me it was manufactured. “If you watch videos of Jobs speaking from 1984 onward, you can see him gaining confidence, poise, warmth in his voice,” she says. “My guess is

that he took some lessons from a professional magician. He uses theatrical techniques in his speech, he dresses all in black against a black background, before pulling something white out of his pocket, he speaks slowly, isn't afraid to pause. To become that way took work." [...]

Travelling to the dinner, I repeat Fox Cabane's slogan: "Stand like a gorilla." It sounds about as charismatic as mucking out a pigpen, but behavioural scientists have shown that, like primates, charismatic people take up as much space as possible, inflating their chests and swinging their arms to send out a subconscious signal to others that they will stay their course and not deviate – in other words, they can be trusted. In studies, people who adopted such stances saw assertiveness hormones rise by 19 per cent and anxiety hormones drop by 25 per cent.

Sure enough, though I initially feel more like a prize monkey than a jungle queen, when I stride into the function room, head held high, I feel unusually chipper.

Cornered by the middle-aged man, I subtly mirror his body language – studies show that our bodies produce natural opiates when we copy each other. "Mirroring activates deep instincts of trust and liking," Fox Cabane says. I've no idea if he found me entrancing or a gurning loon, but at the end of the night – to my surprise – I realise that I enjoyed myself far more than I anticipated. I consider myself reasonably empathetic, but when I make the effort to focus entirely on my companion's words instead of secretly wondering who won the football, I ask better follow-up questions and am rewarded by being fascinated by his answers.

"You were genuinely engaged and he would have picked up on that and liked you even more," Fox Cabane crows. "It's why, once set in motion, charisma grows pretty fast." [...]

This total focus is what Fox Cabane calls "presence" and which, she believes, is charisma's vital component. "It's often said of Obama that he makes people feel like the only one in the room – he isn't distracted, he's truly present."

"We all think we can fake paying attention, but when we do it, our reactions are delayed," Fox Cabane says. "The human mind can read facial expressions in about 17 milliseconds, so subconsciously the person you're talking to will feel the lag and feel brushed off." Presence should be underscored by two further qualities, warmth and power.

"Charismatic people always combine the two," says Fox Cabane. "They give the impression that they have a lot of power and also that they like you, or could like you, a lot." The formula varies according to individuals: Princess Diana was famously empathetic despite her elevated background, while Baroness Thatcher mainly projected power, but was also known for her compassion to staff and friends. [...]

But charisma can't be confused with goodness. Hitler, Mao and Mussolini are just some historic villains known for their allure. "These were all visionary **charismatics**, people who had total conviction in their beliefs," says Fox Cabane. "Humans are hard-wired to dislike uncertainty, so when they come across someone who shows none they find it very hard to resist." Even the less notorious charmers mentioned here, notably Jobs, were markedly more popular with the public than with colleagues and family.

"Some of the most charismatic public figures in public are also the least charismatic at home," Fox Cabane confirms. "Being charismatic can take a lot of energy, so when they're off duty some switch off. Others are often on such a high, thanks to their charisma, that they find it difficult to cope with life when it's more mundane." It's for this reason that Fox Cabane has to warn clients not to abuse their new skills. "Some go a bit giddy, like a kid

with a sudden superpower.” I’m not sure if I’m quite there yet. Let’s just see what happens next time I order a sandwich. [...]

[<http://www.telegraph.co.uk/culture/9344824/Charisma>]

VOCABULARY GUIDE

allure – завлекать, заманивать	gimmick [ˈɡɪmɪk] – прием, трюк
anxiety –[æŋ(g)ˈzaɪəti] – беспокойство, тревога	inflate – зд. выпячивать грудь
appease – успокаивать, умирять утолять (жажду, голод)	intently [ɪnˈtenti] – пристально, внимательно
assertiveness – уверенность в себе	loon – неотёсанный человек, деревенщина
chipper – бодрый, энергичный	objectify – воплощать; олицетворять
draughty [ˈdraʊti] – расположенный на сквозняке	personable – красивый, представительный, хорошо сложенный
drone (v) – гудеть, жужжать	seduction – обольщение, соблазн
eavesdrop – подслушивать	shuffle – 1) перемещаться, переминаясь 2) смешивать, перемешивать (в беспорядке)
entrancing [ɪnˈtra:n(t)stɪŋ] – чарующий; красивый, очаровательный	uproarious – шумный, громкий
gasbag – болтун	villain [ˈvɪlən] – злодей

POST-READING

SCANNING FOR SPECIFIC INFORMATION

- Write out all definitions of charisma:
- Make a list of synonyms of *charisma*:
- Which adjectives are used to describe charisma?
- Continue the list of words belonging to the family group ‘charisma’: *warmth*, ‘*presence*’, *compassion*,
- What does the text say about the charisma of the following people?

<i>Princess Diana</i>	
<i>Marilyn Monroe</i>	
<i>Steve Jobs</i>	

<i>Hitler, Mao and Mussolini</i>	
<i>Barack Obama</i>	

f. How many types of different hormones are mentioned in the article? Which? Which of them act as natural opiates?

GETTING MEANING FROM CONTEXT

Explain the meaning of the highlighted words in the reading:

- a) charismatics
- b) imitators
- c) onlookers

WORD-BUILDING

1. Which of these words from the text are formed by adding prefixes?

- a) dispassionately
- b) subconsciously
- c) inflate
- d) dismiss
- e) superpower
- f) uncertainty
- g) unnoticed
- h) innate

2. Divide these words into two groups: with or without a prefix. Translate into Russian.

Infamous, impassion, incorrect, inborn, impractical, subculture, induce, innocent, disproportionate, injury, inconspicuous, unreachable, discomfort, discovery, subversive, instinctive, intact, sublime, impose, intangible, uncover.

3. Fill in the table with the right word. Check with the text.

noun	adjective	a person
magic		
–		Messiah
charisma		charismatic
charm		
vision		–

FOCUS ON GRAMMAR

1. Put the verb in the right tense and form.

- a. It's a rainy midsummer evening. I _____ (stand) in a draughty hall, holding a glass of cheap white wine.
- b. A group nearby _____ (laugh) uproariously.
- c. It _____ (be) hot, my shoes _____ (pinch).
- d. Normally, I _____ (appease) this gasbag with occasional 'Oh?'.
- e. Meanwhile I _____ (shuffle) in my tight shoes.
- f. But tonight _____ (be) different.
- g. Tonight, rather than sinking in discomfort, I _____ (decide) to bask in it.
- h. Dispassionately, I _____ (analyse) the sensation of sore toes.
- i. I _____ (objectify) the uproarious laughter.
- j. When the man _____ (pause), my eyes _____ (remain) fixed on him.
- k. He _____ (run) his hand through his hair. I _____ (run) a hand through mine.
- l. I _____ (attempt) a seduction?
- m. I _____ (care) what he _____ (think) of me?
- n. Until I _____ (encounter) Olivia Fox Cabane, I _____ (believe) naively charisma _____ (be) an intangible, magical aura.
- o. In 1955, the film star _____ (ride) the New York subway, unnoticed by her fellow passengers because she _____ (choose) to adopt 'Baker' mode.
- p. Dale Carnegie's 1936 manual, *How to Win Friends and Influence People*, _____ (sell) 15 million copies worldwide.
- q. But now Fox Cabane _____ (transform) what was considered an art into a science.
- r. If you _____ (be able) to flood your body with oxytocin your body _____ (transform). People _____ (want) to near you.

2. Insert articles where necessary.

- a. ___ techniques she uses are ___ same as those employed by ___ CIA.
- b. They really learn to read ___ people like ___ book.
- c. She is transforming what was considered ___ art into ___ science.
- d. If you're able to flood your body with ___ oxytocin, your body will be transformed.
- e. "Stand like ___ gorilla", she advises.
- f. ___ behavioural scientists have shown that, like ___ primate, ___ charismatic people take up as much ___ space as possible.
- g. He makes ___ people feel like they have ___ lot of ___ power.
- h. ___ Princess Diana was famously empathetic.
- i. Some of ___ most charismatic public figures in ___ public are ___ least charismatic at ___ home.
- j. Being charismatic can require ___ lot of ___ energy.
- k. Some go ___ bit giddy, like ___ kid with a sudden superpower.
- l. It's ___ rainy evening. I'm standing in ___ draughty hall, holding ___ glass of ___ cheap, white wine and staring intently at ___ middle-aged man as if he's ___ Messiah.

3. Insert the right adverb from the list. How do they change the meaning of the word or sentence they define?

A. *a) genuinely b) dispassionately c) really d) naively e) frankly f) emotionally g) hardly h) moderately i) eventually j) uproariously*

- a. A group laughs
- b. I analyse the sensation of sore toes
- c. I'd have believed.
- d. The idea is new.
- e. The science is scary at times.
- f. Personality traits are to highly heritable.
- g. Truly charismatic people like other people.
- h. The emotional component of that is hard to fake.
- i. The techniques are used to teach illiterate clients.
- j., the behaviours become instinctive.

B. *a) really b) subconsciously c) reasonably d) famously e) unusually f) genuinely g) initially h) subtly i) entirely j) pretty*

- a. Those employed by the CIA and FBI do learn to read people like a book.
- b. I feel more like a prize monkey.
- c. I feel chipper.
- d. I mirror his body language.
- e. I consider myself empathetic.
- f. I make the effort to focus on my companion's words instead of secretly wondering.
- g. You were engaged in the conversation.
- h. The person will feel the lag and feel brushed off.
- i. Princess Diana was empathetic despite her elevated background.
- j. Once set in motion, charisma grows fast.

4. Insert commas where necessary.

- a. 'In my view the problem with Britain today is...' he drones.
- b. Meanwhile I'd be shuffling in my tight shoes eavesdropping on the fun gang.
- c. When the man pauses instead of interrupting with a story of my own my eyes remain fixed on him
- d. Until I encountered Olivia Cabane whom US executives at firms like Google, Deloitte and Citigroup pay up to \$100,000 a year I'd have naively believed charisma was a magical aura.
- e. In 1995 the film star rode the New York subway unnoticed by her fellow passengers because she explained she had chose to stop 'Baker' mode.
- f. Whether you're a seductress a political leader or simply seeking that prized ability to 'inspire great enthusiasm and devotion', the idea that it can be taught is hardly new.

- g. Dr Nicole Gehl a psychotherapist is cynical suggesting that what Fox Cabane offers is little more than a gimmick.
- h. Steve Jobs the late CEO of Apple was renowned for his almost messianic aura year Fox Cabane assures me it was manufactured.
- i. If you watch videos of Jobs speaking from 1984 onward you can see him gaining confidence, poise, warmth in his voice.
- j. In studies people who adopted such stances saw assertiveness hormones rise by 19 per cent.
- k. Sure enough though I initially feel more like a prize monkey than a jungle queen when I stride into the function room head held high I feel unusually chipper.
- l. Cornered by the middle-aged man I subtly mirror his body language.
- m. I consider myself reasonably empathetic but when I make the effort to focus entirely on my companion's words and am rewarded by being fascinated by his answers.

TRANSLATION

- a. Харизма – черта характера, которая, в большей или меньшей степени, является наследственной.
- b. Слово «харизма» имеет греческое происхождение и означает «дар», предполагая, что это некое врожденное качество, которому невозможно научиться.
- c. Эмоциональную составляющую харизмы трудно подделать.
- d. По-настоящему харизматичным людям искренне нравятся другие люди.
- e. Офис Оливии расположен в эпицентре Силиконовой долины – месте обитания интеллектуалов, лишенных всякого обаяния.
- f. Если вы научитесь вырабатывать окситоцин (гормон любви), когда вам этого хочется, люди захотят постоянно находиться рядом с вами.
- g. Многие из нас перенимают модели поведения в раннем детстве, пробуют их на практике и затем корректируют их.
- h. До встречи с Оливией, которой известные компании выплачивают до 100.000 долларов в год, я наивно полагала, что харизма – это нематериальная, магическая аура.
- i. Именно это качество (харизма) отличало баронессу Тэтчер от Джона Мейджора.
- j. Бихевиористы утверждают, что, как и приматы, харизматичные люди занимают как можно больше пространства в помещении и ходят, выпячивая грудь.

SPEAKING: Prepare a 2-minute talk about charisma

ACADEMIC WRITING: Write a profile of a person famous for his/her charisma.

It can be a politician, a public figure, a TV host, an actor/actress, a singer, etc.

See Appendix 2 for profile guidelines.

ADDITIONAL READING 1

DRESS CODE EFFECTIVE NON-VERBAL COMMUNICATION CUES: YOUR MODE OF DRESS PLAYS A KEY ROLE

BBC NEWS

“For better or worse, realize that your outward appearance and demeanor influence how others will react to you.”

You’ve heard the expression, “Clothes make the man (or woman).” That may be a slight exaggeration, since there are other determining factors, but in a large degree, it is true. What you wear in this world can make you or break you in many situations. Your clothes can be your best friend or your worst enemy. [...]

What you wear can tell people a lot about you before you open your mouth to speak. In fact, many psychologists agree that close to 90 percent of what people remember about an encounter is related to non-verbal communication, a large portion of that being your overall appearance and demeanor.

When people first meet, they immediately begin making judgments about each other based on appearances alone. In most cases, people make a decision about a stranger in less time than it takes to blink an eye. Many times, if you squander that one moment, you will have to work very hard for the next one. This is especially true in the job interview setting.

Your dress conveys non-verbal clues about your personality, education, background, financial status and credibility. These clues can break down barriers and launch careers, or create barriers and hamper careers.

In his book, *You Are What You Wear*, William Thourlby states: “When you step into a room, decisions will be made solely upon your appearance; so to be successful, and to be sure decisions are favorable, keep in mind that you are what you wear, and dress accordingly.” Thourlby goes on to say that, “Of course, clothes will not compensate for weak credentials, poor work records or bad habits, but a person who is dressed appropriately and is well groomed can open doors, where one who is inappropriately dressed and poorly groomed, will never be admitted.” [...]

Consider the impact that one’s mode of dress has in our society. How does the person dress who manages your money matters? How do you imagine a policeman, a doctor, a nurse or a minister to look? In our society, certain “looks” have specific meanings. This theory may not seem fair, but it is a reality. For example, a person with a dingy, sloppy appearance, messy hair and rumpled clothes, no matter the reason, conveys the message, “I don’t care.” A woman who wears a tight dress with a low-cut neckline and high slits up each side may want to convey the message, “I’m attractive and sexy.” However, her message may be decoded as, “I’m available. Your place or mine?”. [...]

On the other hand, a person who is **well-groomed**, dressed appropriately and in good taste can attend a business function or meeting and, in most cases, be readily accepted. Why? One of the key reasons is that the person’s mode of dress conveys credibility, competence, and self-confidence.

Textures and lines of clothing also transmit silent messages. Soft textures in attire tend to invite human contact and closeness, while crisp textures may indicate that a person wants to be regarded as efficient. Lines of clothing, whether they are strict or flowing, can provide some indication of how rigid one's personality is. [...]

At times, clothes are the only visible clues to our personalities. Even when other indicators are more apparent; clothing continues to make a statement. Our mode of dress may also reveal anger, aggressiveness, uncertainty or depression.

Your knowledge of non-verbal clothing clues will be useful not only in gaining some initial understanding of people, but also in interacting with them on a daily basis. Even small changes in the way an associate looks from day to day can signal other changes that may be important to you. Certainly, your skill at interpreting the **visual code** of dress can enhance your ability to relate to others. As you learn to interpret even more subtle messages from others, remember that you are transmitting equally revealing messages yourself. For better or worse, realize that your **outward appearance** and demeanor influence how others will react to you. By emphasizing the positive aspects of yourself through your dress and grooming, you can inspire confidence in your abilities and judgment, as well as lift your self-esteem. In essence, your clothing can be a **self-fulfilling** self-portrait. [...]

[<http://www.bbc.com/news/election-us>]

DISCUSSION

1. Which professions require a strict dress code?
2. Can you describe what these people wear: a nurse (e.g. scrubs, masks, gloves), a pilot, an MP, a policeman, a teacher, a firefighter, a driver, a butler, a housemaid, a soldier?
3. On which social occasions do people have to follow a certain dress code?
4. Do you comply with the dressing code rules or not? Why?
5. What's your attitude to the invitations which include a dress code?

Do you agree with the following statements from the text? Give reasons for your answer.

- a. Clothes make the man.
- b. You are what you wear.
- c. Your clothes can be your best friend or worst enemy.
- d. In our society certain looks convey specific meanings.

DEBATE: Dress Code

Read the following passage to prepare for a debate:

As a subject area, dress codes and appearance are becoming more important in the workplace. This is partly due to a number of legal cases being highlighted in the media and uncertainties amongst employers and employees about what dress code is acceptable.

An employer's dress code must not be discriminatory in respect of age, disability, gender or sexual orientation, religion or belief.

- Employers must avoid unlawful discrimination in any dress code policy.
- Employers may have health and safety reasons for having certain standards.
- Dress codes must apply to both men and women equally, although they may have different requirements.
- Reasonable adjustments must be made for disabled people when dress codes are in place.

Employers may have a policy that sets out a reasonable standard of dress and appearance for their organisation. Standards can be different, for example, a policy may state “business dress” for women but may state for men “must wear a tie”.

Points for debate:

1. High Heels and Dress Codes: Reports in the media have high-lighted some cases of employees who were sent home without pay for refusing to wear high heels at work.

2. Religious Dress: Should employers allow groups or individual employees to wear articles of clothing that manifest their religious faith?

3. Tattoos and body piercings: Employers may they ask workers to remove piercings or cover tattoos while at work. Right or wrong?

CREATIVE THINKING

Have you ever participated in a fancy ball/masquerade? What costume did you wear? Was it a pleasant experience?

In groups of four think of an original thematic party with a certain dress code. Share with other groups. Vote for the best idea.

ADDITIONAL READING 2

10 REVEALING HAND GESTURES

When you communicate, your brain automatically involves your hands to convey thoughts and emotions, without you even knowing it. In that way, your hand body language signals what you don’t say with your words. Being able to properly read body language is a key to ANY successful relationship.

Here are 13 of the most common hand body language gestures (with pictures) you’ll see every day:

1. Touch

When you make full contact with your palm, this communicates warmth, familiarity and fondness. Touching with only your fingertips means less fondness, maybe even some discomfort. When a person touches you and you notice that his hands are warm, this tells you he is more or less at ease. Cold, clammy hands mean he is tense – not necessarily because of you, but possibly because of the circumstances.

2. Palms up

Open palms usually have a positive effect on people. It's effective in making amends or closing a sale.

Combined with outstretched arms, it communicates acceptance, openness and trustworthiness. When done with a jerk of the shoulders, it can mean resignation or admitting weakness, as if to say, "I have no idea".

3. Palms down

This means confidence and shows that you know what you're talking about – but it also conveys rigidity. Downward palms with straightened fingers indicate a sense of authority, even dominance or defiance. When a person does this while talking to you, it means he is not going to budge and you might have to change your approach. When combined with a chopping action, a downward palm indicates emphatic disagreement.

4. Hands on heart

This conveys a person's desire to be believed or accepted. Though intended to communicate sincerity, it doesn't necessarily mean honesty. It just means, "I want you to believe me (whether or not what I say is true)".

5. Chopping movements

Chopping is for emphasis, and is usually authoritative. A person who "chops" has made up his mind and is not likely to change it. It can often be used as a way to make a point. For example, chopping down as to separate an idea in two categories.

6. Finger Pointing

People do this when imposing themselves: parents do it to their children, teachers to unruly students. It's a way of talking down, usually interpreted as aggressive and angry. When done to a peer, it's a show of arrogance – it's confrontational, invasive and offensive. A fiercer variation is jabbing your finger. In any case, it's often considered impolite to point at a person. It would be more refined to point with your whole hand.

A playful finger-point with a wink however, is a pleasant expression of approval or acknowledgement.

Pointing a finger in the air adds emphasis to your words. It convinces people of your confidence and authority. You may notice how politicians or preachers use this as they speak.

7. Clasping hands, squeezing hands

Clasping and squeezing hands together is a self-pacifying gesture. A person who does this is uncomfortable, maybe even nervous or fearful. He's trying to assure himself, "Everything's going to be alright." A variation of this is rubbing the wrist.

Clasped hands with interwoven fingers indicate great anxiety and frustration. That person is thinking, "Things are going really bad". You better prepare yourself when you spot this.

8. Steepling

Steepling is what you call palms that face each other with just the fingertips touching (the fingers resemble a steeple). This is a display of confidence and self-assurance. You would see this in a lawyer or chess player who just found a way to wipe out his opponent. You don't want to overdo it, however, as this is a real show of power.

9. Hands on hips Akimbo

This is sometimes mistaken for unfriendliness, but it's often really just a position of readiness. This is often observed in workaholics, athletes and productive people. Certainly sometimes this display can be a show of authority and superiority. For example, this is a gesture used by the military and law officials to show assertiveness and take control of a situation.

10. Hands in pockets

Pocketed hands indicate unwillingness, mistrust and reluctance. If a person keeps his hands in his pockets, you will need to first gain his interest as well as his trust. Even if someone tries to hide what he's really thinking, his hand signals can tell you the truth. If you are sensitive to the language of his hands, you can make an appropriate course of action and even get a good response.

FURTHER EXPLORATION: Search the Internet for some facts regarding non-verbal communication in one of the countries of the world. Report your findings to the class.

ADDITIONAL READING 3

THE POWER OF NON-VERBAL COMMUNICATION

The Wall Street Journal

The following text presents an interview with Professor Alex "Sandy" Pentland who directs the MIT Connection Science and Human Dynamics labs and who previously helped create and direct the MIT Media Lab. He is one of the most-cited scientists in the world, and Forbes recently declared him "one of the "7 most powerful data scientists in the world".

BUSINESS INSIGHT: *In your new book, "Honest Signals," you discuss a number of unconscious, non-verbal ways that humans communicate with one another. Let's talk about four you focus on: activity, interest, mimicry and consistency.*

DR. PENTLAND: These signals are really qualitative readings of brain state. Take activity. Everyone has an autonomic nervous system; it's the oldest part of your nervous system, the **fight-or-flight** part. When you get excited about something, it gets aroused. What happens then is you become more active and you have more nervous energy. So I built computer tools that can read how much nervous energy you have.

Similarly, as a measure of interest, people pay attention to each other, and you can read that from the timing between people who are in conversation. If two people are talking

together and each one is anticipating when the other will pause and jumping in exactly at that point and leaving no gaps, then they're paying a great deal of attention to each other.

Humans also have a system called a mirror neuron system. Strangely enough, when you watch somebody move, a part of your brain that corresponds to the same movement lights up. And when people mimic each other's gestures when in conversation, research has shown that it's very definitely correlated with feelings of trust and **empathy**. Mimicry creates the sense that people are on the same page.

And the final one I focused on was fluency, or consistency. Think of Tiger Woods and his golf swing. There's a sort of fluidity about it that just says, "This guy's an expert." And people have the ability to read that. Consistency in tone or motion tells you who really knows what they're doing, or is really practiced at it, at least. And that's another sort of honest signal; it's very hard to fake.

That's the point about honest signals: They're hard to fake and they tell you something important about the relationship and the activity you're doing with this other person.

BUSINESS INSIGHT: *Tell us about the results of some of your studies using sociometer data.*

DR. PENTLAND: We began to do things like look at job interviews. We found that if job candidates show confidence and practice, if they're mirroring the interviewer's gestures, if they're active and helpful, if they act the right way, they'll get the **thumbs up**.

The experiment that I like the best is one where we looked at people who were **pitching business plans**. These were midcareer executives who were presenting real business plans for a business-plan competition and then rating each other. It turns out you can estimate their ratings of each other... just by listening to their tone of voice. You didn't have to know anything about the business plan; you didn't have to know anything about the executives. It was how they delivered the plan that determined how it was rated. That's pretty amazing. Because these were not fools. These were executives in their mid-30s – very successful. And yet they were listening to how excited the presenter was about the plan; they were not listening to the facts.

BUSINESS INSIGHT: *Sounds like, based on that research, it must be very easy for businesses to choose plans that really aren't very good but that have champions who are very charismatic.*

DR. PENTLAND: Yes. This research tells you a couple of things. One is: When you listen to a business plan pitch, you ought to take it offline and read it also, and not just go from the presenter's "**elevator pitch**." But there's a good side to it, too. In **venture capital**, one of the things investors pay attention to is the **buzz** in the **start-up** group and the way it feels. And what the venture capitalists are actually doing, I think, is reading the honest signaling.

BUSINESS INSIGHT: *What do you think are some of the implications of this research for business?*

DR. PENTLAND: It turns out that those sort of unconscious signaling behaviors are enormously important in determining the functioning of an organization. In organizations, most of the communication that's complicated, that's really important, still happens face-to-face. Some of it happens over the telephone, but it's person-to-person; it's not by email,

it's not by memo. And yet all of that face-to-face stuff never makes it into the digital record. There may be a memo summarizing a meeting later, or an agenda, but what actually happened never shows up. And all the interactions in the hall or around the water cooler are not even in the org chart. And yet that's where everything happens.

There's this old phrase, "You can't manage what you can't measure." So a great deal of the important information in every organization is not measured and not managed. That seems very wrong. We're out to fix that.

ACADEMIC WRITING: Based on the interview, write a feature article for a newspaper.

See Appendix 2 for feature article guidelines.

UNIT 6

POLITICAL CORRECTNESS

CORE READING:

- 8 Steps to Be Politically Correct
- Politically Correct Universities are Killing Free Speech
- From Bikinis to Burkinis

ADDITIONAL READING:

- Dear Mountain Room Parents
- Victorian Government Attacks Fairy Tales
- Empathy

VOCABULARY:

Gender Neutral Vocabulary

GRAMMAR:

Adjective Phrases

LISTENING:

Real Time Talk Show: Richard Dawkins

WORD-BUILDING:

- Forming Verbs from Nouns and Adjectives
- Forming Nouns Denoting Professions

WRITING:

- Synopsis
- Comparison and Contrast Essay
- Persuasive essay

CORE READING 1

8 STEPS TO BE POLITICALLY CORRECT

The expression ‘politically correct’ came about in the 1970s and was intended to mean ‘inclusive’. It referred to the use of language that would not cause an individual of any demographic (social or cultural) group to feel excluded, offended, or diminished.

It now seems to have been redefined by those who prefer an exclusive culture and dominance for themselves or their group. The distortions were made popular by comedians who observed the change in U.S. culture toward more inclusiveness and the struggle many people had in breaking exclusionary habits.

Be careful when addressing groups of people. Use language that would not make any person feel excluded, diminished, or devalued.

Avoid language that addresses only demographic group unless it is intended for that group only, such as using ‘men’ when you mean ‘all people’. Accurate descriptions are the essence of ‘political correctness’.

Avoid titles that are exclusionary, such as *Chairman* (use *chairperson*); *fireman* (use *firefighter*), and *stewardess* (use *flight attendant*). The use of titles that exclude persons of a different gender or other social groups is usually acceptable when addressing an individual, as in a business setting, where Mr Smith is the CEO, and you are introducing him as ‘Mr Smith, our Chairman of the Board’.

Avoid expressions that are derogatory with regard to physical or mental abilities, such as *handicapped* or *retarded*. Instead, use *person with a disability* or *person with Down’s Syndrome*. People have disabilities, they are not defined by them. In many cases, simply addressing the person who has mental, physical, or other challenges in the same terms as you would address anyone else is the ideal solution.

Avoid overly-cautious racial descriptions that can be offensive. For example, say ‘African American’ only when talking about Americans who are the descendants of African Slaves. Other Africans know what country they’re originally from, for example, a person from Egypt is Egyptian American. In case you are unsure of a person’s citizenship, ‘black’ and ‘white’ are acceptable terms.

Avoid the use of religious terms when speaking to a group that may include people who belong to different religions (for example, saying *God Bless You* at a local event). The exception here is in the context of describing either academically or referentially specific characteristics of such a group as ‘Evangelical Christians hold certain beliefs...’, or ‘Jewish people commonly recognize Yom Kippur’.

Be sensitive to the inferences people may read in to the words you choose. Many common expressions have roots in a less inclusive social climate, and only time and education can completely eliminate them. For example, if you want to know if a girl is taken, asking ‘Do you have a boyfriend?’ would be politically incorrect, as it makes them exclusively heterosexual. Instead, ask, ‘Are you seeing/dating anyone?’.

Respect every individual’s right to choose the language and words that best describe their race, class, gender, sexual orientation, or physical ability. Don’t get defensive if someone rejects language which dis-empowers, marginalizes, confines, or diminishes them.

[<https://aggslanguage.wordpress.com>]

FOCUS ON VOCABULARY

1. Study this chart with gender neutral language.

a) anchorman	news anchor, anchor, newscaster
b) businessman	business executive, manager
c) newsman	reporter, correspondent
d) congressman	representative
e) doorman	security guard
f) fireman	firefighter
g) manmade	artificial, synthetic
h) mankind	humanity, people, human beings, humankind
i) manpower	workers, workforce, staffing
j) policeman	police officer

2. Match the words in the first column with their PC equivalents.

1) chairman	a) hairstylist
2) hairdresser	b) hearing impaired
3) secretary	c) dysfunctional family
4) handicapped	d) assistant
5) burglary	e) visually challenged
6) anti-abortion	f) home invasion
7) blind	g) pro-life
8) deaf	h) chairperson
9) broken family	i) physically challenged

3. On a humorous note, look at these examples of ‘politically correct’ language:

Insensitive term	Preferred term
Housewife	Domestic Engineer
Janitor	Environmental Hygienist
Poor	Economically Unprepared
Bum	Homeless person, Displaced Homeowner, Philosophy Major
Bald	Comb-free, in follicle regression
Cigarette smoking	Assault with a Deadly Weapon
False teeth	Alternative Dentation
Ghetto	Ethnically Homogeneous Area
Slum	Economic Oppression Zone
Cheating (in school)	Academic Dishonesty
Gang	Youth Group
Illiterate	Alternatively Schooled
Liar	A person Creative with Facts

[<http://www.translationdirectory.com/article162.htm>]

CREATIVE THINKING

Can you change the names of some characters in Russian folk tales or literary works so that they sound more PC? Vote for the best PC names.

SPEAKING: Prepare a 2-minute talk about PC.

CORE READING 2

PRE-READING

PRONUNCIATION GUIDE

apartheid [ə'pɑːθeɪt, ə'pɑːtʰaɪd]
conflicting [kən'flɪktɪŋ]
atheist ['eɪθɪst]
object (v) [əb'ʤekt]
legacy ['legəsi]
signatory ['sɪgnət(ə)rɪ]

POLITICALLY CORRECT UNIVERSITIES 'ARE KILLING FREE SPEECH'

The Telegraph

British universities have become too politically correct and are stifling free speech by banning anything that causes the least offence to anyone, a group of leading academics have recently warned. A whole generation of students is being denied the “intellectual challenge of debating conflicting views” because self-censorship is turning campuses into over-sanitised “safe spaces”, they say.

Their intervention comes as an Oxford college considers removing an historic statue of Cecil Rhodes, one of its alumni and benefactors, because he is regarded as the founding father of apartheid in South Africa.

Oriel College says the statue of Rhodes, on a building he paid for, jars with the values of a modern university. It is facing a battle with Historic England, which has listed the statue as an object of historical interest.

Writing in *The Telegraph*, the academics, led by Frank Furedi, professor of sociology at the University of Canterbury, say it is part of a “long and growing” list of people and objects banned from British campuses, including pop songs, sombreros and atheists.

They say the “deeply worrying development” is curtailing freedom of speech “like never before” because few things are safe from student censors.

Because universities increasingly see fee-paying students as customers, they do not dare to stand up to the “small but vocal minority” of student activists who want to ban everything from *The Sun* newspaper to the historian David Starkey.

The letter says: “Few academics challenge censorship that emerges from students. It is important that more do, because a culture that restricts the free exchange of ideas encourages self-censorship and leaves people afraid to express their views in case they may be misinterpreted. This risks destroying the very fabric of democracy.

“An open and democratic society requires people to have the courage to argue against ideas they disagree with or even find offensive. At the moment there is a real risk that students are not given opportunities to engage in such debate.

Calling on <http://www.telegraph.co.uk/education/universityeducation/universities-and-colleges/12058543/The-campaign-to-topple-Oxford-Universitys-Cecil-Rhodes-statue-is-too-silly-for-words.html> to take a “much stronger stance” against all forms of censorship, they conclude that “students who are offended by opposing views are perhaps not yet ready to be at university”.

Freedom of speech carries a burden of responsibility which shouldn’t be overlooked.

Professors have complained recently that they are being bullied online by students who are easily offended by opposing views.

In recent months, students at British universities have banned, cancelled or challenged a host of speakers and objects because some found them offensive. Maryam Namazie, a prominent human rights campaigner who is one of the signatories to the letter, was initially banned from speaking at Warwick University because she is an atheist who, it was feared, could incite hatred on campus. She spoke at Warwick in the end.

“We are starting the process of consultation with Oxford City Council this week in advance of submitting a formal application for consent to remove the Rhodes plaque.”

In September, the University of East Anglia banned students from wearing free sombreros they were given by a local Tex-Mex restaurant because the student union decided non-Mexicans wearing the wide-brimmed hats could be interpreted as racist.

Oxford University cancelled a debate on abortion after female students complained that they would be offended by the presence of “a person without a uterus”, in other words a man, on the panel.

Cardiff University students tried to ban the feminist icon Germaine Greer because she once wrote that a man who was castrated would not behave like a woman, which was construed as offensive to transsexuals.

Mark Prisk, the Conservative MP in whose constituency Cecil Rhodes was born, said: “This rather narrow-minded view of trying to shut down people’s opinions, even if we find them abhorrent, doesn’t remove the fact that they happened or that people held those opinions.”

Ironically, the South African former Oriel student leading the campaign to remove the statue of Rhodes attended Oxford as a beneficiary of a scholarship funded by Rhodes’s legacy.

Ntokozo Qwabe, who set up the Rhodes Must Fall in Oxford campaign, is one of more than 8,000 foreign students who have been able to study at Oxford because of a Rhodes Scholarship, paid for by the Rhodes Trust, which was set up by Cecil Rhodes in his will.

Last month *The Daily Telegraph* revealed that students at Harvard had asked for rape law to be dropped from lectures in case any students were victims of sexual assault. And President Obama has said that “coddling” students is “not the way we learn”.

[<http://www.telegraph.co.uk/education/educationnews>]

VOCABULARY GUIDE

abhorrent [əb'hɔ:(ə)nt] – отвратительный	legacy – наследство, наследие
academic (n) – ученый	overlook – игнорировать
curtail [kɜ:'teɪl] – сокращать, урезывать	panel – зд. экспертная группа
construe [kən'stru:] – толковать, объяснять	stifle [staɪfl] – душить
intervention – вмешательство	stand up to – выступить против, противостоять
host – зд. толпа	signatory – подписавший документ

POST-READING

COMPREHENDING CONTENT

1. Why is the statue of Cecil Rhodes being considered for removal?
2. What is self-censorship?
3. What does the list of forbidden stuff at British campuses include? Are they politically incorrect?
4. What are the professors bullied for?
5. Describe the PC-related episodes:
 - a) at University of East Anglia:
 - b) at Oxford University:
 - c) at Cardiff University:
 - d) at Harvard
6. Write out phrases/sentences making a family group “Freedom of speech”
7. What seems absurd about some student activists’ scholarship?

CRITICAL THINKING

- a. Is it right to remove the statue of Cecil Rhodes? Give reasons.
- b. Do you agree with the statement that the politically correct universities are killing “free speech”?
- c. How can this issue be regulated?
- d. Are there any PC rules at your university? Is there any need to reconsider them?

FOCUS ON VOCABULARY

1. Match the synonyms.

1) academics	a) establish
2) offend	b) encounter
3) remove	c) forbid
4) increasing	d) originally
5) restrict	e) drop
6) benefactor	f) growing
7) initially	g) scientists
8) ban	h) opinions
9) face	i) curtail
10) set up	j) insult
11) views	k) sponsor

2. Match the antonyms.

1) set up	a) absence
2) vocal	b) dangerous
3) atheist	c) believer
4) presence	d) dirty
5) extend	a) open
6) narrow-minded	b) remove
7) fear	c) silent
8) strong	a) courage
9) sanitised	b) curtail
10) safe	c) weak

3. These words from the text have more than one meaning:

host	<ul style="list-style-type: none"> 1) хозяин, принимающий гостей 2) владелец (гостиницы или какого-нибудь заведения) 3) принимающая сторона (при переговорах, спортивных состязаниях) 4) ведущий программы (anchor, presenter) 5) главный компьютер 6) тьма, войско 7) толпа, масса, куча
-------------	--

overlook	1) обозревать, смотреть сверху 2) возвышаться 3) надзирать, присматривать 4) не заметить, просмотреть, пропустить 5) игнорировать, не придавать значения 6) смотреть сквозь пальцы, прощать
panel	1) панель 2) панно 3) плитка (тротуара) 4) пульт управления, приборная панель 5) коллегия присяжных заседателей 6) экспертная группа, комитет, совет 7) a panel discussion – дискуссия, которую ведёт группа специалистов при участии аудитории

2. Insert *panel, host or overlook*:

- a. Barcelona was chosen to be of the 1992 Olympic games.
- b. She seems to one important fact.
- c. The of a radio or television show is the person who introduces it and talks to the people who appear in it.
- d. The ceiling was decorated with painted
- e. He assembled a of scholars to advise him.
- f. Today we have radios, TVs, and a whole of gadgets powered by electricity.
- g. My windows the street.
- h. The advisory disagreed with the decision.
- i. He was a of a live TV programme.
- j. Mary Read had little else to do than the other servants.
- k. The equipment was monitored from a central control
- l. He was unfairly by the Nobel committee.

WORD-BUILDING

1. Form adjectives and nouns from these verbs.

	Adjectives	Nouns
include	_____ _____ _____	_____ _____
exclude	_____ _____ <i>exclusionary</i>	_____ _____

2. Find in the text the adjectives derived from these words.

a) race	
b) sex	
c) demography	
d) culture	
e) society	

3. Form verbs by adding suffix *-ize* to the nouns and adjectives in this chart.

Noun/Adjective	+ (<i>-ize</i>)	Verb	Russian equivalent
margin			
character			
commercial			
custom			
real			
fertile			
popular			

4. Spelling tip: *-ise* or *-ize*?

For many verbs in British English, both *-ize* and *-ise* endings are equally acceptable: *organize/organise*, *publicize/publicise*, *realize/realise*, *analyze/analyse*. In American English, the preferred ending is *-ize*. Yet there are some words which must always be spelled with *-ise*:

advise	despise	practice
appraise	devise	promise
arise	disguise	revise
bruise	exercise	rise
comprise	improvise	supervise
compromise	liaise	surprise

5. Form verbs from these adjectives by adding the suffix *-en*. Check with a dictionary.

a) short	<i>shorten</i>
b) weak	
c) strong	
d) broad	

e) white	
f) black	

6. Form verbs by adding the prefix *en-*. Translate the words.

a) courage	<i>encourage</i>
b) large	
c) grave	
d) visage	
e) tail	

FOCUS ON GRAMMAR

1. Put the verbs in the right tense and form.

- British universities _____ (become) too politically correct and _____ (stifle) free speech by _____ (ban) anything that _____ (cause) the least offence to anyone, academics _____ (warn) recently.
- Their intervention _____ (come) as an Oxford college _____ (consider) _____ (remove) a historic statue of Cecil Rhodes because he _____ (regard) the founding father of apartheid in South Africa.
- Oriel college _____ (say) the statue of Rhodes, on a building he _____ (pay) for, _____ (jar) with the values of a modern university.
- It _____ (face) a battle with Historic England, which _____ (list) the statue as an object of historical interest.
- Writing in The Telegraph, the academics, _____ (lead) by Frank Furedi, _____ (say) it is part of a 'long and growing' list of people and objects banned from the campus.
- They _____ (say) the 'deeply worrying development _____ (curtail) freedom of speech 'like never before'.
- Because universities _____ (see) fee-paying students as customers, they _____ (not dare) to stand up to the 'small but vocal minority' of student activists.
- This _____ (encourage) self-censorship and leaves people afraid _____ (express) their views in case they may _____ (misinterpret).
- This _____ (risk) _____ (destroy) the very fabric of democracy.
- Professors _____ (complain) recently that they _____ (bully) online by students who _____ (offend) easily by opposing views.
- In recent months, students at British universities _____ (ban), _____ (cancel) or _____ (challenge) a host of speakers.
- In September, the University of East Anglia _____ (ban) students from wearing free sombreros they _____ (give) by a local Tex-Mex restaurant.
- Last month The Daily Telegraph _____ (reveal) that students at Harvard _____ (ask) for rape law _____ (drop) from the lectures in case some students _____ (be) victims of sexual assaults.

2. Insert articles where necessary.

- a. Writing in ___ Telegraph, ___ academics, led by ___ Frank Furedi, ___ professor of sociology at ___ university of ___ Canterbury, say it is ___ part of ___ long list of ___ people and objects banned from ___ British campuses.
- b. ___ letter says: “ ___ few academics challenge censorship that emerges from ___ students. It is important that ___ more do, because ___ culture that restricts ___ free exchange of ___ ideas curtails ___ free speech.
- c. That risks destroying ___ very fabric of ___ democracy. ___ open and democratic society requires ___ people to have ___ courage against ideas they disagree with.
- d. At ___ moment there is ___ real risk that our students cannot engage in such ___ debate.
- e. Mariam Namazie, ___ prominent human rights campaigner, who is one of ___ signatories to ___ letter, was banned from speaking at ___ Watwick University, because she is ___ atheist.
- f. Mark Prisk, ___ Conservative MP, in whose constituency Cecil Rhodes was born, said: “It’s a narrow-minded view.”
- g. In ___ September, ___ University of ___ East Anglia banned students from wearing ___ free sombreros they were given by ___ local Tex-Mex restaurant.

LISTENING: Richard Dawkins: Regressive Leftists’ Freedom of speech. If you can’t give a speech on university campus why do we need universities?

Watch the video at http://www.huffingtonpost.com/entry/richard-dawkins-free-speech_us_561038c4e4b0af3706e11397)

1. Read about Richard Dawkins and watch the video of Bill Maher’s talk show *Real time*. Take notes.

2. Answer these questions:

- a. Who is Richard Dawkins? What is his stance on freedom of speech?
- b. What is qualified as “betrayal”?
- c. What are universities for? Give an extended answer.
- d. Who are “the protected species”?
- e. What is Islam often confused with?
- f. In which context are the following words mentioned:
 - misogyny
 - Islamophobs
- g. Who are liberals? Who have they supported so far?
- h. What phrase is used to describe a hijab?
- i. What is the main argument in favour of a hijab?

LANGUAGE FOCUS: Tips to make your language more PC

Using the pronoun “he” to mean “he and she” is no longer acceptable. Fortunately, the generic “he” can be avoided in many ways. Here are strategies and examples:

1. Re-write your sentence in the plural.
Biased: “Everyone is a genius at least once a year; a real genius has his original ideas closer together.” (*G.C. Lichtenberg*)
Improved: “Everyone is a genius at least once a year; real geniuses have their original ideas closer together.”
2. Turn the sentence around.
Biased: A good journalist knows that he should strive for accuracy.
Improved: Accuracy is an important goal for a good journalist.
3. Use the second person.
Biased: Every student should store his belongings in the locker provided.
Improved: Students, please store your belongings in the locker provided.
4. Recast the sentence or phrase in the passive voice.
Biased: “Pessimist: One who, when he has the choice of two evils, chooses both.” (*Oscar Wilde*)
Improved: “Pessimist: One who, when given the choice of two evils, chooses both.”
5. Substitute an infinitive (in this case, “to strive”).
Biased: A good student knows that he should strive for excellence.
Improved: A good student knows to strive for excellence. *Or;* A good student strives for excellence.
6. Omit the pronoun altogether.
Biased: A good juror relies, to some degree, on his common sense.
Improved: A good juror relies, to some degree, on common sense.
7. Replace the masculine pronoun with an article.
Biased: “Can’t a critic give his opinion of an omelette without being asked to lay an egg?” (*Clayton Rawson*)
Improved: “Can’t a critic give an opinion of an omelette without being asked to lay an egg?”
8. Replace the pronoun with words like *someone, anyone, one, no one*.
Biased: “He who asks is a fool for five minutes, but he who does not ask remains a fool forever.” (*Chinese proverb*)
9. Use *he and she*, or *his or her* (but only as a last resort, as this can get cumbersome!).
Biased: “Only a mediocre person is always at his best.” (*W. Somerset Maugham*)
Improved: “Only a mediocre person is always at his or her best.”

GRAMMAR HIGHLIGHTS: Adjective Phrases

Subject relative clauses with *who*, *which*, or *that* can sometimes be reduced to adjective phrases in order to make the language less wordy and more concise.

e.g. Only people (who are) on the guest list will be allowed to enter.

To reduce subject clauses, omit the relative pronoun and *be*.

When *be* is followed by a noun phrase, it can only be reduced in nonrestrictive clauses. The reduced form is called an appositive.

e.g. John, (who is) a staff member, can use the facilities for free.

Some relative clauses not containing forms of *be* can be reduced to adjective phrase by omitting the relative pronoun and changing the verb to the present participle: verb + -ing.

e.g. Anyone (who arrives) arriving late will be denied entrance.

There was a sign (that warned) warning us to leave the area.

PRACTICE

1. Combine each set of sentences by using adjective phrases. Add commas where necessary. There is more than one way to combine some sentences.

- a. The construction company plans to build a new trade mall. It is purchasing the property.
- b. Many runners collapsed before they reached the finish line. They were exhausted from their efforts.
- c. The meeting was held in secret. It determined the winner.
- d. I saw a strange object. It was flying across the sky.
- e. The runner was very disappointed. She hoped to win the contest.
- f. We think the plan is good. It was suggested by the group leader.
- g. You can get help at the Writing Centre. It is located on the lower level of the library.
- h. My boss is an avid car collector. He just bought an original Model T. It was built in 1908.

2. Add an appositive (a, b, c...) to modify each underlined noun or noun phrase.

- a. a machine for transmitting written information by wire
- b. the naturalist who proposed the theory of natural selection
- c. an international organization founded in 1945
- d. an event featuring action sports
- e. the period from the mid-1300s to about 1600
- f. the scientific study of human language

1. The Renaissance followed the Middle Ages.
2. The telegraph sends messages using a coded series of dots and dashes.
3. One of the foundations of modern biology is the work of Charles Darwin.
4. Linguistics was first recognized as an academic discipline in the early 1800s.
5. Unlike the Olympics, the X Games are held every year.
6. The United Nations aims to facilitate cooperation between countries.

3. Complete the list with your favourite things. Then write sentences with appositives about these people and things: books, movies, actors, songs, foods, places to visit.

One of my favourite

CORE READING 3

PRONUNCIATION GUIDE

attire [ə'taɪə]	corset ['kɔ:sɪt]
debut ['deɪb(j)u:]	Lyon [lɪ'ɔn]
décolleté [ˌdeɪ'kɒlɪteɪ]	Mediterranean [ˌmedɪt(ə)'reɪnrən]
chic [ʃɪk]	Nice [ni:s]
chronicle ['krɒnɪkl]	uproar ['ʌprɔ:]

FROM BIKINIS TO BURKINIS, REGULATING WHAT WOMEN WEAR

The New York Times



1957



2016

PARIS –The policeman in the photo is nattily attired and appears to have a slight smirk as he writes out a ticket for the woman standing before him awkwardly in her offending swimwear; perhaps he enjoys making her feel uncomfortable.

No, she is not wearing a burkini.

The photo dates from 1957. The woman is wearing a bikini on the beach at Rimini on Italy's Adriatic coast. At the time, Italy prohibited the revealing bathing suit; it was too immodest to be worn in public. [...]

In the midst of France's fight over banning the burkini, the bikini is celebrating its 70th anniversary, and photographs chronicling its debut and early history in the 1940s, '50s and '60s are on display in one of Paris's chic galleries, prompting parallels to the **uproar** over the burkini today.

What is it about women’s swimwear and more generally women’s attire that over and over in history has attracted controversy and **impelled** societies to legislate or regulate women’s choices? [...]

Historians, sociologists and anthropologists have argued about it for decades, but the seemingly simplistic statement that women’s bodies are a battleground has some truth to it. Formally or informally, men (primarily) have been making rules about women’s attire for a very long time.

“Can’t we decide what we want to wear in 2016?” wondered Sarah Fekih, 23, from Lyon, France, in a comment she wrote to The New York Times. “If one wishes to dress skimpily or to be almost nude or to be covered from head to toe, isn’t that a personal choice that cannot be dictated by law?”

Of course, the burkini debate is not only about feminism. It is foremost a debate about the visibility and presence of Islam in France, and it comes in the context of the most recent act of terror to traumatize the country, this one in Nice, on the Mediterranean coast.

On July 14, a man drove a cargo truck into crowds of people there, killing 86 and wounding 300. The Islamic State later called him one of its “soldiers.” [...]

Less than a month later, the first of at least 30 bans on “inappropriate” clothing on beaches – meant to target Muslim attire – was enacted in Cannes, about 20 miles from Nice.

Although France’s highest administrative court, the Council of State, struck down one town’s burkini ban on Friday – and clearly would do the same for other towns if **lawsuits** were brought – the fight is far from over. [...]

The Parliament could enact a ban, and some of France’s 2017 presidential candidates on the right and far right have pledged to enact measures that run from banning the Muslim veil in universities and businesses to banning almost all religious attire in public.

As the debate continues, much that is important will be said about France and racism and Islam, but it is worth pondering that it is women’s clothes that are at issue.

Throughout history, a combination of legislation, local regulation and social pressure has influenced the way women have dressed – corsets and décolleté, hoop skirts and bustles, the controversial **advent** of pants. France is now a society demanding that women undress, but in many ways this debate is part of the same narrative. [...]

As recently as the 1980s, a number of large American corporations had extensive dress codes for women. “There would be four pages on what a woman could wear to work, and four sentences for men,” Professor Clemente said.

[<https://www.nytimes.com/2016/08/28/world/europe/france-burkini-bikini-ban.html>]

FOCUS ON VOCABULARY

1. Look at the highlighted words in the reading. Write them next to the definition below.

A claim or dispute brought to a law court for adjudication:

The fact of it starting or coming into existence:

A lot of shouting and noise because people are very angry or upset about something:

Drive, force, or urge (someone) to do something:

2. Fill in the chart with words and phrases from the text that relate to these family groups.

CLOTHES	LAW	GEOGRAPHIC NAMES

3. Match the words in columns A and B so as to make collocations.

A	B
1) bring	a) parallels
2) chronicle	b) lawsuits to court
3) make	c) rules
4) prompt	d) history
5) run, enact	e) the country
6) traumatize	f) measures

4. How many synonyms can you suggest for the following words from the text?

- a) ban:
- b) debate:
- c) swimwear:
- d) undress:
- e) wear:

WORD-BUILDING

Use these words to form nouns denoting people:

Anthropology, astronomy, physics, chemistry, history, library, law, Senate, biology, embassy, veterinary, linguistics, journalism, economy, mathematics, plumbing, ecology, design, diet, hairdressing, style, beauty, therapy, advisor, lecture, legislation, photograph, sociology.

-ist	-ian	-er	-or
			<i>tutor</i> <i>professor</i> <i>doctor</i> <i>vendor</i>

ACADEMIC WRITING

Choose to write:

- a) a **summary** of the above text
- b) an **argumentative essay** *Should immigrants give up their religious habits?*

See Appendix 2 for summary and essay guidelines.

TRANSLATION

Translate into English.

- a. Из-за возрастающей политкорректности в британских университетах ущемляется свобода речи.
- b. Профессоры жалуются, что подвергаются преследованиям со стороны студентов, которых оскорбляет любое альтернативное суждение.
- c. Поскольку университеты все больше рассматривают платных студентов как клиентов, они не осмеливаются выступить против «малочисленной, но громогласной» группы студенческих активистов, стремящихся запретить все, от газеты The Sun до историка Дейвида Старки.
- d. В прошлом месяце газета The Daily Telegraph сообщила, что студенты Гарвардского университета потребовали удалить из лекционной программы закон об изнасиловании, так как в аудитории могут оказаться жертвы сексуального насилия.
- e. Ориэл Колледж собирается снести памятник Сесилу Роудзу, так как он считается отцом-основателем апартеида в Южной Африке.
- f. Во Франции некоторые кандидаты в президенты обещали принять закон, запрещающий ношение паранджи в университетах и офисах.
- g. Историки, социологи и антропологи десятилетиями обсуждают, какую одежду женщины могут носить, а какую нет.
- h. Конечно, спор о ношении буркини касается не только феминизма.
- i. В 1980-ых некоторые американские корпорации приняли дресс-код для женщин, в котором на четырех страницах перечислялось, что женщинам можно носить, а что нельзя.
- j. Интересно, что большинство решений относительно женской одежды принимаются мужчинами.

EDITING

Edit the following sentences.

1. Little than a month later, first of at least 30 bans on inappropriate clothing on beaches – meant to target muslim attire – was enacted in the Cannes.
2. The Parlament could enact a ban, and some of french president candidates pledged to take measures, which ban muslim veil in universities.
3. British universities has became to politically correct.

4. A whole generation of students are being denied the intellectual debate because self-censorship was turned campuses onto over-sanitised 'safe spaces'.
5. The Oxford University canceled a debate on abortion afterwards females students complain that they will be offended by the presence of a man on the panel.
6. The Cardiff University students tried to ban the feminist ikon Germaine Greer because she once has written that man who was castrated will not behave such as woman.
7. Ntokozo Qwabe, which set up the Rhodes Must Fall in Oxford company, is one of 800 foreign students which have been able to study at Oxford because of Rhodes Scholarship, that was set up by Cecil Rhodes.
8. They say that a few things are save from student censors.
9. Last month The Daily Telegraph have revealed that students at Harvard had asked for rape law to drop from lectures in case any students will be victims of sexual assault.

ADDITIONAL READING 1

The teacher in the following correspondence is trying to be PC, however, she fails in this attempt.

Read the text and prepare to discuss it.

DEAR MOUNTAIN ROOM PARENTS²

by Maria Semple, The New Yorker

Hi, everyone!

The Mountain Room is gearing up for its Day of the Dead celebration on Friday. Please send in photos of loved ones for our altar. All parents are welcome to come by on Wednesday afternoon to help us make candles and decorate skulls.

Thanks!

Emily

Hi again!

Because I've gotten some questions about my last e-mail, there is nothing "wrong" with Halloween. The Day of the Dead is the Mexican version, a time of remembrance. Many of you chose Little Learners³ because of our emphasis on global awareness. Our celebration on Friday is an example of that. The skulls we're decorating are sugar skulls. I should have made that more clear.

Emily

² In US elementary schools it is common to call the classes as Mountain Room, Sunshine Room, Rainbow Room, similarly to Russian schools' 1A, 2B.

³ Little Learners – the name of the preschool.

Parents:

Some of you have expressed concern about your children celebrating a holiday with the word “dead” in it. I asked Eleanor’s mom, who’s a pediatrician, and here’s what she said: “Preschoolers tend to see death as temporary and reversible. Therefore, I see nothing traumatic about the Day of the Dead.” I hope this helps.

Emily

Dear Parents:

In response to the e-mail we all received from Maddie’s parents, in which they shared their decision to raise their daughter dogma-free, yes, there will be an altar, but please be assured that the Day of the Dead is a pagan celebration of life and has nothing to do with God. Keep those photos coming!

Emily

Hello,

Perhaps “pagan” was a poor word choice. I feel like we’re veering a bit off track, so here’s what I’ll do. I’ll start setting up our altar now, so that today at pickup you can see for yourselves how colorful and harmless the Day of the Dead truly is.

Emily

Parents:

The photos should be of loved ones who have passed. Max’s grandma was understandably shaken when she came in and saw a photo of herself on our altar. But the candles and skulls were cute, right?

Emily

Mountain Room Parents:

It’s late and I can’t possibly respond to each and every e-mail. (Not that it comes up a lot in conversation, but I have children, too.) As the skulls have clearly become a distraction, I decided to throw them away. They’re in the compost. I’m looking at them now. You can, too, tomorrow at drop-off. I just placed a “NO BASURA”⁴ card on the bin to make sure it doesn’t get emptied. Finally, to those parents who are offended by our Day of the Dead celebration, I’d like to point out that there are parents who are offended that you are offended.

Emily

⁴ No Basura means “don’t touch” in Spanish.

Dear Parents:

Thanks to their group e-mail, we now know that the families of Millie and Jaden M. recognize Jesus Christ as their Saviour. There still seems to be some confusion about why, if we want to celebrate life, we're actually celebrating death. To better explain this "bewildering detour," I've asked Adela, who works in the office and makes waffles for us on Wednesdays, and who was born in Mexico, to write you directly.

Emily

Hola a los Padres:

El Día de los Muertos begins with a parade through the zócalo, where we toss oranges into decorated coffins. The skeletons drive us in the bus to the cemetery and we molest the spirits from under the ground with candy and traditional Mexican music. We write poems called calaveras, which laugh at the living. In Mexico, it is a rejoicing time of ofrendas, picnics, and dancing on graves.

Adela

Parents:

I sincerely apologize for Adela's e-mail. I would have looked it over, but I was at my daughter's piano recital. (Three kids, in case you're wondering, one who's allergic to everything, even wind.) For now, let's agree that e-mail has reached its limits. How about we process our feelings face to face? 9 A.M. tomorrow?

Emily

Dear Parents:

Some of you chose to engage in our dialogue. Some chose to form a human chain. Others had jobs (!) to go to. So we're all up to speed, let me recap this morning's discussion:

Satan isn't driving our bus. Little Learners does not have a bus. If we did, I wouldn't still need parent drivers for the field trip to the cider mill. Anyone? I didn't think so.

Ofrenda means "offering." It's just a thing we put on the altar. Any random thing. A bottle of Fanta. Unopened, not poisoned. Just a bottle of Fanta.

We're moving past the word "altar" and calling it what it really is: a Seahawks blanket draped over some cinder blocks.

Adela will not be preparing food anymore and Waffle Wednesdays will be suspended. (That didn't make us any new friends in the Rainbow and Sunshine Rooms!)

On Friday morning, I will divide the Mountain Room into three groups: those who wish to celebrate the Day of the Dead; those who wish to celebrate Halloween; and Maddie, who will make nondenominational potato prints in the corner.

Emily

Dear Mountain Room Parents:

Today I learned not to have open flames in the same room as a costume parade. I learned that a five-dollar belly-dancer outfit purchased at a pop-up costume store can easily catch fire, but, really, I knew that just by looking at it. I learned that Fanta is effective in putting out fires. I learned that a child's emerging completely unscathed from a burning costume isn't a good enough outcome for some parents. I learned that I will be unemployed on Monday. For me, the Day of the Dead will always be a time of remembrance.

Happy Halloween!

Emily

DISCUSSION

- What problems did the teacher have in communicating with parents?
- Why did the attempts to be PC fail in this particular case?
- Could the teacher prevent the unfortunate outcome?
- Should holidays like Christmas be celebrated in multi-national schools?

DEBATE: Celebrating Christmas at international schools

At British International School (Moscow Campus) schoolchildren traditionally celebrate Christmas. They prepare a Christmas Production illustrating some episodes from the Nativity Story. Pupils of all nationalities are involved in this play: A Muslim girl may play Virgin Mary, while Japanese and Chinese children can play shepherds or Wise Men. Is this correct?

Get divided into two groups: for and against such an approach.

ADDITIONAL READING 2

VICTORIAN GOVERNMENT ATTACKS FAIRY TALES

By Andrew Bolt, The Herald Sun

The far-Left Victorian Government now declares war on fairy tales: "A teaching aid in the Respectful Relationship program wants pupils to analyse men and women in classics like Cinderella, Snow White and Rapunzel and compare them to modern stories challenging gender norms."

It claims traditional fairytales often reinforce "gender norms" – norms to which these ideological misfits object:

A teaching aid in the Respectful Relationship program wants pupils to analyse men and women in classics like Cinderella, Snow White and Rapunzel and compare them to modern stories challenging gender norms.

It argues that the traditional fairytales often serve to reinforce gender norms and to cause “a sense of entitlement in boys and lower self-esteem in girls”.

Children will be encouraged to act as “fairytales detectives”, to “describe and compare the roles commonly given to male and female characters” and to “identify gendered messages fairytales give readers”.

They would then be encouraged to consider what would happen if the characters in fairytales swapped roles – for example, if the girl were armed with the sword while the boy waited for her to rescue him.

This is the dead-end post-modernism that tells readers to be paranoid and hostile to the author, rather than let readers enter the author’s world to at least get the gist of their message.

And so children will be told put the Brothers Grimm and Hans Christian Andersen in the dock, accused of sexism, with everything they write being judged only by that charge.

This means children risk losing the true messages in some of these classics – the messages that actually make them classics.

The pity there is that one story in particular, Andersen’s *The Emperor’s New Clothes*, remains a powerful critique of exactly this Victorian Government, which in its global warming mania has just helped to shut down a massive coal-fired electricity generator without actually making a blind bit of difference to the climate. Read the story, which the Government would protest makes a hero of a little boy, and figure who the naked emperor could be.

ACADEMIC WRITING 1

Choose to write:

- An **argumentative essay** *Should fairy tales be made PC?*
- An **expository essay** *Advantages and disadvantages of multinational classrooms*

See Appendix 2 for essay guidelines.

ACADEMIC WRITING 2: Synopsis

Write a synopsis of the above article.

See Appendix 2 for synopsis guidelines.

COMPARING TWO OR MORE TEXTS

In groups of four, discuss empathy:

- a. Can empathy, the ability to understand and share the feelings of another, help make us better people? Can it help make the world a better place?
- b. If we could gain a deeper sense of what it’s like to be somebody different from us – from a different part of the world, from the other side of the tracks, with a different skin color, religion or gender – would we become more generous, understanding or compassionate people?
- c. Can empathy help bridge the divides that fracture us as a nation and world?

ADDITIONAL READING 3

Jennifer Finney Boylan's personal essay "Bring Moral Imagination Back in Style" and Nicholas Kristof's Op-Ed "How Do We Increase Empathy?" refer to empathy. Both pieces acknowledge that while learning to feel empathy may be challenging, it is a skill worth nurturing.

Text 1

BRING MORAL IMAGINATION BACK IN STYLE

By Jennifer Finney Boylan, The New York Times

I came back from the beach one day to find my grandmother and her nearly deaf friend Hilda playing gin and drinking vodka. "She's Not There," by the Zombies, was playing on the radio. This was a little strange.

"Why is Hilda listening to WFIL?" I asked.

"Shh," my grandmother replied. "She thinks it's classical."

I've told this story lots of times since it happened, back in 1968. It always gets a laugh. But lately it doesn't seem so funny.

Not long ago I was searing a steak in my apartment when the place filled with smoke and the fire alarm went off. I stood on a chair to try to turn it off. I had to do this about a half-dozen times before the thing stayed off, and each time I climbed up, my ears – already damaged from a lifetime of playing in rock 'n' roll bands – were less than two feet from the piercing alarm. [...]

When the noise finally stopped, my hearing was "traumatized," as the otolaryngologist later described it. A high-pitched ringing began that night that has not ceased, a sound somewhere between the howling of wind and a chorus of crickets. I've also lost about 60 percent of the upper register of the sound spectrum, and what I do hear resembles the buzzing from a blown-out speaker.

I have been fitted with hearing aids. I am learning to read lips. Why yes, it does suck, thanks for asking.

Now I keep thinking about Hilda, whose handicap struck me more as the stuff of comedy than of compassion.

It wasn't that I didn't understand that she suffered, back when she was old and deaf and I was young and not. It's that whatever she suffered from was something I didn't need to be concerned with. It didn't occur to me that imagining the humanity of people other than myself was my responsibility. And yet the root cause of so much grief is our failure to do just that.

Edmund Burke called this the "moral imagination," the idea that our ethics should transcend our own personal experience and embrace the dignity of the human race. [...]

In May, I appeared on the MSNBC show "Hardball With Chris Matthews" with a representative from the Family Research Council. The F.R.C. spokesman was asked by Mr. Matthews what bathroom I – a transgender woman – should use. Even though I "pass" as

a woman and have female anatomy and ID, North Carolina law holds that I should use the men's room (since my birth certificate says M).

My adversary was clearly uncomfortable with the idea of a woman like me in the men's room; at the same time he did not want to budge from his talking point that people like me shouldn't be allowed in the women's room, either, because he was convinced that we constitute some sort of threat to children. In the end, he didn't have an answer for the question, because the idea that I am human – and do occasionally need to use the restroom – was really not one that had given him much concern. [...]

The delegates at the Republican convention recently brought this issue up once again. The party's platform opposes gay adoption, marriage equality and, of course, trans people using the proper bathroom. Tony Perkins, president of the F.R.C., succeeded in adding language approving conversion therapy for L.G.B.T. children, which has long been discredited. Despite Donald Trump's surprising vow, during his acceptance speech, to protect L.G.B.T. people from a "foreign ideology," the overall tone of the convention was one of rejection.

This is not about marriage or bathrooms. It is about the fact that some Americans don't like the idea that there *are* gay or trans people in the first place, and cannot imagine our lives. They seem to think we have come up with the entirety of our existence primarily in order to hurt other people's feelings.

I have seen people open their hearts when some otherized soul is revealed to be a member of their own family, or a friend. Our culture is making progress as a result. But too many people are still met with hatred because whoever and whatever they are is something others have never been compelled to imagine.

Text 2

HOW DO WE INCREASE EMPATHY?

By Nicholas Kristof, The New York Times

Dacher Keltner, who runs the Greater Good Science Center at the University of California at Berkeley, says that having people think about suffering activates the vagus nerve, which is linked to compassion. He also cites evidence that uplifting stories about sacrifice boost empathy, as do various kinds of contemplation – prayer, meditation, yoga.

Keltner says that going out into nature also appears to encourage greater compassion. Feelings of awe, such as those generated by incredible images from space, seem to do the same thing, he says.

Professor Pinker, in his superb book "The Better Angels of Our Nature," explores whether the spread of affordable fiction and journalism beginning in the 18th century expanded empathy by making it easier for people to imagine themselves in the shoes of others. Researchers have found that reading literary fiction by the likes of Don DeLillo or Alice Munro – but not beach fiction or nonfiction – can promote empathy.

I used to be cynical about student service projects, partly because they seemed so often to be about dressing up a college application, and trips so often involve countries with

great beaches. (Everyone wants to help Costa Rica!) Then there was The Washington Post’s report about the Mexican church that was painted six times over the course of a summer by successive waves of visitors.

Yet I’ve come to believe that service trips do open eyes and remind students of their good fortune. In short, they build empathy.

So let’s escape the insulation of our comfort zones. Let’s encourage student service projects and travel to distant countries and to needy areas nearby. Whatever the impact on others, volunteering may at least help the volunteer. Let’s teach Dickens and DeLillo in schools, along with literature that humanizes minority groups and builds understanding.

Above all, let’s remember that compassion and rationality are not effete markers of weakness, but signs of civilization.

[[https://www.nytimes.com/.../bring-moral-imagination-back-i.](https://www.nytimes.com/.../bring-moral-imagination-back-i)]

Comparing Two or More Texts

Directions: Use the questions below to help you think about the relationship between two or more texts of any kind. Use the back of the sheet if you need more room to write.

Content: In your own words, what is each text saying?

Text 1	Text 2

Similarities: How are these texts similar, connected or related? How are they alike, whether in terms of subject matter, theme, purpose, tone, etc.? What specific lines and details echo each other or connect?

Differences: How are the two different – again, in terms of subject matter, theme, purpose, tone or anything else? Where do they “disagree”?

The Two Texts Together: How does reading the two together make you see or understand things you might not if you read them separately?

Questions and Reactions: What questions do these texts and their content raise for you? What reactions do you have to them, either individually or together?

ACADEMIC WRITING: Write a comparison/contrast essay based on the above texts.

See Appendix 2 for comparison/contrast essay guidelines.

CRITICAL THINKING

1. Ms. Boylan suggests that much of the despair and grief in the world may come from a lack of empathy. Do you agree? And, do you consider it your responsibility to “imagine the humanity” of others? Should our ethics “transcend our own personal experience and embrace the dignity of the human race”? Why might this be difficult?
2. Have you ever been “otherized” – made to feel alien or different — through teasing, bullying or cyberbullying? Have you ever made someone else feel that way? Do you think a lack of empathy is at the heart of this kind of behavior?
3. Mr. Kristof suggests a number of ways to cultivate empathy, such as being present in the natural world or reading literary fiction. Have these methods ever worked for you? For example, has a book or movie ever made you feel empathetic toward others?
4. Who should be teaching children how to cultivate empathy and “moral imagination”? Is it the responsibility of families, schools, churches or community centers, for example? Do you think purposeful programs, projects or even just conversations might help to create empathy and sensitivity toward others? How might we prevent these initiatives from feeling forced?
5. Mr. Kristof mentions how empathy entrepreneurs can take advantage of the human inclination to empathize more with some people (or animals) than others. “The biggest empathy generator is cuteness,” one expert tells him, “which is why so many charities feature photos of children and why so many conservation organizations feature pandas.” Another expert agrees: “It is subject to bias – both laboratory studies and anecdotal experiences show that empathy flows most for those who look like us, who are attractive and who are nonthreatening and familiar.” How can we counteract the inherent bias that seems to be hard-wired in our empathy muscle?

APPENDIX 1

WRITING FOR BUSINESS

1. Motivational letter
2. Reference letter from a senior
3. Reference letter from a peer
4. CV (Resume)

UNIT 1

MOTIVATIONAL LETTERS

1. Read these examples of motivational letters published in *The Guardian*. Discuss their structure, language and style.

a. Standard conservative letter:

“Dear Mr Black,

Please find enclosed my CV in application for the post advertised in the Guardian on 30 November.

The nature of my degree course has prepared me for this position. It involved a great deal of independent research, requiring initiative, self-motivation and a wide range of skills. For one course, [insert course], an understanding of the [insert sector] industry was essential. I found this subject very stimulating.

I am a fast and accurate writer, with a keen eye for detail and I should be very grateful for the opportunity to progress to market reporting. I am able to take on the responsibility of this position immediately, and have the enthusiasm and determination to ensure that I make a success of it.

Thank you for taking the time to consider this application and I look forward to hearing from you in the near future.

Yours sincerely,

b. Standard speculative letter

Dear Mr Brown,

I am writing to enquire if you have any vacancies in your company. I enclose my CV for your information.

As you can see, I have had extensive vacation work experience in office environments, the retail sector and service industries, giving me varied skills and the ability to work with many different types of people. I believe I could fit easily into your team.

I am a conscientious person who works hard and pays attention to detail. I’m flexible, quick to pick up new skills and eager to learn from others. I also have lots of ideas and enthusiasm. I’m keen to work for a company with a great reputation and high profile like [insert company name].

I have excellent references and would be delighted to discuss any possible vacancy with you at your convenience. In case you do not have any suitable openings at the moment, I would be grateful if you would keep my CV on file for any future possibilities.

Yours sincerely,

c. Letter for creative jobs

Dear Ms Green,

- Confused by commas?*
- Puzzled by parenthesis?*
- Stumped by spelling?*
- Perturbed by punctuation?*

Well, you're not alone. It seems that fewer and fewer people can write. Unfortunately, there are still a lot of people who can read. So they'll spot a gaffe from a mile off. And that means it's a false economy, unless you're 100% sure of yourself, to write your own materials. (Or to let clients do it for themselves.)

To have materials properly copywritten is, when one considers the whole process of publishing materials and the impact that the client wishes to make, a minor expense. Sloppiness loses clients, loses customers.

There is an answer. Me. You can see some of what I do on my multilingual website at [insert web address]. If you'd like, I can get some samples out to you within 24 hours. And, if you use me, you'll have some sort of guarantee that you can sleep soundly as those tens of thousands of copies are rolling off the presses.

Luck shouldn't come into it!

With kindest regards,

[<https://jobs.theguardian.com/article/>]

UNIT 2

LETTERS OF REFERENCE

Stories about your behaviors, impact, and personal qualities told by others play an essential role in the evaluation of your application. Your letters of reference should provide specific examples and anecdotes that illustrate your ability and desire to make a difference in the world.

Stanford Graduate School of Business MBA Programs Requirements

Two letters of reference:

First Reference

One reference from your current direct supervisor (or next best alternative) at work. Your choice of either one additional supervisor reference or one peer reference. Both letters of reference must be submitted by the deadline of the round in which you apply. You must not write, or have any involvement in the drafting, translation, or submission of the letters.

Second Reference

The second reference may come from either someone senior to you (i.e. someone who has evaluated or supervised your work) or from a peer (i.e. someone with whom you've interacted as an equal). The strongest references typically come from your workplace. You may select a reference from your professional, community, or extracurricular experiences. We recognize that work environments are fluid, so we give you the option of choosing the person who can best represent your potential impact.

1. Read this sample reference letter from a teacher. Discuss its content and structure.

Recommendation for Pam Lester

I have had the pleasure of working with Pam Lester for three years while she served as a peer advisor in the academic achievement office at ABCD College. Pam exhibited a wide range of skills while building a record of outstanding performance in this role.

Ms. Lester mastered the often overwhelming task of learning the extensive collection of print and electronic resources we use to help students. Pam's diligence, bright mind, inquisitive nature and unwavering commitment to helping others enabled her to achieve this success.

Ms. Lester was truly unique in her ability to empathize, establish rapport and reach a very broad range of students from diverse backgrounds. Pam attracted a following of her peers who purposefully sought her out because she had been helpful to them (much like a good professional counsellor does). I have rarely seen a peer cultivate these types of relationships with other students during my 20 years of professional experience.

Pam is a good listener who also can convey information clearly and effectively to individuals and groups. Her common sense, research and detective skills enabled her to find information for students, which was not easily locatable.

As you can tell, I hold Pam in very high regard and therefore can confidently recommend her for graduate study which would tap the skills referenced above.

I am equally confident that she possesses the empathy, caring nature, listening skills and intellectual capacity to become a fine professional counsellor.

Sincerely,

FirstName LastName

Director, Career Office

518-580-5888

email@college.edu

2. Recommendation letter from a peer

Try to **come up with a list of the qualities** about your friend. Is s(he) exceptionally loyal? Supportive? Confident? Adventurous? How about encouraging, mature, energetic, insightful, or brilliant?

a) Character and Personality

When writing a peer reference letter, the following qualities will be asked to be evaluated as *below average, average, good, very good, excellent*:

- leadership
- energy and initiative
- self-confidence
- independence
- character and integrity
- reaction to criticism
- concern for others
- respect accorded by classmates

b) Anecdotes and Examples: Decide which of these excerpts is more effective:

1. *Anna is a kind person who loves to help others. She is a caring friend and student.*

2. *When Anna realized our school didn't provide any orientation for new students, she organized a club called New Kids on the Block, where new and established students get together to have lunch and share their experiences. This is just one example of her kind and loving spirit and drive to make everyone feel connected and included.*

Just like you use examples to support your points in a persuasive essay, you can **use meaningful stories to illuminate your friend's character**. This will sound more powerful and effective, plus it will help your letter stand out among the rest. This approach will make it a more interesting piece of writing overall, rather than a list of positive adjectives that blend together before a tired admission officer's eyes.

In other words, don't just tell the college how great your friend is. **Show them.**

What do you see as the applicant's strengths? Please give examples when possible.

What do you consider to be the applicant's weaknesses? Again, it would be helpful to give specific examples by referring to activities or projects in which a weakness has emerged.

c) Read this sample recommendation letter from a peer. Does it meet the requirements mentioned above? Fill in the chart below.

Recommendation Letter for Sally Sommers

Steve Smith
123 A Street
Citycenter, NY 12345

September 21, 2012

Bill Jones
345 B Street
Citycenter, NY 12345

Dear Mr. Jones,

I am writing on behalf of Sally Somers regarding the position of Museum Curator Assistant at Citycenter Museum. Sally and I are both majoring in Art History at State College, and we have taken several classes together and worked on many projects. During that time, I have gotten to know Sally quite well and can thoroughly vouch for her character and abilities.

Sally is a pleasure to work with because her pleasant and positive attitude can make nearly any work seem fun and interesting. She usually became the leader of our group projects and always handled the position fairly by making sure everyone had equal amounts of work that they enjoyed. If we had someone in our group who would continuously complain, rather than getting upset, Sally would continue to point out the positives until the person began to enjoy themselves.

For classes, Sally always took the initiative to make sure her work was done exceptionally well. She also made sure she was thoroughly prepared to participate at length in class discussions. Due to her love of art and determination to spread her passion, Sally organized a group that volunteers at nearby schools to teach children the importance of understanding and appreciating art. Although Sally is graduating this year, the excitement she put into this group has given the younger members the passion to want to continue volunteering.

Sally is also willing to work on areas she feels she could improve on. She realized quickly during our freshman year that her fear of public speaking was holding her back in class, so she worked diligently to improve her speaking abilities. She even took a speech class to gain confidence. She improved so much that the teacher decided to use her as an example for future classes, and she is now able to communicate effectively with everyone she encounters. With her relentless motivation and her knowledge of art, Sally would bring a wealth of knowledge and skills to the Citycenter Museum. I know she would be an excellent fit for your organization. If you have any questions, feel free to contact me at the above address.

*Yours sincerely,
Steve Smith*

UNIT 3

CURRICULUM VITAE (CV)

Helena Shapur¹

12 Green Lane, Brighton, Sussex, BTi 3EY²

Mobile 0779 234567

h.shapur@xyz.co.uk³

Personal profile

An enthusiastic, self-motivated professional in the field of online team management, I have a passion for the potential of the Internet and an in-depth understanding of a wide variety of web technologies. I am committed to developing the same values and enthusiasm within my team.

Career Summary⁵

2014 – present Development Team Leader, Cetaways.com

I joined this online travel company as a web developer, and in 2014 moved up to the position of Development Team Leader. During this exciting time, traffic to the site multiplied by more than 100 times. Working with a close-knit team, I gained real understanding of the nature of large-scale website management.

2012–2014 Web developer, Toprank Recruitment, Brighton

Having gained a taste for web technologies, I joined this small startup, developing an IT recruitment website. Programming the site's search engine, I learned ASP, Javascript and SQL. I also gained valuable experience of developing a website as part of a team.

2010–2012 Junior Programmer, Oakleaf Processing, Manchester

As part of a small team, I developed and coded accounts and customer databases for clients using Delphi. As the Internet started to take off, I taught myself HTML and designed and created the company's first website.

Education and Qualification⁶

2006–2009 Merseyside University, BSC Computer Science

2003–2005 Pince of Walter Sixth College, Brighton A-levels

Hobbies and Interests⁷

I am an avid reader and film-goer. I like cooking, gardening and writing children's stories.

<p>Referees: (professional)</p> <p>Martin Walker Toprank Recruitment Mill Street Brighton BN2 34Y</p>	<p>(personal)</p> <p>Elizabeth Joachim 12, Cotswold Ave Whalleyrange</p>
--	--

- ¹ Give your name in full at the top of the CV where it can easily be seen.
- ² Give your contact details just below your name.
- ³ Always provide your email address.
- ⁴ Write a personal profile at the top of your CV. In two or three sentences, summarize the skills and personal qualities that make *you* the person for this job. Try to link your skills and qualities directly to what you have recently achieved at work.
- ⁵ Always provide details of your most recent employment first and then work backwards.
- ⁶ Likewise, provide details of your most recent qualifications first and work backwards.
- ⁷ The reader will want to get some sense of what you are like as a person, so do include brief details of your interests, especially if those interests are relevant.
- ⁸ Most employers expect to see details for two referees (= people who will give information about your abilities or character).

APPENDIX 2

ACADEMIC WRITING

1. Summary
2. Essays
 - Argumentative/persuasive essay
 - Narrative essay
 - Comparison/contrast essay
 - Expository essay
 -
3. Feature article
4. Survey report
5. Synopsis
6. Profile

SUMMARY

STEPS OF WRITING A SUMMARY

A **summary** is a brief statement of the text's main ideas. A summary makes 60% of the original text. It consists of a thesis and topics.

A **thesis** is a one-sentence summary of the entire text/article.

A **topic** is the main idea of each paragraph.

- I. Read the article trying to get a sense of its general focus and content
- II. Write the article's thesis.
- III. Read each paragraph (or divide the passage into logical sections, if it is too long).
Underline key ideas and terms.
- IV. Write each paragraph's **topic**.
- V. Combine all the sentences to form your summary by using standard phrases and linking words to connect the ideas in the text.

EFFECTIVE SUMMARY OUTLINE

1. A summary begins with an introductory sentence that states the article's title and author.
2. A summary must contain the main thesis or standpoint of the text, restated in your own words. (To do this, first find the thesis statement in the original text.)
3. A summary is written in your own words. It contains few or no quotes.
4. A summary is always shorter than the original text, often about 1/3 as long as the original.
5. A summary should contain all the major points of the original text, and should ignore most of the fine details, examples, illustrations or explanations.
6. The backbone of any summary is formed by crucial details (key names, dates, events, words and numbers). A summary must never rely on vague generalities.
7. If you quote anything from the original text, even an unusual word or a catchy phrase, you need to put whatever you quote in quotation marks (" ").
8. A summary must contain only the ideas of the original text. Do not insert any of your own opinions, interpretations, deductions or comments into a summary.
9. A summary, like any other writing, has to have a specific audience and purpose, and you must carefully write it to serve that audience and fulfill that specific purpose.

An effective summary:

- Begins with an introductory sentence that states the article's title and author and restates its thesis or focus.
- Includes all of the article's main points and major supporting details

- Deletes minor and irrelevant details.
- Combines/chunks similar ideas
- Paraphrases accurately and preserves the article's meaning.
- Uses student's own wording and sentence style.
- Uses quotation marks when using phrasing directly from the article or source.
- Includes only the article's ideas; excludes personal opinion.
- Stays within appropriate length; is shorter than the original.
- Achieves transition through use of author's name and present-tense verb.

ESSAYS

Basic Essay Structure

1. Introduction

- a. Introduction of any essay should be no longer than 1/10 of its length. If the essay itself must be of a significant size the introduction may have several paragraphs; in the rest of the cases it consists of one solid paragraph.
- b. The contents of an always introduction has a deductive nature, as it leads the reader from the general views or positions on the analyzed topics to the specific narrow theme of the essay.
- c. A good introduction requires several elements:
- d. Opening sentences introducing to the topic of the essay
- e. Background information on it (gradually leading to the analyzed aspect of the theme).
- f. Literature techniques to grab the reader's attention.
- g. A strong **Thesis statement** defining and stating the point the author is making in the essay, the paper's main argument.

2. Body paragraphs

- a. Body paragraph 1
- b. Body paragraph 2
- c. Body paragraph 3, etc.
- d. The body of a basic essay may have as many body paragraphs as it is necessary to prove the author's argument of the thesis statement.
- e. It is vital to keep in mind that each paragraph is supposed to have one main argument to analyze and has to reveal it in one solid thought in a sentence called the **topic sentence**. Therefore the amount of the body paragraphs equals the amount of topic sentences.
- f. Each body paragraph must be connected to following one with a logical link.

3. Conclusion

- It is usually written in one solid paragraph.

- The conclusion always deals with summing up the essays arguments revealed in the topic sentences and the therefore present substantial evidence to prove the thesis statement.
- It is also important to mention the importance of the general conclusion of the essay.
- It goes without saying that different types of essay may require certain deflections from the basic essay structure.

ARGUMENTATIVE ESSAY

Writing an argumentative/persuasive essay is like being a lawyer arguing a case before a jury. The writer takes a stand on an issue—either “for” or “against”—and builds the strongest possible argument to win over the reader.

It’s the writer’s job to convince the reader to accept a particular point of view or take a specific action. Argumentative essays require good research, awareness of the reader’s biases, and a solid understanding of both sides of the issue. A good argumentative/persuasive essay demonstrates not only why the writer’s opinion is correct, but also why the opposing view is incorrect.

You write an argumentative/persuasive essay when you try to **convince your listener or reader to accept your opinion**. An argumentative essay should contain the following characteristics:

1. The argumentative essay should **introduce and explain the issue or case**.
2. The essay should **offer reasons and support** for your opinion.
3. The essay should **refute opposing arguments**.

Structure of an Argumentative Essay

1. Introduction:

- Background about the topic
- Thesis statement

2. Body:

- Reasons supporting your opinion (*pro arguments*). It is usually a good idea to spend one paragraph for each argument/reason. Two or three reasons are typical.

Refutation (*con arguments*.) One or two paragraphs are typical.

3. Conclusion (Summary, solution, prediction, or recommendation)

Useful tips for an argumentative essay:

- Avoid strong feelings (don’t say: nobody does this, or it is impossible to disagree with me)
- Use generalizations (e.g. people say/believe/consider)
- Do not use strong personal expressions (e.g. I think)
- Use linking words (e.g. therefore, although, however etc.)
- Use sequencing (e.g. firstly, secondly, lastly)
- Make reference to other sources (e.g. The government claims that...)

- Give examples – **not personal thoughts** (e.g. products such as sprayer can destroy the environment)

Tips for writing an introductory paragraph:

- It is often said that...
- We live in a world in which...
- The issue of X is one that affects everyone...
- Recent years have seen an increasing interest in...
- The past decade has seen the rapid growth of...
- One of the most important developments in recent years is...

This question/matter/subject can be looked at from several points of view.

This problem should be considered in relation to

Address the reader directly, e.g.: *Have you ever considered ...?*

Has it ever occurred to you that computers will one day organize your life?

Start with the problem that needs a solution, e.g.: *As time passes, our lives will be controlled by computers.*

NARRATIVE ESSAY

As a mode of expository writing, the narrative approach, more than any other, offers writers a chance to think and write about themselves.

When you write a narrative essay, you are telling a story. Narrative essays are told from a defined point of view, often the author's, so there is feeling as well as specific and often sensory details provided to get the reader involved in the elements and sequence of the story. The verbs are vivid and precise. The narrative essay makes a point and that point is often defined in the opening sentence, but can also be found as the last sentence in the opening paragraph.

Since a narrative relies on personal experiences, it often is in the form of a story. When the writer uses this technique, he or she must be sure to include all the conventions of storytelling: plot, character, setting, climax, and ending. It is usually filled with details that are carefully selected to explain, support, or embellish the story. All of the details relate to the main point the writer is attempting to make.

To summarize, the narrative essay

- is told from a particular point of view
- makes and supports a point
- is filled with precise detail
- uses vivid verbs and modifiers
- uses conflict and sequence as does any story
- may use dialogue

Once an incident is chosen, the writer should keep three principles in mind.

1. Remember to involve readers in the story. It is much more interesting to actually recreate an incident for readers than to simply tell about it.
2. Find a generalization, which the story supports. This is the only way the writer's personal experience will take on meaning for readers. This generalization does not have to encompass humanity as a whole; it can concern the writer, men, women, or children of various ages and backgrounds.
3. Remember that although the main component of a narrative is the story, details must be carefully selected to support, explain, and enhance the story.

Conventions of Narrative Essays

In writing your narrative essay, keep the following conventions in mind.

- Narratives are generally written in the first person, that is, using I. However, third person (he, she, or it) can also be used.
- Narratives rely on concrete, sensory details to convey their point. These details should create a unified, forceful effect, a dominant impression. More information on the use of specific details is available on another page.
- Narratives, as stories, should include these story conventions: a plot, including setting and characters; a climax; and an ending.

COMPARISON/CONTRAST ESSAY

To write a comparison or contrast essay that is easy to follow, first decide what the similarities or differences are by writing lists on scrap paper. Which are more significant, the similarities or the differences? Plan to discuss the less significant first, followed by the more significant. It is much easier to discuss ONLY the similarities or ONLY the differences, but you can also do both.

Then for organizing your essay, choose one of the plans described below whichever best fits your list. Finally, and this is important, what main point (thesis) might you make in the essay about the two people/things being compared? Do not begin writing until you have a point that the similarities or differences you want to use help to prove. Your point should help shape the rest of what you say: For example, if you see that one of your similarities or differences is unrelated to the point, throw it out and think of one that is related. Or revise your point. Be sure this main point is clearly and prominently expressed somewhere in the essay.

Plan A: Use Plan A if you have many small similarities and/or differences. After your introduction, say everything you want to say about the first work or character, and then go on in the second half of the essay to say everything about the second work or character, comparing or contrasting each item in the second with the same item in the first. In this format, all the comparing or contrasting, except for the statement of your main point, which you may want to put in the beginning, goes on in the SECOND HALF of the piece.

Plan B: Use Plan B if you have only a few, larger similarities or differences. After your introduction, in the next paragraph discuss one similarity or difference in BOTH works

or characters, and then move on in the next paragraph to the second similarity or difference in both, then the third, and so forth, until you're done. If you are doing both similarities and differences, juggle them on scrap paper so that in each part you put the less important first ("X and Y are both alike in their social positions . . ."), followed by the more important ("but X is much more aware of the dangers of his position than is Y"). In this format, the comparing or contrasting goes on in EACH of the middle parts.

The following outline may be helpful; however, do not be limited by it.

I. Intro. with thesis

II. 1st similarity

A. 1st work

B. 2nd work

III. 2nd similarity

A. 1st work

B. 2nd work

IV. 1st difference

A. 1st work

B. 2nd work

V. 2nd difference

A. 1st work

B. 2nd work

V. Conclusion

EXPOSITORY ESSAY

The expository essay is a genre of essay that requires the student to investigate an idea, evaluate evidence, expound on the idea, and set forth an argument concerning that idea in a clear and concise manner. This can be accomplished through comparison and contrast, definition, example, the analysis of cause and effect, etc.

Please note: This genre is commonly assigned as a tool for classroom evaluation and is often found in various exam formats.

The structure of the expository essay is held together by the following.

- A clear, concise, and defined thesis statement that occurs in the first paragraph of the essay.
- Clear and logical transitions between the introduction, body, and conclusion.
- Body paragraphs that include evidential support.

Each paragraph should be limited to the exposition of one general idea. This will allow for clarity and direction throughout the essay. What is more, such conciseness creates an ease of readability for one's audience. It is important to note that each paragraph in the body of the essay must have some logical connection to the thesis statement in the opening paragraph.

- Evidential support (whether factual, logical, statistical, or anecdotal).
- A bit of creativity!

Though creativity and artfulness are not always associated with essay writing, it is an art form nonetheless. Try not to get stuck on the formulaic nature of expository writing at the expense of writing something interesting. Remember, though you may not be crafting the next great novel, you are attempting to leave a lasting impression on the people evaluating your essay.

- A conclusion that does not simply restate the thesis, but readdresses it in light of the evidence provided.

It is at this point of the essay that students will inevitably begin to struggle. This is the portion of the essay that will leave the most immediate impression on the mind of the reader. Therefore, it must be effective and logical. Do not introduce any new information into the conclusion; rather, synthesize and come to a conclusion concerning the information presented in the body of the essay.

FEATURE ARTICLE

Featured articles are windows into the human experience, giving more detail and description than a hard news story, which typically relies on the style of writing. Features focus on an event or individual, giving the reader a chance to more fully understand some interesting dimension of that subject. Writing a feature article can be a highly creative and fun activity, but it does take hard work and planning to write an effective and engaging article.

1. Find a compelling story. Read the news and talk to people to find interesting stories. Think about what phenomena are happening and how you can talk about them in a new and innovative way.

2. Do research on your topic. Finding out background information can help you figure out an angle and identify subjects to interview. Doing online research is good, but it may only get you so far. You may also need to consult books to make sure you are fully aware of the issues surrounding a topic. A historical article may require a visit to an archive.

3. Decide on the type of feature you want to write. There are a number of ways to write a feature, depending on what you want to focus on. Some of these include:

- **Human Interest:** Many feature stories focus on an issue as it impacts people. They often focus on one person or a group of people.
- **Profile:** This feature type focuses on a specific individual's character or lifestyle. This type is intended to help the reader feel like they've gotten a window into someone's life. Often, these features are written about celebrities or other public figures.
- **Instructional:** How-to feature articles teach readers how to do something. Oftentimes, the writer will write about their own journey to learn a task, such as how to make a wedding cake.

- **Historical:** Features that honor historical events or developments are quite common. They are also useful in juxtaposing the past and the present, helping to root the reader in a shared history.
- **Seasonal:** Some features are perfect for writing about in certain times of year, such as the beginning of summer vacation or at the winter holidays.
- **Behind the Scenes:** These features give readers insight into an unusual process, issue or event. It can introduce them to something that is typically not open to the public or publicized.

4. Consider the audience you'd like to talk to. As you brainstorm story ideas, think about who will read these stories. Ask yourself questions such as *Who will be my readers?* and *What kinds of angles appeal to these readers?* For example, you might write a profile about a pastry chef, but you'll write differently depending on if your readers are aspiring chefs or if they are wedding planners looking to buy a wedding cake.

5. Consider the type of publication you're writing for. If you are writing for a magazine or blog with a very specific topic, such as gardening, then you will likely need to tailor your feature article to reflect that interest in some way. A newspaper, on the other hand, is meant for a more general audience and may be more open to varied content.

SURVEY REPORT

A survey report is a formal piece of writing based on research.

Structure of a survey report

1. Introduction

State the purpose/aim of the report, when and how the information was gathered.

2. Main Body

All the information collected and analysed is presented clearly and in detail (break down the respondents into groups according to sex, age and place of residence, state the main differences between groups). Subheadings, numbers or letters can be used to separate each piece of information.

3. Conclusion

Sum up the points mentioned above. If necessary a recommendation can be included as well (one way of summing up is making some general comments).

Useful hints and phrases:

Present Tenses, Reported Speech and an impersonal style should be used in survey reports. Use a variety of reporting verbs such as *claim, state, report, agree, complain, suggest, etc.*

When reporting the results of a survey, the figures gathered should be given in the form of **percentages** and **proportions**. Expressions such as “one in four” or “six out of ten” can be used, or exact percentages e.g. *25% of the people questioned, 68% of those who filled in the questionnaire*, etc. Less exact expressions such as: *the majority of those questioned, a large proportion of, a significant number of, etc.* can also be used.

Useful language for reports:

To introduce: *The purpose/aim of this report, As requested, This survey was carried out/ conducted by means of...,the questionnaire consisted of etc.*

To generalize: *In general, generally, on the whole, etc.*

To refer to a fact: *The fact is that..., In fact, In practice, etc.*

To conclude/ summarise: *In conclusion, All things considered, To sum up, All in all, It is not easy to reach any definite conclusions, If any conclusions may be drawn from the data, It is clear that, The survey shows/indicates/demonstrates, etc.*

Sample Survey Report

Survey of Academic and General Reading in English

On 8th February 1999, a survey was conducted among 16 overseas postgraduate students at the University of England. The purpose of the survey was to discover the reading habits in English of the students.

The survey was conducted by means of a questionnaire given to the students to complete. The first part of the questionnaire dealt with the type of reading and its frequency. The second section was concerned with newspapers: the type of items read and those that were read first.

From the table of data, the most significant items are as follows. In the first section 81% of the students regularly read academic books” while 44% regularly read academic journals. Nothing else is read regularly or often by 40% or more of the students. The following comments can be made about the reading of newspapers, magazines and fiction. 75% sometimes read regional or local newspapers, 69% sometimes read books of fiction, 62% sometimes read general magazines, and 56% sometimes read national daily newspapers. On the other hand, 37% never read Sunday newspapers and 31% never read fiction.

In the second section, not surprisingly, 100% read news about their own country in newspapers and 56% read this first. 94% read international news,

25% read this first. 81% read about Britain and look at radio and TV information. The only other item that is usually read by more than 50% of the students is current affairs (read by 56%).

If any conclusions may be drawn from the data, they are, perhaps, as follows. Overseas students presumably have little time for general reading: most of their reading time is spent on books and journals on their own subject. Outside their studies, apart from reading news about their own country, international news, and news about Britain, they probably spend most time watching TV and listening to the radio.

/from Academic Writing Course by R.R. Jordan/

SYNOPSIS

Synopsis is a brief summary of the text.

Synopsis = abstract=precis.

Writing a synopsis for an essay or any other piece of literature is simply about determining the most important parts of a piece of work and using this information to provide a **brief summary**. In your synopsis you want to highlight the most important facts, as well as the little details that will give your reader a better sense of the essay.

The synopsis shall comprise the key idea of each logical section.

Use the following phrases:

The article is about

The article begins by introducing

It begins by describing

The article goes on to explore

The article goes on to quote as saying

The writer then depicts how.....

The writer then describes a project

The author next looks at how

He concludes by

It concludes by explaining

PROFILES

A profile is an article about an individual, and the profile article is one of the staples of feature writing. No doubt you've read profiles in newspapers, magazines or websites. Reporters do them on politicians, CEOs, celebrities, athletes, and so on. Profiles can be done on just about anyone who's interesting and newsworthy, whether it's on a local, national or international level.

The idea of the profile is to give readers a behind-the-scenes look at what a person is really like, warts and all, away from their public persona. Profile articles generally provide background on the profile subject – their age, where they grew up and were educated, where they live now, are they married, do they have kids, etc.

Beyond such factual basics, profiles look at who and what influenced the person, their ideas, and their choice of vocation or profession.

If you're doing a profile you'll obviously need to interview your subject, in person if possible, so that in addition to getting quotes you can describe their appearance and mannerisms. You should also watch the person in action, doing what they do, whether it be a mayor, a doctor or a beat cop. Also, talk to people who know the person you're profiling, and if your profile subject is controversial, talk to some of his/her critics.

Texts in Core and Additional Reading are available at:

[<https://www.ft.com/>]
[<http://www.washington.edu/>]
[<https://www.nytimes.com>]
[<http://www.telegraph.co.uk/>]
[<http://www.bbc.com/news/>]
<http://www.heraldsun.com.au/>
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[<https://jointstock.wordpress.com/2010/05/15/advantages-of-elite-education/>]
[http://brighterbrains.org/ articles](http://brighterbrains.org/articles)
[<http://www.abc.net.au/news/2016-01-06/best-education-system->]
[<http://www.librarypoint.org/homeschool>]
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[<http://www.essentialaction.org/tobacco/intro/pdf/funny.pdf>]
[www.helpguide.org/articles/relationships-communication/non-verbal-communication.htm]

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English for Masters in Journalism

Учебное пособие по английскому языку
для студентов магистратуры

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