

Министерство образования Республики Беларусь
Учреждение образования
«Белорусский государственный университет
информатики и радиоэлектроники»

Инженерно-экономический факультет

Кафедра межкультурной профессиональной коммуникации

**ОБУЧЕНИЕ РЕЧЕВОЙ КОММУНИКАЦИИ
НА АНГЛИЙСКОМ ЯЗЫКЕ**

TOPICAL ISSUES THROUGH COMMUNICATION

*Рекомендовано УМО по образованию в области информатики
и радиоэлектроники в качестве пособия для специальностей*

1-28 01 01 «Экономика электронного бизнеса»,

1-28 01 02 «Электронный маркетинг»,

1-36 04 02 «Промышленная электроника»,

1-40 01 01 «Программное обеспечение информационных технологий»,

1-40 02 01 «Вычислительные машины, систем и сети»,

1-40 02 02 «Электронные вычислительные средства»,

1-40 03 01 «Искусственный интеллект»,

1-40 04 01 «Информатика и технологии программирования»,

1-53 01 02 «Автоматизированные системы обработки информации»,

*1-53 01 07 «Информационные технологии и управление в технических
системах»; направлений специальностей:*

1-40 05 01-02 «Информационные системы и технологии (в экономике)»,

1-40 05 01-08 «Информационные системы и технологии (в логистике)»,

*1-40 05 01-12 «Информационные системы и технологии (в игровой
индустрии)»*

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Пособие состоит из четырех модулей: University Studies=Учеба в университете, Youth and Society=Молодежь в современном обществе, Career Path=Моя будущая профессия, Job Hunting=Поиск работы. Основной целью учебного издания является совершенствование у студентов иноязычной коммуникативной компетенции в сфере межличностного и межкультурного общения, а также овладение коммуникативными стратегиями и тактиками решения профессиональных задач. Разработка содержит комплекс заданий, представленный в виде единого дидактического цикла.

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Contents

Предисловие 5

		Vocabulary	Speech Function	Speaking
Module 1 University Studies	<i>Lesson 1</i> Higher Education Today (p. 7)	Higher education	Introduce yourself	Different systems of higher education
	Self-Assessment (p. 20)			
	Self-Evaluation (p. 22)			
	<i>Lesson 2</i> My University (p. 23)	University life	Make and respond to polite requests	BSUIR
	Self-Assessment (p. 35)			
	Self-Evaluation (p. 37)			
	<i>Lesson 3</i> Student Life (p. 38)	Student life	Make suggestions	Student activities
	Self-Assessment (p. 49)			
	Self-Evaluation (p. 51)			
Final Project (p. 52)				
Module 2 Youth and Society	<i>Lesson 1</i> Youth Issues (p. 53)	Youth issues	Make a complaint	Challenges of adolescence
	Self-Assessment (p. 67)			
	Self-Evaluation (p. 69)			
	<i>Lesson 2</i> Tech Addiction (p. 70)	Tech addiction	Apologise in different situations	Tech dependence among the youth
	Self-Assessment (p. 83)			
	Self-Evaluation (p. 85)			
	<i>Lesson 3</i> Generation Gap (p. 86)	Generation gap	Avoid misunderstanding	Bridging the generation gap at the workplace
	Self-Assessment (p. 100)			
	Self-Evaluation (p. 102)			
Final Project (p. 103)				

		Vocabulary	Speech Function	Speaking
Module 3 Career Path	<i>Lesson 1</i> <i>Being a Successful Specialist</i> (p. 104)	Qualities / Skills of a successful specialist	Disagree in a polite way	Organisations, leadership and business ethics
	Self-Assessment (p. 119)			
	Self-Evaluation (p. 121)			
	<i>Lesson 2</i> <i>My Speciality: Economist in IT</i> (p. 122) / <i>IT Professional</i> (p. 137)	Economics / IT specialities	Ask for help or advise	Specialist's skills and requirements
	Self-Assessment (p. 134) / (p. 148)			
	Self-Evaluation (p. 136) / (p. 150)			
	<i>Lesson 3</i> <i>Professional Development</i> (p. 151)	Professional development	Refuse politely	Professional development and growth
	Self-Assessment (p. 162)			
	Self-Evaluation (p. 164)			
	Final Project (p. 165)			
Module 4 Job Hunting	<i>Lesson 1</i> <i>Looking for a Job</i> (p. 166)	Job application process	Attend a job interview	Finding a job as a fresh graduate
	Self-Assessment (p. 178)			
	Self-Evaluation (p. 180)			
	<i>Lesson 2</i> <i>Writing a CV / Résumé. Cover Letter</i> (p. 181)	CV / Résumé structure	Persuade someone to change their mind	Features of a cover letter
	Self-Assessment (p. 194)			
	Self-Evaluation (p. 196)			
	<i>Lesson 3</i> <i>Job Interview</i> (p. 197)	Job interview	Express personal opinion and give reasons	Job interview questions and answers
	Self-Assessment (p. 209)			
	Self-Evaluation (p. 211)			
	Final Project (p. 212)			
	Wordlist (p. 213)			
	Answer Key (p. 223)			
	References (p. 231)			

Предисловие

Пособие «Topical Issues through Communication» соответствует учебной программе по дисциплине «Иностранный язык» и предназначено для студентов I ступени высшего образования инженерно-экономического факультета, факультета компьютерных систем и сетей, факультета информационных технологий и управления Белорусского государственного университета информатики и радиоэлектроники. Пособие также может быть использовано другими неязыковыми вузами, осуществляющими подготовку специалистов в области информатики и радиоэлектроники.

Основной целью учебного издания является совершенствование у студентов иноязычной коммуникативной компетенции в сфере межличностного и межкультурного общения, а также овладение коммуникативными стратегиями и тактиками решения профессиональных задач. Тематические материалы, представленные в пособии в виде комплекса заданий, также направлены на освоение студентами навыков восприятия и понимания иноязычной речи на слух; совершенствование навыков чтения при работе с аутентичными текстами на английском языке; развитие умений деловой письменной речи.

Пособие включает в себя 13 ситуативных уроков, объединенных в четыре тематических модуля: «University Studies» («Учеба в университете»); «Youth and Society» («Молодежь в современном обществе»); «Career Path» («Моя будущая профессия»); «Job Hunting» («Поиск работы»). С учетом специфики всех специальностей вышеуказанных факультетов в модуле «Career Path» в виде двух отдельных уроков представлены учебные материалы для будущих специалистов как в области информационных технологий, так и в сфере электронной экономики.

Материал каждого отдельного урока систематизирован в виде шести разделов: Section I «Expand the idea» (Раздел 1 «Расширьте идею»); Section II «Enlarge your vocabulary» (Раздел 2 «Пополните свой словарный запас»); Section III «Enrich your speech» (Раздел 3 «Обогатите свою речь»); Section IV «Develop your communication skills» (Раздел 4 «Совершенствуйте свою коммуникативную компетенцию»); Section V «Assess your progress» (Раздел 5 «Определите свой прогресс»); Section VI «Evaluate your achievement» (Раздел 6 «Оцените свои достижения»).

Раздел 1 «Расширьте идею» направлен на погружение студентов в речевую ситуацию через обсуждение вводных вопросов по теме, высказывание своего мнения в отношении предложенных цитат и иллюстративного материала.

В разделе 2 «Пополните свой словарный запас» содержатся упражнения на введение лексического материала по теме, его первичное закрепление, отработку и использование в устной и письменной речи в заданном контексте.

Раздел 3 «Обогатите свою речь» предполагает развитие умения осуществлять речевое поведение с помощью выбора адекватных форм самопрезентации, просьбы о помощи, обращения за советом, выражения отказа, проявления несогласия и других речевых функций.

В разделе 4 «Совершенствуйте свою коммуникативную компетенцию» представлены упражнения, направленные на совершенствование навыков диалогической и монологической речи в рамках заданного дискурса. Логика построения заданий нацеливает студентов на многократное обращение к материалу предыдущих разделов.

Для актуализации знаний по теме урока в разделе 5 «Определите свой прогресс» студентам предложен комплекс упражнений с ответами для самостоятельной работы и перечень макро- и микроситуаций, которые предполагают демонстрацию их речевой компетенции.

В разделе 6 «Оцените свои достижения» представлен перечень навыков, которые формируются в процессе изучения каждого урока модуля, с указанием разделов для повторения ранее изученного материала. Студентам также предложено оценить изученный в уроке материал с позиции его актуальности и новизны.

По завершении каждого модуля предусмотрено выполнение так называемого «Final Project» (Итоговый проект), который нацеливает обучающихся на актуализацию знаний по изученной теме и способствует демонстрации их лингвистических и профессиональных компетенций.

Внедрение принципов компетентностного и коммуникативного подходов и создание в учебном процессе условно-речевых и речевых ситуаций общения позволяет студентам осуществлять речевое взаимодействие в условиях, приближенных к реальным условиям коммуникации; успешно ориентироваться в регистре общения и выбирать адекватные способы речевого поведения; приобретать подлинную мотивацию к изучению английского языка.

Данное пособие рассчитано для организации учебной аудиторной и самостоятельной работы студентов с уровнем владения английским языком B1+ и выше, а также может быть рекомендовано широкому кругу читателей, желающих овладеть разговорным английским языком.

Авторы признательны рецензентам пособия: кафедре иностранных языков филологического факультета Белорусского государственного педагогического университета имени Максима Танка и профессору Елене Владимировне Макаровой, кандидату филологических наук, профессору кафедры иноязычной коммуникации Института управленческих кадров Академии управления при Президенте Республики Беларусь за положительные отзывы.

О.П. Дмитриева,
к. и. н., доцент, заведующий кафедрой

Module I ‘University Studies’

Higher Education Today

1

Aims

- learn the vocabulary related to higher education;
- be able to introduce myself in different situations;
- be able to speak about different systems of higher education.

*Education is
the key to
success*



I. Expand the idea

Higher education (also called post-secondary or tertiary education) is an optional final stage of formal learning that occurs after completion of secondary education. Share your opinion on the questions below.

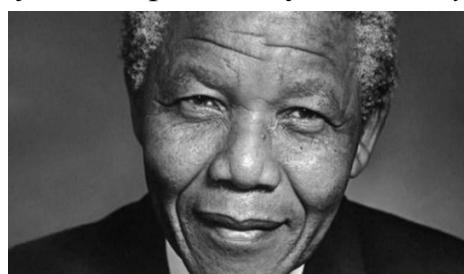
- What role does higher education play today?*
- What ideas and quotations below are you ready to support?*

Tertiary education establishments are acknowledged as key players in promoting and facilitating progress. Their role is to contribute to human development and provide graduates with a safe and prosperous career path. Our modern world is full of various challenges and opportunities and post-secondary education gives you a chance to enhance your potential in dealing with them.



“Higher education is a business that doesn’t know it’s going out of business.”

- Mark Cuban -



“Education is the most powerful weapon which you can use to change the world.”

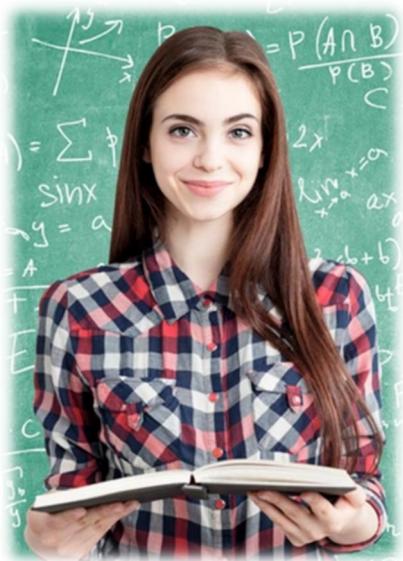
Nelson Mandela

Availability of knowledge that puts any information at your fingertips diminishes the value of classical higher education. Besides, studies show that the type of college students attend and, in some cases, even majors they choose

have very little to do with their overall success later in life.

II. Enlarge your vocabulary

1. Meet full-time students: **Alice** and **Dustin**. Can you predict where they are from and what they major in?



2. Read their **self-presentations** and check how close your predictions were.

Hello, everybody!

My name's Alice Wilton. I'm 21 years old. I belong to a little town to the north from London, Ilkley. But I've called Leeds home for the past three years already as I'm currently pursuing a bachelor's degree in computer science at the University of Leeds.

I enjoy travelling and studying new cultures and languages. I can speak Spanish and French. When I'm home, I love to bake and go on photo walks.

But my real passion is science. I love thinking outside the box and learning something new with cutting-edge technology, so my short-term goal is

Hi!

I'm Dustin Reed. I've just turned 20. I'm from a great state of New Jersey. But NYC is my home now as after a gap year I've enrolled in marketing and communication department at New York University and major in online marketing. It's my first year, so I'm a freshman, and it's great!

I'm obsessed with music and a keen guitar-player. In my free time I like hanging out with friends. Our campus is so international that I've already picked up some Italian and Chinese.

But I've always been interested in sales, so post-college, I'm planning to get an apprenticeship at a local

to graduate from the university and apply for a postgraduate course at MIT, the US.

marketing company and become a marketing director one day.

3. Let's find out what you remember about Alice and Dustin. Group the facts (a-n) below according to the person.

- a) I'm a freshman.
- b) I love thinking outside the box.
- c) I'm a full-time student.
- d) I've already picked up some Chinese.
- e) I'm obsessed with music.
- f) I like learning something with cutting-edge technology.
- g) My hobby is to go on photo walks.
- h) I'm pursuing a bachelor's degree in computer science (B.Sc.).

Alice

- i) My short-term goal is to graduate from the uni.
- j) I've recently enrolled in marketing and communication department.
- k) Post-college I want to get an apprenticeship at a local marketing company.

Dustin

- l) I took a gap-year.
- m) I like hanging out with friends.

n) My short-term goal is to apply for a postgraduate course.

4. These are some **student profiles** below. Can you help Alice and Dustin to complete them? Use the information from the presentations in Task 2 if it is necessary.

STUDENT PROFILE	
First Name	
Last Name	
Gender _____ (male/female)	
Age _____	
Nationality _____	
Higher Education Institution	
Academic Load _____ (full-time/part-time)	
Academic Interests _____	
Major in _____	
Skills _____	
Languages _____	
Short-term Goals _____	
Long-term Goals _____	
Hobbies & Interests _____	

STUDENT PROFILE	
First Name	
Last Name	NYU
Gender _____ (male/female)	
Age _____	
Nationality _____	
Higher Education Institution	
Academic Load _____ (full-time/part-time)	
Academic Interests _____	
Major in _____	
Skills _____	
Languages _____	
Short-term Goals _____	
Long-term Goals _____	
Hobbies & Interests _____	

5. Both Alice and Dustin have chosen to do full-time undergraduate courses at universities. But there are other ways to get education and professional training. To find out more about them match the options on the left with the appropriate definitions.

1. Undergraduate course	a) a way of studying in which lectures are broadcast or lessons are conducted by post or via the Internet without in-person interaction with a teacher
2. Postgraduate course	b) is a period of supervised work which gives the opportunity to get work experience while studying; may be paid or not
3. Vocational course/training	c) is a paid period of training that allows you to learn particular skills; can last between one and four years

4. Intensive course	d) provides job-specific technical training for work in a specific career; can range from hand trades to retail to tourism management
5. Distance learning	e) an approach to education that combines online interaction with traditional place-based classroom methods
6. Online course	f) studying for a degree but having not yet achieved it
7. Apprenticeship	g) fast-paced courses which give a lot of information quickly and in a short time
8. Blended learning	h) having achieved a degree and now studying for a higher qualification
9. Work placement	i) similar to distance learning, but done 100 % via the Internet, and often involving in-person interaction with a teacher online

6. Look at the situations below. All these people would like to get profound knowledge. What kind of course can you recommend each of them to **enroll on**? Use the options in the box.

full/part-time course	undergraduate course	work placement
vocational training	postgraduate course	distance learning
online course	apprenticeship	blended learning



a) **Jane** is a housewife with two kids. It might be rather a challenge to study and take care of her family at the same time. But she is really committed and ready to try. Some remote course would suit her perfectly.



b) **Steven** is a technician in a small IT company. He is quite ambitious and wants to improve his current qualification. He needs extra flexibility and is ready to study in the evenings and take weekend classes.



c) **James** is employed in the UK and considers a possibility to study at the workplace and get a degree.



d) **Sarah** has just finished school with flying colours. She is dreaming to become a web designer and wants to take a course in 3D modeling.



e) **Ben** is about to graduate with B.Sc. degree in applied maths. He has already carried out some researches on Big Data and would like to go on working in this field.

7. Share your opinion on the following questions with the group.

- a) What are the reasons people choose a particular type of training?
- b) What challenges can people have with different courses?
- c) Which types of training are more popular today among young/middle aged/elderly people in Belarus?
- d) Do you consider any of the options for you in the future apart from doing undergraduate course?

III. Enrich your speech

1. You are going to watch a BBC video episode about Anna where she introduces herself to her new colleagues. Consider the following questions first.

- a) Do you think self-introduction is an important skill?
- b) When do we introduce ourselves, in what situations?
- c) What do we start with?
- d) What personal information do we present?



2. Watch the episode. How does Anna introduce herself? What phrases does she use? Why does her self-introduction go wrong?

3. There is a table of phrases that can be used at every stage of self-introduction. Which ones would you use in the following situations: at your friend's party; at a student meeting with the teaching staff; on the first day at your summer job; at an evening part-time IT course?

Table of Useful Phrases

1. Greeting	formal	informal	Note! ‘Good night’ is normally an equivalent for <u>goodbye</u> . You say it when you are leaving instead of when you are greeting
	- Hello - Good morning/ afternoon/evening	- Hi - Hey - What's up	
	semi-formal		

	- Hello, I don't think we've met. You must be ' name '. - Nice to meet you!	someone. If you are <u>introducing</u> <u>yourself</u> at night-time, you would say ' Good evening '.
2. Your name	I am (I'm) ' name '. Call me ' name '.	My name's ' name '. (<i>on the phone</i>) This is ' name '. (<i>in a large auditorium</i>)
3. Age (optional)	I'm ' number ' years old. I'm in my early/mid/late ' decade '.	
4. Location (where you are from or live)	I'm from ' place '. I'm ' nationality '. I come from ' faraway place '. I've been living ' place ' for ' period of time '.	I was born and raised in ' place '. I grew up in ' place '. I live in ' place '.
5. Position	I'm a first/... -year student at ' university '. I'm currently taking a course in ' major subject '. I work in ' general area ' as ' position '. I work at/for ' company name ' in ' department '. I'm a ' position ' at/for ' company name '.	Note! You take a course in ' math ' (a theoretical subject) but on ' drawing ' (a practical one)
6. Qualification	I major in ' academic area '. I'm about to graduate. I'm a ' subject ' graduate/postgraduate. I have B.Sc./B.A. degree in ' academic area '. I have completed a ' number '-hour course in/on ' subject '.	
7. Family (optional)	I have a ' family member '. I'm from a family of ' number '.	I'm one of ' number ' siblings. I'm an only child.
8. Hobbies (optional)	I really like/enjoy ' hobby '. I'm a big fan of ' hobby '.	I'm a keen ' noun '.

4. Alice and Dustin are at different places for the first time. Fill in the gaps in their self-introductions. Address their presentations and the table above if it is necessary.

Alice is at the student office seeing a student allocation board of her uni.

- Good _____ everyone!

My name _____ and I _____ -year-old undergraduate from _____.

I _____ computer science and I'm about to _____ this year.

Dustin is at his friend's birthday party where he is meeting some new guys.

- Hey! You _____ Tom's friends.

I'm _____ from _____.

I'm _____ at _____ University taking a course _____.

I would like to continue studying and apply for _____ course in MIT, the US.

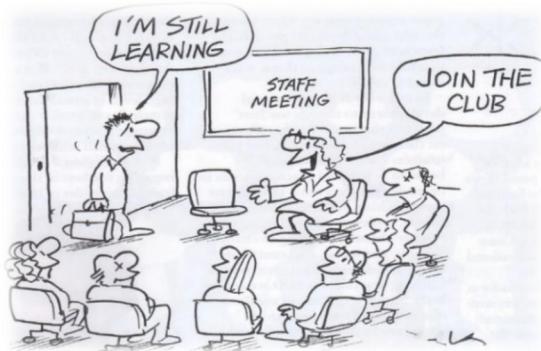
I'm a big fan _____ and a keen _____. I enjoy _____ with friends in my free time.

5. Fill out the card below to make your student profile.

	STUDENT PROFILE	
	First Name _____	Last Name _____
Gender _____ (male/female)	Age _____	
Nationality _____	Higher Education Institution _____	
Academic Load _____ (full-time/part-time)		
Academic Interests _____		
Major in _____		
Skills _____		
Languages _____		
Short-term Goals _____		
Long-term Goals _____		
Hobbies & Interests _____		

6. Choose one of the following situations where you most likely can find yourself in the future and make a self-introduction to your groupmate.

a) At a staff meeting at work



b) At a business lunch



c) At a party



IV. Develop your communication skills

1. According to the world university rankings, more than half of the world's top 200 universities are located either in the US or the UK. What makes the **Higher Education systems** of these two countries so special and differs them from a Belarusian one? Choose the values from the box below that, in your opinion, describe each system best.

independence	creativity	fundamentality	ambition
tolerance	inclusiveness	competitiveness	full coverage

2. Look at the abbreviations and words below related to Higher Education.

- What do you think the letters stand for and the words mean?
- When can they play a part in student's education process?
- What are the closest equivalents in Belarus?

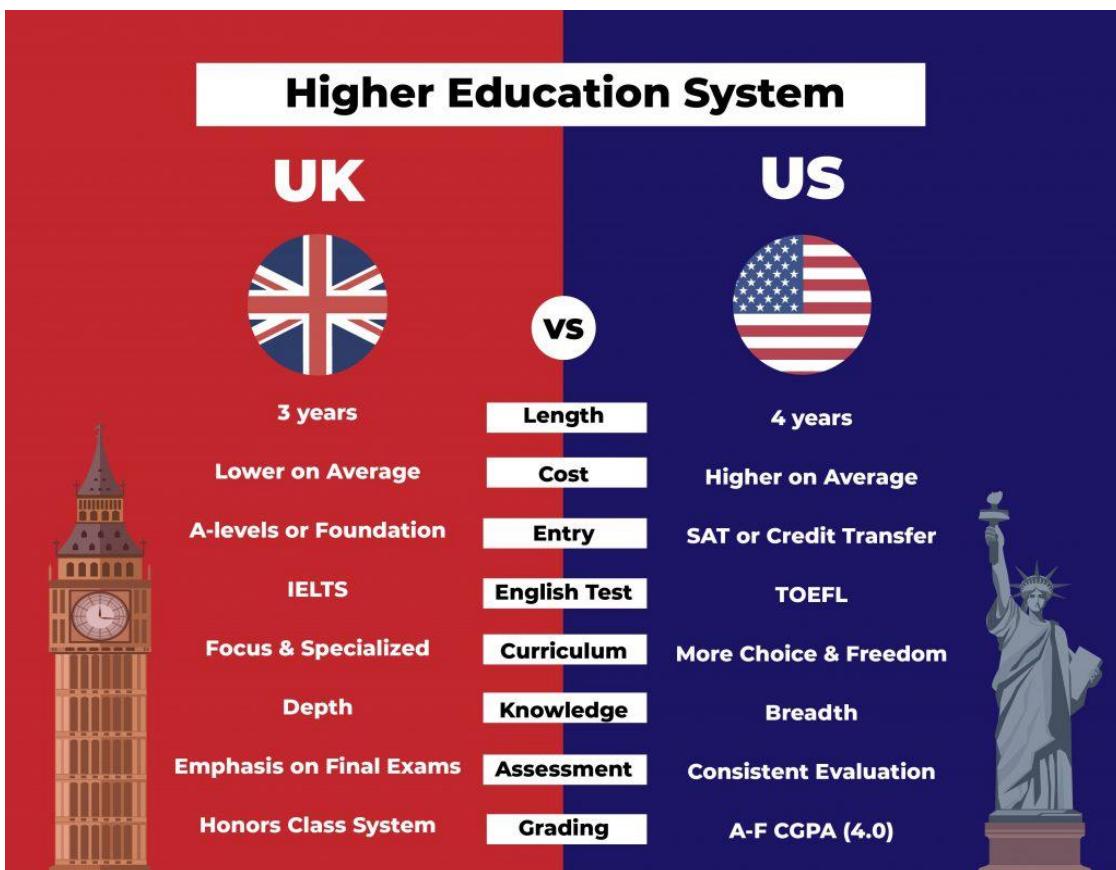
SAT A-level B.A./B.Sc. M.A./M.Sc. Ph.D. credit tuition fee
scholarship

3. Watch the episode about the US system of Higher Education. What are its main features? Answer the questions below.

- What is the US Higher Education system like, and what values does it state? <i>(choose from the options on the right)</i>	tolerance, independence, creativity, ambition, full coverage, inclusiveness, competitiveness
- What years of studying do the following names correspond to? <i>(put the options on the right into the correct order)</i>	junior senior freshman sophomore

- How long does it take to get bachelor's and master's degrees respectively? <i>(choose from the options on the right)</i>	Bachelor's degree: 1, 2, 3, 4 years Master's degree: 1, 2, 3, 4 years
- What does an academic year include, and how long does it last? <i>(add necessary information on the right)</i>	The academic year runs for _____ months with _____ per year.
- What are students expected to get in order to complete an undergraduate degree? <i>(choose from the options on the right)</i>	academic courses academic credits academic degrees

4. The table below compares the UK and the US systems of Higher Education. Watch the video again. What additional information is given in the table? Discuss the two systems with a groupmate.



5. What are the main features of Belarusian higher education system? Use the information in the text and your background knowledge to illustrate them.

Higher Education System in the Republic of Belarus

In the Republic of Belarus, **fundamentality** is the main feature of higher education. You can acquire deep knowledge in all fields, but the country is mostly

known for its strong scientific schools in physics, mathematics, and natural science. Our community can also be proud of famous graduates and their works.

Levels of Higher Education and Length of Study

Perhaps the most important difference of the Belarusian higher education system is the levels and the amount of time it takes to finish your degree programme.

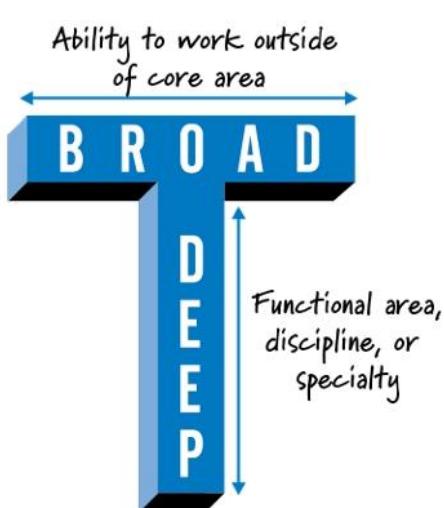
A **three-level system** of tertiary education acts in Belarus. Training on the 1st degree level provides students with the expertise, qualification, and **Specialist's Diploma** (Diplomirovannyj Specialist) and generally lasts four years (except for five years in medical and arts higher education institutions (HEIs)).



Training on the 2nd degree level is fulfilled by two types of programmes: research and professionally oriented, confirmed by a **Master's Degree Diploma** (Magistr), and lasts from one to two years depending on the speciality.

Graduates of HEIs also have the possibility to proceed to the 3rd (postgraduate education) level. Postgraduate three-year courses 'aspirantura' (civil courses), 'adjunktura' (military courses), 'ordinatura' (medical probation period) are confirmed with a **Researcher's Diploma**, Belarusian Candidate of Science degree (Kandidat Nauk), as well as an internationally recognised Ph.D. degree; postdoctoral course 'doktorantura' that leads to the degree of a **full Doctor of Science** (Doctor Nauk).

In this connection, it is interesting to note that degree programmes in the US take about one year longer than programmes in the UK. So, in the UK Bachelor's degree requires 3 years of studying whereas in the US it's 4 years. Master's degrees are 1 and 2 years respectively and Doctoral degrees are 3 and 5-7 years.



University Organisation and Approach to Studying

All HEIs in our country are made up of **faculties** according to the **specialities** they provide. Whereas many universities in the UK are made up of

'colleges' that are dedicated to a specific subject and have quite a lot of autonomy from each other. By contrast, in the US, you apply to the larger university and for the first year or more, you take courses from a variety of fields and only declare a major at the end of the first year. American universities have different 'schools', or departments, which house a number of related **majors**. For this reason, the general emphasis of higher education in the US is **breadth** or getting a range of knowledge from a variety of different subjects which resembles the Belarusian system. Meanwhile, in the UK, the emphasis is more on **depth**; getting a very thorough understanding of your chosen subject.

Course of Study

An academic year in Belarus is divided into **two terms** starting on the 1st of September with shorter winter and longer summer holidays. Most universities in the US begin their studies in mid to late August and last for **two semesters** as well with a rather lengthy break beginning in mid-December. Whereas the academic year in Britain's universities consists of trimesters, which usually run from the beginning of October to the end of June or the beginning of July.



Assignments and Grades

Because the US system emphasises breadth, courses require weekly or even biweekly readings as well as other **assignments** such as small writing projects, major research papers, and oral presentations throughout the course. On the contrary, in the UK, most schools are much more lecture-based, with only occasional assignments throughout the semester. In some cases, there may be no actual required assignments and instead your entire grade may be based on one **final exam**. In the US, your grade will be based on your **performance** on a variety of assignments, with a final exam making up only a percentage of your **total grade**.

Concerning the Belarusian system of high education, it embraces the features of both British and American ones. So, on some subjects, students are assessed according to their **participation** throughout the course whilst the success in other subjects depends on the **final credit** or exam mark.

Cost of Study

It is well acknowledged that the cost of education in the US and the UK is far from cheap, but in the United States is generally higher. Universities in England may charge up to £9000 (approximately \$14,300) per year for citizens of the UK and the EU. Fees for international students can be significantly higher. The US differentiates between in-state **tuition fees** and out-of-state ones, as well as between private and public universities. Public out-of-state institutions are much more **affordable** than private in-state ones that can cost up to \$50,000 per year. In order to help students to cover the cost of tuition in both countries, **loans** are available through the government with favourable terms and interest rates.



What concerns Belarus higher education is provided by public (state) and private (non-state) HEIs. In public ones, students with high grades in Centralised Testing (typically 3 subjects) are admitted on a **cost-free basis** and granted a **scholarship**, whereas, in private HEIs, all students pay tuition fees which don't vary much from university to university and are generally more affordable comparing to similar institutions in the UK and the US.

6. Can you agree or disagree with the ideas below? Support your point of view with facts and details from the text above.

- a) Ambition and competitiveness characterise mainly Belarusian system of higher education.
- b) Tertiary education in our country consists of two levels.
- c) Our HEIs are made up of colleges which are devoted to particular specialities.
- d) An academic year in HEIs does not differ from country to country.
- e) In Belarus there is a unique system of student's progress assessment.
- f) Any applicant can enter a HEI in our country for free and receive a scholarship.

7. Many questions about HE are always topical. Some of them are listed below. Share your point of view on these questions with the group.

- a) Have you ever studied abroad? Would you like to? Which country, the UK or the US, would you choose and why?
- b) Has HE in Belarus changed in the last 20 years? How could HE in our country be improved? Is there anything that you wouldn't like to alter?
- c) What is your attitude to the dilemma – a generalist or a specialist?

8. Try to list **the advantages of getting HE in Belarus** comparing with the UK and the US. Use the table in Task 5 and the text above to describe similarities and differences between three systems of higher education. Share your ideas with your groupmate.

9. A university education can help to prepare you for life and increase your career prospects, while giving you a few years inside the social, engaging environment of a higher education institution. A university education is also time-consuming and expensive. Share your experience and try to weigh all its **pros and cons**. Some ideas below may help you.

Pros	Cons
It develops skills Studying at uni is a great way to develop your knowledge in the field you aspire to become established in. Also, extra transferable skills including research, time management and computer skills can enhance your employability in a competitive job market.	It's expensive! Tuition fees are high, and finance is a big aspect to take into consideration. Student loans may not always be the solution. You may also need money for accommodation and living expenses. University is an investment in your future, but it is not always guaranteed to pay off.
It gives social benefits University social lifestyle offers a chance to mingle with people from different backgrounds building rapport with them. Also, you'll have an opportunity to develop new interests and explore a range of hobbies and sports.	You have an intensive workload You will be responsible for your own workload and must ensure you are fully committed to your programme. And as a full-time student, be ready to dedicate a portion of your time in which you are not in lessons towards the studies.
You gain independence If you attend a university away from your hometown, you will gain maturity living on your own and will be obligated to pay for all living expenses while managing your finances responsibly as an adult.	You may lack practical experience While reading a degree, you will learn plenty of theory in the subject you are studying but you may not get the opportunity to gain any hands-on experience.

V. Assess your progress

Do the following tasks to assess your progress on the lesson. Then check your answers. The keys are provided at the end of the book.

1. Fill in the gaps in the dialogue using the words and word combinations from the box below.

apprenticeships	B.A.	degree	B.Sc.	facilities
gap year	majored	master's	minor	stands for
are funded	transfer		Ph.D.	terminology

Lars: Tina, I'm trying to fill out this job application, and they want to know about my educational history. It's a little confusing because I don't understand the (1) _____ they are using. I don't really know much about the American educational system.

Tina: In America, all students basically study the same thing until they are around 18. After high school, students have the choice to have a (2) _____ or to go to college.

Lars: What is the difference between a college and a university?

Tina: In the U.S., there isn't a big difference between the two ones. Colleges tend to be smaller schools, and universities are usually larger schools with more (3) _____; however, we often use these words interchangeably.

Lars: Can Americans do (4) _____ to prepare themselves for their future careers? Many people do that kind of job training in my country.

Tina: That's not very common in the United States. Americans usually learn on the job; however, some junior colleges offer shorter, more practical career training programmes.

Lars: What are junior colleges?

Tina: Colleges and universities in the United States are extremely expensive. Even schools which (5) _____ by the government can cost thousands of dollars a year. Most states have created junior colleges, which are inexpensive schools where students can complete the first two years of their education. Afterwards, students can (6) _____ to a four-year college or university to complete their bachelor's (7) _____. And, as I mentioned, they also provide career training and continuing education courses.

Lars: What does (8) _____ mean? Is that the same thing as a bachelor's?

Tina: That (9) _____ Bachelor of Science. You also often hear the abbreviation (10) _____, which is short for Bachelor of Arts. For example, I (11) _____ in chemistry, so I have a Bachelor of Science; but my brother studied philosophy, so he has a Bachelor of Arts.

Lars: I thought you studied German literature.

Tina: That was my (12) _____ – my secondary field of study.

Lars: What about after you finish your bachelor's?

Tina: Students can continue studying and receive a (13) ____, which usually requires an additional two years of study. The highest degree is called a (14) _____, which is another word for doctorate.

2. Based on the passage below, answer the following questions.

- a) What did James major in?
- b) What was James' secondary area of study at Harvard?
- c) What field does James plan to get his doctorate in?

James said, 'I studied at a local junior college for two years, then I transferred to Harvard University. I received a B.Sc. in biology from Harvard and immediately got a job working for a large pharmaceutical company. I didn't like my job, so I quit and went back to school. I had minored in philosophy at Harvard, and I had had some great professors there, so I decided to go back to school and get a master's in ethics. When I complete my master's in June, I am going to go on and get my Ph.D. in bioethics.'

3. Use the information from Section IV 'Develop your communication skills' of the lesson and your background knowledge to fill in the table below.

Higher Education System			
Aspect	Country		
	the RB	the UK	the US
Levels of HE and Length of Study			
University Organisation and Approach to Studying			
Course of Study			
Assignments and Grades			
Cost of Study			

4. Get ready to speak on the following topics.

- levels of HE and length of study in Belarus, the UK and the USA;
- university organisation in Belarus, the UK and the USA;
- course of study in Belarus, the UK and the USA;
- assignments and grades in Belarus, the UK and the USA;

- cost of study in Belarus, the UK and the USA.

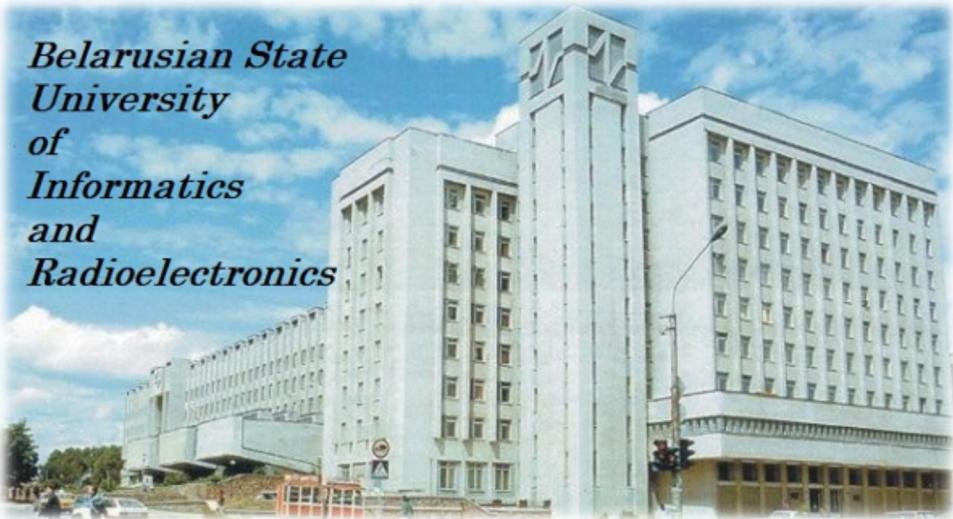
VI. Evaluate your achievement

Reflect on the value of the lesson. Answer the questions and fill in the table below. Address the given sections of the lesson for revision any time you need.

1. What new have you learnt in class?
2. What information do you find the most topical?
3. What were the challenges for you and what did you do to move through them?
4. Would you like to learn any extra information on the topic?

<i>Skills</i>	<i>Options</i>			<i>Section of the lesson for revision</i>
	<i>Yes</i>	<i>No</i>	<i>Not sure</i>	
1. I can define the role of high education today.				I
2. I can speak about types of courses.				II
3. I can speak about different levels of high education.				II/IV
4. I can introduce myself in different situations.				III
5. I can list the main characteristics of high education in the RB.				IV
6. I can list the main characteristics of high education in the UK.				IV
7. I can list the main characteristics of high education in the US.				IV
8. I feel confident about using related vocabulary.				II/IV

- learn the vocabulary related to university life;
- be able to make and respond to polite requests in different situations;
- be able to speak about my university.



I. Expand the idea

The people below are all the alumni of Belarusian State University of Informatics and Radioelectronics and we can be proud of them for their achievements.

- Do you recognise any of them?*
- Do you support their ideas about education at BSUIR?*
- Are you proud to be a student of this university?*



"Our company gladly hires the graduates of BSUIR as they are highly qualified in computer science and IT."

Vladimir Shiripov
Chief of the Board of IZOVAC Ltd. (graduated in 1973)

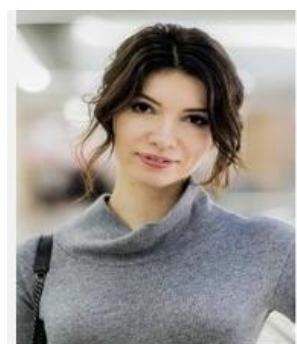


"I launched a scholarship for my homies who want to get a job in tech but don't have money to get required skills."

Mikita Mikado
CEO & co-founder of PandaDoc
(graduated in 2006)

"Today BSUIR trains specialists that can be taken into projects straight after graduation."

Sergey Levteev
CEO, Chief of the Board of IBA, Minsk
(graduated in 1977)



"BSUIR as any uni teaches to find information. Besides, it gives a good basis in tech subjects and develops logical thinking."

Luba Pashkovskaya
CEO & co-founder of Verv
(graduated in 2008)

II. Enlarge your vocabulary



1. Emily, a fourth-year Environmental Science student, and George, a third-year student studying Justice and Criminology, are good Alice's friends. They think that the University of Leeds is a great place to get tertiary education. They have prepared a **virtual campus tour** to show you around. There are the main places of the Uni in the pictures below. Can you guess what their features are? Use the prompts from the table. Share your ideas in pairs. Then watch the video and check them.

Buildings	Features
1) The Ziff building	a) a landmark and logo of the Uni; there is a plethora of things going on there; b) the 4 th largest research library in the UK; c) it accommodates students' needs and satisfies enquiries; d) thus Leeds gets its nickname as a red brick university; e) there's always stuff for everyone and place to catch up with friends; f) a state-of-the-art library; collaborative space; highly sustainable with solar panels; R&R; g) it helps to promote biodiversity and get involved.
2) Student Union	
3) Sustainable Garden	
4) The Great Hall	
5) The Laidlaw Library	
6) The Parkinson Building	
7) The Brotherton Library	





2. and George about their alma love! But do you what exactly they through their video you have and try to choose the best options for the underlined expressions. Share your ideas in pairs. Then watch the video again and check them.

Emily are speaking mater with such fully understand mean? Look words from the already watched

and try to choose the best options for the underlined expressions. Share your ideas in pairs. Then watch the video again and check them.

Emily calls the Great Hall ‘one of the oldest buildings that they have on campus’.

‘on campus’ means:

- a) around, in the city;
- b) on the university territory.

George presents the Laidlaw Library as a state-of-the-art one with collaborative spaces to work with friends.

‘state-of-the-art’ means:

- a) modern, up to date;
- b) artistically built.

‘collaborative’ means:

- a) cooperative, shared;
- b) huge, immersive.

George adds that the Laidlaw Library is highly sustainable, powered with solar panels.

‘sustainable’ means:

- a) stable, with good power supply;
- b) causing no harm to the environment.

George also mentions that, if you're looking for some R&R, Laidlaw has it all as there is a lovely coffee shop there.

'R&R' means:

- a) room and rest;
- b) rest and relaxation.

Emily says that Sustainability Garden helps to promote the biodiversity.

'to promote the biodiversity' means:

- a) to help various species to survive;
- b) to provide a variety of species.

George explains that inside the Parkinson building there is a plethora of things going on all the time.

'a plethora of' means:

- a) many, plenty of;
- b) a regular number.

Emily claims that their Student Union is a real great place to catch up with friends.

'to catch up with friends' means:

- a) to compete with friends;
- b) to socialise with friends.

3. *We spend the best years of our youth studying. Explain what **BSUIR** means to you and share your opinion with the group. The following prompts in the boxes and questions below may help to structure your ideas.*

- a) What are a landmark and logo of your university?
- b) What places do you go more/less often and why?
- c) Where do you usually have lunch?
- d) Are there any R&R areas? What are they like?
- e) Where do you catch up with friends?
- f) What is your favourite place on campus?
- g) What makes BSUIR so special for you?

*lecture theatre
canteen
reading hall
computer lab
business
incubator
gym
science lab*

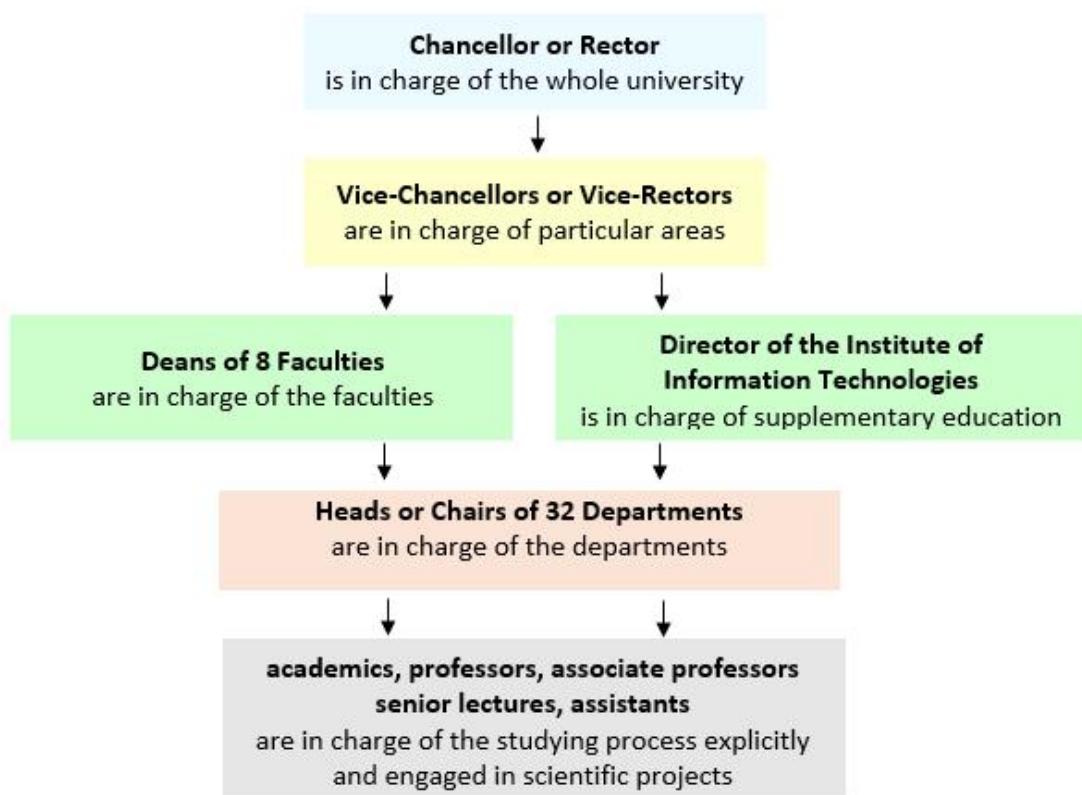
The emblem: The blue colour emphasises the University academic activities. It inspires reflection, aspiration for cognition and scientific work. The elements of the emblem are:



- a sinusoid and radio signals which show that BSUIR trains experts in radioelectronics;
- the globe which symbolises University activities throughout the world;
- an open book which reflects that the University belongs to the system of education, it is a symbol of rich culture and a source of wisdom;
- a cornflower which is a traditional symbol of our country.

4. Are you familiar with **the structure of BSUIR?** The flowchart below illustrates it. Who is the Chancellor now? Can you name any Vice-Chancellors? Who is the Dean of your faculty? Can you name your most prominent lecturers?

5.



Bayram Polat is a student from Turkey who would like to get B.Sc. in engineering abroad. Try to persuade him to **enroll on a course** at BSUIR. Use the prompts in the box.

- affordable tuition fees that allow ...
- state-of-the art facilities such as ... that promote ...
- experienced teaching stuff which includes ...
- convenient infrastructure that provides ...
- collaborative atmosphere which ensures ...
- a plethora of things going on all the time which can ...
- R&R areas which help ...



- a choice of sport activities which can ...

6.

Share your opinion about your University in pairs and then with the group discussing the questions below.

- Why did you choose BSUIR to get tertiary education?
- What do you expect to obtain studying here?
- What is it like to be a student of BSUIR?
- What university facilities do you find the most state-of-the-art?
- Can the IT business incubator give a good chance for students' start-ups?
- Are there any university traditions that you are already familiar with?

III. Enrich your speech

1. You are going to watch a BBC video episode about Anna where she is making requests. Consider the following questions first.

- Do you think making requests is an important skill?
- When do we request anything, in what situations? What do we start with?
- What do we do to sound polite?



2. Watch the episode. What does Anna ask for? How does she do it? What phrases does she use? Does she get what she needs straight away?

3. There is a table of phrases that can be used for making polite requests and asking for favours in different situations and for responding. Pay attention that just using the word 'please' is not enough. You will not sound polite.

Table of Useful Phrases

Polite requests	Polite responses
1. Could you please 'verb'?	1. Certainly.
2. Would you mind 'verb+ing'?	Note! If you want to agree with 'Would / Do you mind' request, say 'No'.
3. Do you mind 'verb+ing'?	2. No, not at all.
4. When you get a chance, can you 'verb'?	3. Yes, I'm afraid I do.
5. If you're available, could you kindly 'verb'?	4. Sure, I can do that.
6. Do you think you could help me with 'verb+ing'?	5. I'd like to, but
7. Would you be able to help me with 'verb+ing'?	6. Of course, I can.
	7. Yes, I'd be happy

	to.
8. Would it be possible to ‘verb’?	8. Sure, no problem.
9. Is there any way you could ‘verb’?	9. Yes, I’d be glad to.
10. Would you be open to ‘noun/noun phrase’ / ‘verb+ing’?	10. Yes, I would.

4. Alice and Dustin are in different situations where they have to make some requests. Fill in the gaps in the dialogues below. Address the table above if it is necessary.

Alice is asking her friend, Olivia, for help before an exam.	Dustin is asking his roomie, Jacob, to tidy the place.
<p>- Olivia, I know that it's a hectic time for you too, but _____ help me?</p> <p>- Yeh, I'm pretty busy, but what's up?</p> <p>- Our exam on information theory! It's next week and I've lost my notes! _____ help me with it?</p> <p>- Well, I really don't know how I can help?</p> <p>- _____ lending me your notes?</p> <p>- Actually, _____! I'm using them right now.</p> <p>- I see, then _____ give them to make a copy?</p> <p>- If it doesn't take long, _____.</p> <p>- Fantastic. And _____ joining me the day before to revise it together?</p> <p>- Deal!</p>	<p>- Jacob, I know that it's not your strong suit, but _____ tidying the room occasionally?</p> <p>- Really, but what's wrong?</p> <p>- Oh, look at this mess! _____ cleaning up the space?</p> <p>- _____.</p> <p>- And _____ take away all your stuff?</p> <p>- Sure, _____.</p> <p>- And the toilet is clogged again. _____ giving me some help with it?</p> <p>- Of course, _____.</p> <p>- Great! And _____ turn off the TV? I'm trying to study.</p> <p>- Well, _____. It's the latest news.</p> <p>- Right, then _____ turning it down?</p> <p>- Certainly.</p>

5. There are some examples of typical everyday requests below. How would you make them sound more polite? Try to offer as many options as possible. Work in pairs. Take it in turns to make and accept or decline requests.

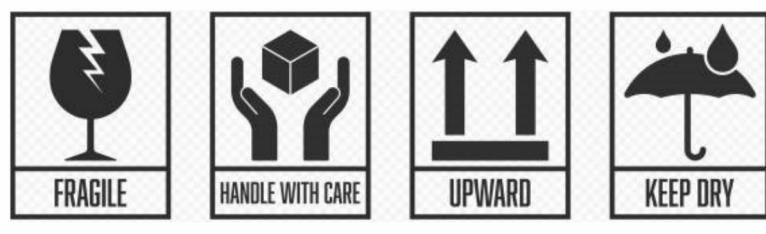
Person 1	Person 2
a) Open the window. b) Say that again. c) Make me a cup of coffee. d) Help me with my bags. e) Give me a lift to the airport.	f) Call me back in five minutes. g) Lend me some money. h) Turn the music down. i) Give me some water. j) Tell me the time.

6. Choose one of the following situations where you may find yourself in the future and make some requests related to it. Work in pairs or groups of three.

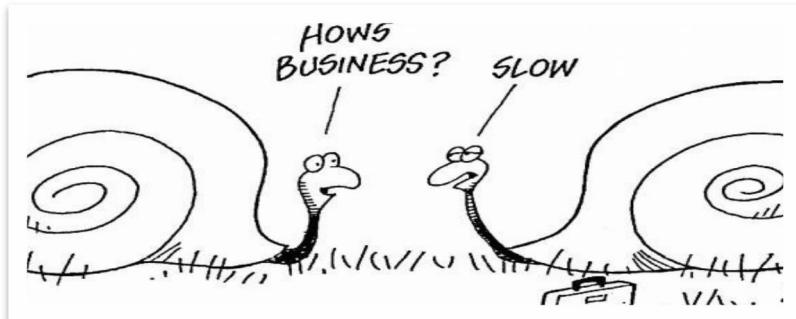
b) You are ordering some fragile equipment. Discuss

all your requirements with a delivery company.

- a) You have really noisy neighbours. Try to talk to them and solve the problem.



- c) You are carrying out a project but your colleagues don't keep up with the work. Talk to them about it.



IV. Develop your communication skills

1. Bayram Polat, a student from Turkey, has decided to enroll on an engineering course at BSUIR. He is looking through the University website but a bit confused about where to find the information he needs. Help him and address to the right sections of the site which are listed in the box on the right.

Required Information

- a) Institution framework
- b) Facilities for studying
- c) Obligatory courses
- d) Living amenities
- e) Recreation

Website Sections

- State-of-the-art lab equipment
- Extracurricular activities
- University infrastructure
- Compulsory subjects
- Dormitory conditions

2. Bayram's English is not very good yet, nor does he speak Russian. So, he has faced difficulties with understanding some information about BSUIR. Try to help him and explain the meaning of the words that he highlighted. Choose from the options given. Pay attention that more than one option can be correct.

- a) The University tries to **implement** innovative ideas, creating competitive high-tech products in the spheres of computer science and electronics.

- *gain*
- *realise*
- *apply*

b) Belarusian State University of Informatics and Radioelectronics strives to achieve academic excellence heading towards future with confidence and **dignity**.

- *honour*
- *influence*
- *virtue*

c) Students **acquire** profound knowledge in electronics, cybernetics, computing machinery, etc.

- *promote*
- *receive*
- *obtain*

d) **Obligatory** classes make up the majority of curriculum.

- *compulsory*
- *free*
- *available*

e) Students take part in various international **exchange programmes**, fulfill scientific research contracts, receive grants, and work placements in the world top IT companies.

- *studying abroad*
- *work experience*
- *apprenticeship*

f) Sport also occupies a **crucial** part in University life.

- *essential*
- *inevitable*
- *vital*

g) Students **are engaged in** athletics, soccer, basketball, volleyball, handball, swimming, freestyle wrestling, bodybuilding, shaping, and other sport activities.

- *participate in*
- *contribute to*
- *take part in*

h) The strength of gained **academic expertise** is combined with the breadth of disciplines the University covers.

- *scientific knowledge*
- *expert supervision*
- *powerful impact*

i) It provides **a wealth of** opportunities and has a real impact on the country in economic and societal ways.

- *numerous*
- *mainly*
- *a plethora of*

3. Think that you know everything about BSUIR? Take this **quiz** and find out. For some questions there can be more than one correct answer.

Quiz ‘My BSUIR’

1. When was the University founded?	a) in 1952 b) in 1964 c) in 1976
2. How many education	a) 6

buildings does the University framework comprise?	b) 7 c) 8
3. How many faculties are there?	a) 8 b) 9 c) 10
4. What forms of learning are available at the uni?	a) full-time c) blended b) part-time d) distance
5. What languages are used as a medium of teaching?	a) Russian c) Belarusian b) English d) Chinese
6. How many dorms are there at students' disposal?	a) 3 b) 4 c) 5
7. What are the facilities for going in for sports at the uni?	a) a swimming pool b) a fitness centre c) a ski depot d) a summer camp

4. Read about your *alma mater* and check your answers in the quiz.

Belarusian State University of Informatics and Radioelectronics

a unique blend of traditions and vibrant life

Our mission is to train engineers and scientists capable of generating and implementing innovative ideas, creating competitive high-tech products in the spheres of computer science and electronics.



KEY AREAS OF TRAINING

- Computer Engineering
- Software Engineering and Technologies
- Cyber Security and Information Security
- Electronic Economy and Marketing
- Artificial Intelligence
- Radio Electronics and Radio Informatics
- Infocommunication Technologies
- Nanotechnology and Nanoengineering
- Big DATA
- Internet of Things
- Cloud Computing
- Medical Electronics
- Game Design

Being founded in 1964 as Minsk Radio Engineering Institute, Belarusian State University of Informatics and Radioelectronics strives to achieve academic excellence heading towards the future with confidence and dignity.

Today, the University has become a large national **research and educational centre** possessing a great workforce, scientific and training environment, state-of-the-art

laboratory equipment, and extensive infrastructure. It is the leading IT university, core institution in information technologies among the CIS countries.

Today the University framework includes 8 faculties, 32 departments, 49 specialities, the Institute of Information Technologies, the Research and Development (R&D) Department. More than 16,000 students including international undergraduate and postgraduate ones coming from different countries of Asia, Africa, the Middle East, Latin America, the European Union, and the CIS receive education in the form of full-time, part-time, or distance learning.



FACULTY OF

BSUIR

Computer-Aided Design
Computer Systems and Networks
Information Technologies and Control
Radioengineering and Electronics
Infocommunications
Engineering and Economics
Military Faculty
Pre-University Preparation and Occupational Guidance

FACULTY OF

INSTITUTE OF INFORMATION TECHNOLOGIES

Computer Technology
Continuing Education and Retraining

The highly qualified **teaching staff** consists of academicians, Corresponding members of the Belarusian Academy of Sciences, foreign Academies of Sciences, professors, doctors, associate professors, senior lecturers, and assistants.

Different **subjects** are taught at the University depending on the faculty and the course. First-year students study physics, higher mathematics, descriptive geometry, technical drawing, and social sciences. Later they acquire profound knowledge in electronics, cybernetics, computing machinery, etc. Special attention is given to such subjects as impulse technique, analog and digital computers.

Four **foreign languages** are taught at the University. Two departments teach English, French, German and Spanish to students and post-graduates with an emphasis on acquiring profession-oriented language skills. Optional courses and languages are available in the Language Training Centre. Several specialities at



the University are also available in English.

Lectures, seminars, laboratory works, and practical classes which attendance is obligatory make up the majority of the **curriculum**. Students are usually assessed at the end of each semester through a pass-fail system, written and oral examinations, and through their coursework projects.

The University offers excellent facilities for studying, research and recreation.



University **facilities** at the students' disposal include a number of computer classes and modern engineering laboratories. A local computer net, including more than 4,000 computers with Wi-Fi access, connects all 8 education buildings. A video conferencing centre and lecture theatres are equipped with up-to-date multimedia means. There is a large library with 9 reading halls, including 3 electronic ones with Internet access. Students from other cities lodge in 4 dormitories with all modern amenities.

BSUIR today is a large **scientific organisation** with 34 R&D labs, 8 scientific centres, and an IT business incubator that cooperate with more than 100 science organisations and educational institutions from more than 40 countries. The University staff and students take part in various international exchange programmes, fulfill scientific research contracts, receive grants and work placements in the world's top IT companies. The University presents its latest developments at Belarusian national expositions, as well as at world-famous fairs and exhibitions.



Sport also occupies a crucial part of University life. The University teams regularly win the leading positions of student sports and compete at a national level. Students are engaged in athletics, soccer, basketball, volleyball, handball, swimming, freestyle wrestling, bodybuilding, shaping, and other sports activities. There are all the necessary facilities available like a swimming pool,

a fitness centre, open playgrounds, a ski depot, and a summer camp at the Braslav Lakes.

University life is not only about classes and exams. The Students' Trade Union and the Student Council offer a plethora of extracurricular activities for students. The Student Club organises forums, contests, tournaments, festivals, discos, and other social events for recreation.



The strength of gained academic expertise combined with the breadth of disciplines the University covers provides a wealth of **opportunities** and has a real impact on the country in economic and societal ways. The alumni of the University work successfully in the most science-intensive fields of the national economy and provide sustainable development of Belarus.

*5. Alice has been looking through the places for her **postgraduate course** and has come across the information about BSUIR. According to the official website, it is a great option. Look at the facts that Alice has gathered and say whether they are correct.*

- a) The University strives to prepare highly qualified specialists in the field of computer science and electronics.
- b) State-of-the-art study facilities and programmes in IT, radio electronics, infocommunications and digital economy are offered by the University.
- c) There are 10 faculties and 32 departments at the University.
- d) The academic staff includes doctors and associate professors only.
- e) The students are free to choose what courses to take each year of studying.
- f) English as a medium of teaching is available for all specialities.
- g) R&D laboratories carry out joint international research projects.
- h) Student's life is full of cultural and sports activities.
- i) There are a plethora of prospects at the disposal of the university alumni.



6. Alice still has some questions about BSUIR. Answer them as fully as possible. Back up your responses with the information from the text. Share your point of view with the group.

- a) How do you understand the main academic goal of BSUIR?
- b) What makes the University a leading IT education institution?
- c) Why do international students apply for a degree there?
- d) What are the faculties at BSUIR?
- e) What subjects make up the curriculum of a first-year student?
- f) How can students develop their scientific and business ideas?
- g) What is University sport life like?
- h) How can students enrich their creativity?

7. A group of international students has just arrived at BSUIR. It is their **freshers' week** and you have been asked to make a **University tour** for them. Start with the history of the uni, do not forget to mention its framework and facilities, describe the future prospects of the University alumni.

V. Assess your progress

Do the following tasks to assess your progress on the lesson. Then check your answers. The keys are provided at the end of the book.

1. The facts below quite fully describe University life at Leeds. Fill in the gaps in the sentences using the words from the box.

facilities	chancellor	alumni	implement	collaborative
expertise	catch up	dorms	dignity	

- a) The _____ is in charge of the university.
- b) The University preserves the _____ and rights of students from all backgrounds.
- c) Participation in various international projects promotes a(n) _____ atmosphere.
- d) The University scientific labs are known for gained academic _____ throughout the world.
- e) The University provides a wealth of _____ for studying and recreation.
- f) The Student Union helps students _____ their projects in practice.
- g) There are several _____ for nonresidents of Leeds on campus.
- h) There are a plethora of R&R areas to _____ with friends.
- i) The University _____ never find any difficulty in getting well-paid jobs.

2. There are some tips from Alice how to become a successful online learner. Look them through and answer the following questions.

- a) What can help you to stay motivated while studying online?

- b) What should your workspace be like?
- c) When can you catch up with friends?
- d) Why is it essential to take a break from work?
- e) How can you collaborate with your group mates?

Becoming an online learner

Studying partly or entirely online is very different from attending face-to-face classes on campus. We all have routines that break up our days, weeks and months. Without our normal study routines of coming into campus for classes, catching up with friends and perhaps having lunch or a coffee, we can find ourselves drifting and feeling less motivated.

Your workspace.

It's essential to create a space that allows you to focus on your work as much as possible. Make sure you have a comfortable and dedicated workspace.

Getting down to work.

You need to be realistic about how much studying you can do in a day and maintain other activities such as exercise and socialising. Assess when you are at your most productive and when your best times to work are: are you sharpest in the early morning or do you come alive in the evening? Use those study times to the full.

Maintaining focus.

It can be harder to focus when you're studying on your own and you might find yourself losing focus more easily than usual. But, having small aims and targets can help you to keep motivated. Taking a break from work is really important to help you to maintain focus and for your health and wellbeing.

Connecting with others.

Whether you are an extrovert or introvert, it is important that you maintain regular contact with your group mates. It's likely that your lecturer will arrange online meetings for you to collaborate with others on the same subject, so look out for announcements.

3. Here there are the definitions or synonyms of the key words from this lesson. Check yourself and find these words in the word grid below.

- a) involving two or more people working together for a special purpose;
- b) able to continue over a period of time;
- c) infrastructure;
- d) necessary, needed or important;
- e) students who have left a uni after graduation;
- f) a big room to carry out lectures;
- g) a place to carry out experiments;
- h) a building at a uni where students live;
- i) an occasion when a professor and a group of students meet to study and discuss sth;
- j) compulsory;
- k) to get or buy sth;

f	r	a	m	e	w	o	r	k	t	o	l	a	b
x	e	g	a	c	q	u	i	r	e	b	i	s	s
t	z	e	s	s	e	n	t	i	a	l	w	s	u
c	o	l	l	a	b	o	r	a	t	i	v	e	s
u	h	s	a	n	r	r	l	u	k	g	m	s	t
r	w	c	a	m	p	u	s	q	f	a	r	s	a
r	a	v	p	b	p	r	o	m	o	t	e	o	i
i	q	g	w	n	f	d	g	r	d	o	r	m	n
c	n	r	c	a	n	t	e	e	n	r	q	g	a
u	r	d	i	l	g	b	w	g	v	y	i	f	b
l	e	c	t	u	r	e	p	d	o	f	a	g	l
u	v	q	f	m	h	a	t	h	e	a	t	r	e
m	r	w	a	n	v	d	i	g	n	i	t	y	m
d	s	e	m	i	n	a	r	m	w	t	q	d	r

- l) to encourage people to like or do sth;
- m) the buildings and the land of the uni;
- n) to judge the amount, value, quality, or importance of sth;
- o) a place at a uni where food/drinks are sold;
- p) the subjects studied at a uni and what each subject includes.

4. Get ready to speak on the following topics.

- the mission of BSUIR and core areas of training;
- the University framework;
- the teaching stuff of BSUIR;
- subjects being studied and the University curriculum;
- University facilities at the students' disposal;
- BSUIR as a scientific organisation;
- the role of sport and extracurricular activities in the University life.

VI. Evaluate your achievement

Reflect on the value of the lesson. Answer the questions and fill in the table below. Address the given sections of the lesson for revision any time you need.

1. What new have you learnt in class?
2. What information do you find the most topical?
3. What were the challenges for you and what did you do to move through them?
4. Would you like to learn any extra information on the topic?

Skills	Options			Section of the lesson for revision
	Yes	No	Not sure	
1. I can speak about university framework.				II/IV
2. I can speak about university facilities.				II/IV
3. I can make polite requests in different situations.				III
4. I can respond to requests in different situations.				III
5. I can speak about university teaching stuff.				IV
6. I can speak about university courses and curriculum.				IV
7. I can describe university extracurricular activities.				IV
8. I feel confident about using related vocabulary.				II/IV

Student Life

3

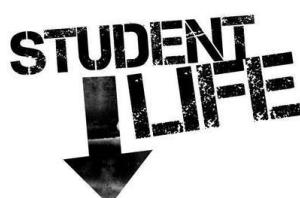
Aims

- learn the vocabulary related to student life;
- be able to make suggestions in different situations;
- be able to speak about your activities as a student.



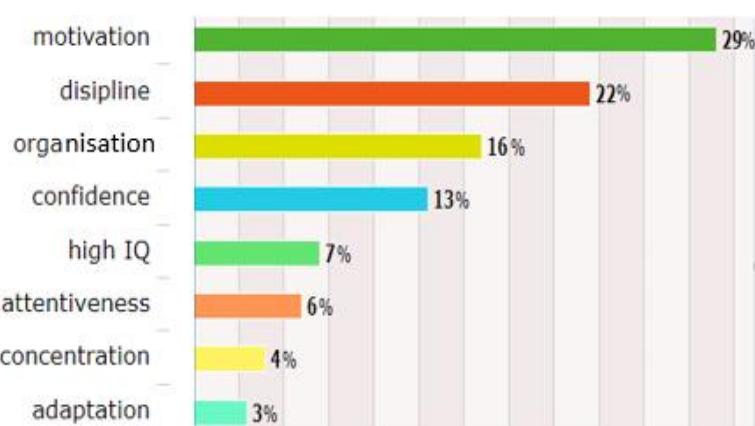
I. Expand the idea

Student life is hard to define. It means different things to different people. Your reasons for studying and your life situation will have a big impact on what features of university life are most relevant to you.



Students report that their life at university is some of the most stimulating, busy, challenging, empowering, amazing, chaotic, fascinating time of their lives. It is certainly a time to have new experiences, meet new people, gain new perspectives and learn. Share your opinion on the questions below.

- What is student life for you?*
- What does it include?*
- What makes student life successful? The chart on the right shows how a group of British students responded to this question. Do you agree with the findings of the survey?*



II. Enlarge your vocabulary

*1. A common myth is that the best students are those who get the best grades. True, good students tend to get good grades, but there is a lot more in it. Below there are some **personal traits** and **skills** needed for university success. Which of them are the most important? Rank them in order of importance. Share your opinion with the group.*



1. Good Students Are Self-Motivated

Self-motivated students have clear reasons for being at university. In contrast, those at risk of **dropping out of college** often show a lack of interest. They have no internal motivation, so they don't **put much effort into education**.



2. Good Students Are Goal-Driven

The ability to set goals is one of the key qualities of a good student. Having both short-term and long-term goals will help you to achieve something. Good students **persist in pursuing their goal**. They don't face one obstacle and give up. They **eliminate distractions** and **focus on fulfilling their objectives**.

3. Good Students Work Hard

It's non-negotiable that hard work is the secret of success. Good students don't **skip classes** and possess the ability to put their all in their studies **to keep up with the workload**. All these can only be done with hard work, and it takes hours to study.



4. Good Students Manage Their Time Well

A common time management problem among university students is underestimating the time tasks will take. Even if students have their priorities straight, they'll still **get behind schedule** if they don't **allot enough time for each task**. Stay organised and develop useful daily routine habits.

5. Good Students Are Adaptable

Good students develop a broad study toolkit so that they can adapt to different situations. Using the same methods to learn English vocabulary and **to meet a deadline** on physics probably won't be very helpful. Also, good students have specific techniques to study **to pass an exam**.



6. Good Students Ask Questions

Any good student realises they can be smart and still not know all the answers. Rather than just ignoring gaps which eventually leads to **falling behind the group with studies**, good students aren't afraid to ask questions. So, they develop critical thinking and become excellent **in the long run**.

2. There are some **typical mistakes** that students, especially freshmen, make. Can you guess what these problems **can lead to**? Fill in the gaps in the situations below with the phrases from the box.

<i>pursuing</i>	<i>skipping</i>	<i>fulfilling</i>
<i>keep up with</i>	<i>meet</i>	<i>dropping out of</i>
<i>put effort into</i>	<i>passing</i>	<i>fall behind</i>
<i>eliminate</i>	<i>get behind</i>	<i>allot</i>

- a) Poor adaptation may prevent students from (1) _____ exams in the long run.
- b) Low self-motivation may be the reason why students don't (2) _____ education.
- c) Students that don't ask questions may often (3) _____ the group with studies.
- d) Students won't reach success if facing obstacles, they give up without trying to persist in (4) _____ their goal.
- e) Time management problem makes students (5) _____ schedule.
- f) Bad students can't (6) _____ distractions and focus on (7) _____ their objectives.
- g) Students start (8) _____ classes and may not (9) _____ the workload.
- h) Bad students don't (10) _____ enough time for each task and as a result can't (11) _____ some essential deadlines.
- i) Lack of interest in studies can lead to risk of (12) _____ university.

"**MY ADVICE IS
TO NEVER DO
TOMORROW
WHAT
YOU CAN
DO TODAY.**"

CHARLES DICKENS

3. Have you got any ideas how to **avoid the problems** described above? Share your tips with the group.

Ex.: In my opinion, to pass an exam it's vital not to skip classes and take notes.

4. Would you like to find out **what kind of student you are**? First, get the answers to the questions below from your groupmate. Work in pairs. Then consider if your groupmate is a good student or not, and whether the daily routine influences it.

- a) Do you always get to university in time?
- b) Do you always do your homework the same evening you get it?
- c) Do you always do well in tests?
- d) Do you get on well with every university professor?
- e) Do you always sit at the front in class?

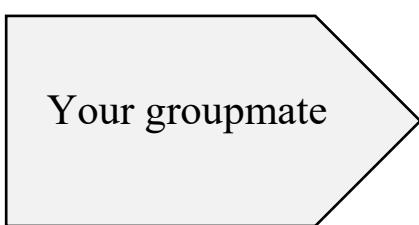
5. Now listen to the professor giving students a quiz about their study skills. Answer all the questions honestly and you will find out whether you are a **successful student**.

- a) Do you match all the characteristics perfectly or still have anything to work at?
 b) Are there any obstacles on your way to success? How can you overcome them?

6. Here there are some ways how to be a **better student**. Match the ideas with appropriate explanations. Choose three that you consider the most important.

Ideas	Explanations
1. Love what you're doing.	a) Your professors will appreciate it as it shows you are interested to learn from them. Also, never skip classes, as it can create a gap in your knowledge, and you can start falling behind the group with studies.
2. Set your goals.	b) It really helps to keep up with the workload as you can review some of the material later. It is not necessary that you should write down all the words you see or hear, just highlight the important points.
3. Be punctual.	c) The moment you get down to study, be sure of what you want to achieve and persist in pursuing your goal. Your goals will keep you going and help to focus on fulfilling them.
4. Participate in activities.	d) Be organised, that is one way to allot time for every task. List down the activities that you need to do to meet a deadline. Your to-do list will serve as your reminder and help you to keep track of your progress.
5. Make a To-Do List.	e) Health is wealth, and it's true. So, prioritise your health, as if you are healthy, you can study well. Hence, be physically, emotionally, and mentally fit, and you'll pass the exams.
6. Take good care of your health.	f) When you choose a course at university, be sure that you really want it, so you won't regret it in the long run. Studying can be boring, but when you love the subject, you put much more effort into studies.
7. Listen and take down notes.	g) Do not just stay in the classroom; be involved in some extracurricular activities. If you excel in your academics, try to do the same with the non-academic activities. This will also increase your social capability.

7. There are some typical situations below. What can you **recommend** in each of them?



- a) is always late for classes;
- b) is not sure what he wants to reach through studying;
- c) is a horrible procrastinator;
- d) doesn't exercise at all;
- e) thinks that extracurricular activities are useless;
- f) doesn't know how to revise material.

8. Ever wondered what it is like to be a student in another country? Four students from around the world give us a look into their lives. What do you have in common? Also, pay attention to the words **in red** dreaded by all students around the world.



Bastiaan Spijkman is a Financial Economics student at Radboud Uni in Nijmegen, the Netherlands.

Studying: ‘I have around 20-25 hours a week including one or two lectures but it can vary. Near the end of the trimester is **crunch time** as everybody is studying for exams. Most people start university at the age of 17-18 and take 4 to 6 years to finish their degree. And the best thing is being able to enjoy a quality education for a relatively low cost.’

Accommodation: ‘We’ve got hostels rented out by non-profit organisations or converted houses owned by individuals.’

Fun: ‘My free time is spent going to bars, exercising, or hanging out with friends.’



İşıl Defterli studies Industrial Engineering at Kadir Has University in Istanbul, Turkey.

Studying: ‘Weekly I study 10-12 hours having around 20 hours of lectures.’ The students are all over 18. İşıl says, ‘Students here like to do things at the last moment, but they work hard to meet a **deadline**.’ İşıl adds, ‘University is free for me because I have a scholarship but it’s like a loan, I have to pay it back.’

Accommodation: ‘I live with my parents. But generally, students try to live close to the uni.’

Fun: ‘In Istanbul there are a plethora of places to have fun day or night. There are even prices for students at some places.’



Emma Hill studies art at Montana State University in Bozeman, Montana, the US.

Studying: Emma says, ‘Art is a fairly demanding field, I take four or five classes which meet two or three times a week and spend close to 40 hours a week on homework, going to classes and studying. I try to apply myself to my **workload**, although I am a horrible procrastinator.’ Emma adds, ‘Students range from age 18 to 40 plus. Studying is expensive, but you can get scholarships either from the university or from government grants.’

Accommodation: ‘I live on campus and it is pretty normal for the first two years, but then students tend to move off campus.’

Fun: ‘I really enjoy being a college student. Most of my free time is spent hanging out with friends or going out to a movie. Also, I volunteer at a student centre.’



Lars Eggset reads North America studies at the University of Oslo, Norway.

Studying: ‘I spend 8-10 hours a week on college work. The number of lectures per week varies. The student age is from 19 to 70, but most are in the 20s. Most students really **cram**, especially before the exams. Tuition for Norwegians is cheap, lucky we! All students are granted a scholarship and a low-interest loan.’

Accommodation: ‘I share an apartment with my girlfriend, which is usual for many students. Other alternative is to rent a student apartment.’

Fun: ‘Recreation in Norway is very diverse. In my free time I do downhill as well as cross country skiing, mountain biking, and other sports. I also have a part time job as a teacher. Nightlife in Oslo is vibrant, and a lot of students hang out.’

9. What is your new student life like? Use the prompts below and describe your **daily routine**.

- a) Studying:
- b) Accommodation:
- c) Leisure:



III. Enrich your speech

1. You are going to watch a BBC video episode about Anna where she is making suggestions. Consider the following questions first.

- Do you think making suggestions is an important skill?
- When do we suggest anything, in what situations? What do we start with?
- What do we do to sound polite?



2. Watch the episode. What does Anna suggest? How does she do it? What phrases does she use? Does she really help this time?

3. There is a table of phrases that can be used as sentence starters for brainstorming conversations and problem solving as well in casual and more professional situations.

Table of Useful Phrases

	Note! To brainstorm the problem someone can say: ‘Does anyone have some ideas to throw out?’ To throw out ideas means to express ideas.	
informal	1. Let’s ‘verb’. <i>Ex.: Let’s try that new Italian restaurant tonight.</i>	
	2. How about ‘noun/noun phrase’ or ‘verb+ing’. <i>Ex.: How about a movie on Friday night? How about driving to the lake for a getaway?</i>	
formal	1. Shall we ‘verb’. <i>Ex.: Shall we reschedule for next week?</i>	
	2. Why don’t we/you ‘verb’. <i>Ex.: Why don’t we book the hotel in advance? Why don’t you check in with the accounting department first to get an update?</i>	Note! ‘Why don’t you’ is a good way to ask sb to do sth as a suggestion, not a command.
	3. We/You could/should ‘verb’. <i>Ex.: We could postpone a product launch until next week. You should reschedule the meeting for next week.</i>	Note! ‘We/You could’ is used to indicate <u>one idea</u> among many; ‘We/You should’ indicates <u>the best idea</u> among many.
	4. Have you thought about/tried/considered ‘verb+ing’. <i>Ex.: Have you considered working with a new firm recently?</i>	Note! We use ‘Have you tried/considered/thought about’ and ‘Would you consider’ when you feel that sb isn’t making the
	5. Would you consider ‘verb+ing’.	

<i>Ex.: Would you consider getting a second option?</i>	<u>best choice.</u>
6. I have an idea. I suggest ‘verb+ing’. <i>Ex.: I suggest giving him a call.</i>	
7. I’d like to throw out an idea but hear me out . 8. This is a little outside the box, but what if we ‘verb’.	Note! ‘To hear sb out’ means to offer a strange or surprising idea and be listened.

4. Alice and Dustin are at different situations. Help them to suggest related ideas. Fill in the gaps in the conversations below. Address the table above if it is necessary.

Alice is catching up with friends and they are making dinner plans.	Dustin and two more students are given a new academic project.
<p>- _____ everyone! _____ try that new pizza place down the street.</p> <p>- Oh, no! We had pizza just yesterday. _____ booking a table at a new restaurant down the street?</p> <p>- Yeah, but it must be over the top, too expensive. I’ve got an idea! It’s a bit crazy but _____. _____ that party on campus tonight?</p> <p>- Great idea! There will be some food as well. _____ get some drinks on the way?</p> <p>- Awesome! _____ go there right now!</p>	<p>- Ok, as it’s an absolutely new project for us, does anyone have some _____?</p> <p>- First of all, _____ set our goals.</p> <p>- That’s right. Then, _____ schedule our work?</p> <p>- Good idea. _____ breaking the work into some stages?</p> <p>- That’s the best choice. I’m all for this!</p> <p>- _____ a deadline then?</p> <p>- Oh, it’s already been set – in a fortnight.</p> <p>- Really? _____ get started today?</p> <p>- All right, the sooner the better!</p>

5. Choose one of the following situations where you most likely can find yourself in the future and make some suggestions on the topic related to the situation. Join in groups of three or four.

- a) You’re going to organise a surprise party for your friend. Consider the place, decoration, food and drinks, entertainment, guest list, presents.
- b) You want to develop a studying plan with your groupmates to get ready for a difficult exam. Consider the goals, stages, materials, everyone’s participation, set the deadline.
- c) You should plan a business trip with your co-workers. Consider the schedule, transportation, accommodation, extra activities.
- d) Your firm has to delay the launch of a new product. Consider the expanses, the terms, possible ways out, set everyone’s responsibilities.

- e) You would like to organise a fund-raising campaign for a local charity organisation. Consider the events to attract people's attention, the ways to gain money, the ways to get publicity and so on.

IV. Develop your communication skills

*1. No matter what or where you are studying there are two very important aspects of tertiary education: **academic life** and **student social life**. Achieving a balance between these two spheres of life can be challenging. Have you got any ideas how to make the most of student life? There are some survival tips below, choose those ones that you consider the best. Which ones do you practise in your daily routine? Share your ideas with the group.*

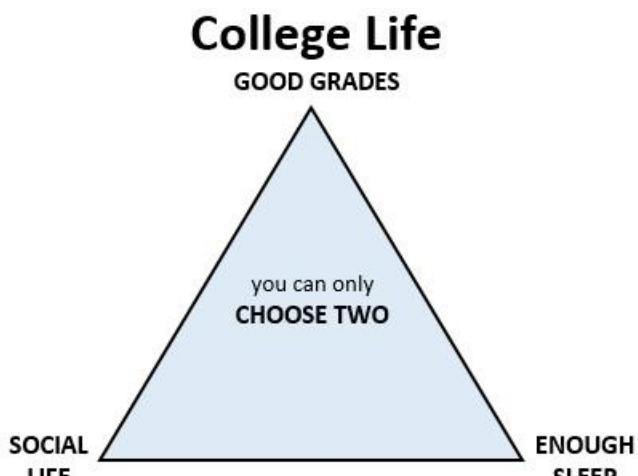


- a) Cut back your sleep schedule from 9 to 7 hours a day.
- b) Ration the time you spend with friends and relatives.
- c) Dedicate yourself 100 % to what you do.
- d) Don't deprive yourself with the time spent with your loved ones.
- e) Find some sort of physical activity.
- f) Try not to have a heavily crowded schedule.
- g) Share some tasks and materials with your groupmates.
- h) If you can't attend the lecture, don't hesitate to ask for class notes and assignments.
- i) Find a reading group to divide huge books into manageable chunks.
- j) Make schedule.
- k) Find a way to get help.

*2. Watch the video devoted to **finding a balance** between academic life and student social life. Which of the tips that you have just discussed are mentioned there?*

3. Watch the video once again and answer the following questions.

- a) Look at the diagram on the right representing college life. Do you really need to choose from the two vortices while sacrificing the third one?
- b) Will you feel the burnouts if you sleep 7 hours a day instead of 9?
- c) What is the best way to ration the time you spend with your friends and family?
- d) What can depriving yourself of the time spent with your loved ones lead to?
- e) Why is it important to find some sort of physical activity?
- f) What will a heavily crowded schedule result in?



- g) How can collaboration with your groupmates help you to study?
4. College is a very stimulating environment full of wonderful opportunities for both social and learning activities. The choice is wide. Try to differentiate the options listed below into two categories: those that make **academic life** and those that belong to student **social life**.

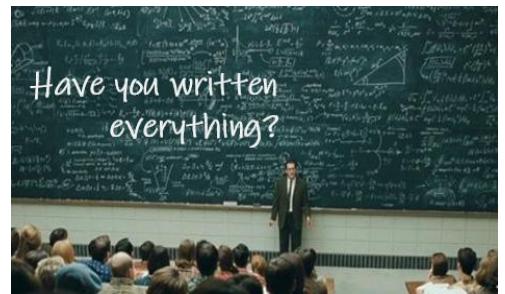
Academic life	Student social life
student council, workload, seminars, available activities, schedule, lectures, course coordinator, university newspaper, faculty ball, sports teams, tutorials, student placement, exams, group monitor, extracurricular opportunities, assignments, volunteer, assessment, compulsory classes, deadline, student clubs, youth centre, assistance	

5. Finding your balance may be the most difficult if you are a first-year student, because college provides so many more choices and so much less structure than school. While an ideal balance may be hard to find, **wise use of time** can help. Here are some tips on making the most of your precious time as a student.

How to Balance Your Life at University

Academic life

Employ a wise approach to studying. Being a student isn't just about showing up to **compulsory classes** or making an appearance in lectures, seminars, and tutorials every couple of weeks. Try to attend all your classes (no matter how early in the morning they are **scheduled**), keep up with the **workload** (including course readings before each class), and don't leave **assignments** or exam study until the very last day. If you need to miss a class or don't think you can meet an assessment **deadline**, it's best to have a chat with your lecturer or at least your group monitor so that they can provide assistance, but remember to do this ahead of time, not within hours of a due date or compulsory class.



Take advantage of work experience programmes. Many of the **skills** you'll need once you graduate aren't taught in a lecture theatre,

that is why many students seek out **work experience** while they are still studying. Not only does this look great on your **résumé** and help you to make industry contacts, but it can also give you a better idea of the type of work you want (or don't want) to do. If your course doesn't include a work-based programme, have a chat with your course coordinator for **assistance**. They may be able to put you in touch with industry contacts that are willing to provide **work placement** for students.

Student social life

Where to begin. Ways to get involved differ from faculty to faculty and from university to university, but a good place to start is your **student council** or **youth centre**. Get in touch with them to get more information about how you can volunteer, or who you can contact to join some of the other **student-run** projects and **extracurricular activities**.

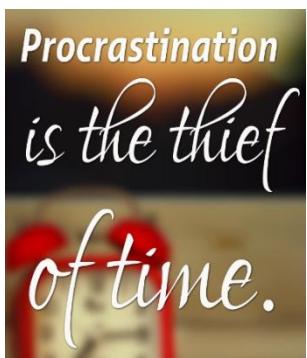


What the opportunities are. Graduating students often regret not getting involved in student social life. While this doesn't mean you have to set up your own club or chair a society, you might want to consider submitting an article to the university newspaper, **volunteering** to show new students around campus, signing up to help to organise the faculty ball (or at least buying a ticket) or perhaps **joining** one of student clubs or sports teams. Often you just have to ask around or keep an eye out for the posters hanging around campus to see what activities are available. There's more to student life than sitting in lectures, so look for opportunities to **get involved** from day one.

6. How would you finish the following statements? Address the text once again if it is necessary.

- a) My academic life is accompanied with _____.
- b) Work experience programmes can help me _____.
- c) My student social life can be full of _____.
- d) There are a plethora of extracurricular activities available such as _____.

7. There are some **quotes** and **sayings** below related to student life. Do you agree or disagree with them? Share your point of view with the groupmate.



I swear to you, you would not be able to live your college right if you do not have friends.

I believe that the word "studying" was derived from the words "students dying."

STUDYING SUCCESSFULLY at UNIVERSITY — and it's not just about your 'study skills'

8. There are some pictures of the activities available at BSUIR. Do you recognise them? What is the main goal of each of them? How can they enrich student life? The options in the box may help you to express your ideas.



Student life is

- a) creativity boost
- b) festive events
- c) performance
- d) scientific research
- e) physical development
- f) competitive spirit
- g) teamwork
- h) self-governing skills
- i) information support
- j) volunteering
- k) cultural life
- l) talent show



2.



3.



4.



5.



6.

9. Share your opinion about your student life discussing the questions below. Work in groups of three or four.

- a) What is your academic life like?
- b) Do you always show up to compulsory classes?

- c) Do you keep up with your workload and manage to meet important deadlines?
- d) Do you consider getting any work experience while you are studying?
- e) Have you already joined any student clubs or been involved in any extracurricular activities?
- f) What would you like to participate in and why? What are you good at?
- g) Why is it so important to keep up with the studies and devote time to your hobbies and interests?

V. Assess your progress

Do the following tasks to assess your progress on the lesson. Then check your answers. The keys are provided at the end of the book.

1. Match the expressions related to student life in Column 1 with their opposites in Column 2.

Column 1	Column 2
1. to drop out of college	a) to persist in studying
2. to keep up with workload	b) to fail an exam
3. to pass an exam	c) to fall behind the group with studies
4. to hang out with friends	d) to meet a deadline
5. to get behind schedule	e) to enroll on a course

2. Use the expressions from the previous task and fill in the gaps in the situations below.

- a) Nobody can _____ studying if they are not motivated enough.
- b) It's getting more and more irritating as Mike even doesn't try to _____ a deadline and is always begging for help.
- c) As she _____ her exam, she will have a retake in a week.
- d) If he doesn't need a diploma, the best thing for him to do is to _____ of college and find a job.
- e) He is so busy as a group monitor that he never _____ with us.
- f) At first Bayram hesitated, but finally decided to _____ a B.Sc. course at BSUIR.
- g) If you keep skipping classes, you'll definitely _____ the group with studies.
- h) I was so delighted to _____ my first exam at university.
- i) It's not always easy to _____ with the group as they are all really smart.
- j) Time management skills are essential if you don't want to _____ schedule.

3. There are some personal tips from Alice how to balance academic life and student social life. Look them through and answer the following questions.

- a) What is the most difficult part of university life?

- b) What should you keep in mind while budgeting your time?
- c) What can help you to eliminate distractions in your studying?
- d) What symptoms indicate that you need some more sleep?
- e) What sleeping routine is the most productive?

Striking a Balance between Academic and Social Life

One of the most challenging aspects of the university experience is striking the right balance between your studies and social life. Properly managing your time allows you to get the most out of studying, focusing on academics when necessary, while also providing breaks to refresh and recharge with new friends. Learning to balance work and play is also a valuable skill that you will need long after you earn your degree. Here are some helpful tips for a successful year.

Budget your Time

Just as you budget expenses such as rent, food and entertainment, budgeting your time can help you to plan your days to find time for studying and socialising with new friends. You might even realise you have more free time than you thought for extracurricular activities! Keep in mind that your time budget should allow for flexibility – there is no guarantee that your assignment will take exactly four hours or that you won't want to hang out with your friends a bit more during the week.

Set Actionable Goals

Setting goals will give you a direction and destination for your academic and social life and will help to focus on fulfilling your objectives. This will help you to control how you spend your time, identify priorities throughout the year, and eliminate distractions. For example, one goal could be to meet one new friend per semester. Another could be to complete all your necessary workload for the week by Sunday. You will feel a sense of accomplishment as you start checking off goals from your list. Be sure to celebrate each time you reach a goal, such as treating yourself to ice cream or purchasing something new from your favourite shop.

Maintain Good Health

When you feel healthy and energised, you will be able to make the most of your time studying. Getting the right amount of sleep for your body is crucial at uni. Doctors recommend sleeping between 7-9 hours per night to be fully functional the next day. People who don't get enough sleep are more likely to be irritable and less likely to be alert. Try going to bed and waking up at the same time each day, even at weekends. Keeping your body on a regular schedule means you'll have an easier time getting to sleep and waking up ready to tackle all the tasks ahead. Maintaining a healthy diet is also essential to staying healthy, especially during the winter months.

Attending university can be stressful, so finding the right balance between getting your work done and having fun can help to ease some of the anxiety. Apply these tips to your daily routine to help you to stay on the right track for a successful year!

4. Get ready to speak on the following topics.

- personal traits and skills needed for university success;
- ways to be a better student;
- my daily routine as a student;
- the main characteristics of academic life and my workload;
- the main characteristics of student social life and my extracurricular activities;
- how to reach the balance between academic and social life at university.

VI. Evaluate your achievement

Reflect on the value of the lesson. Answer the questions and fill in the table below. Address the given sections of the lesson for revision any time you need.

1. What new have you learnt in class?
2. What information do you find the most topical?
3. What were the challenges for you and what did you do to move through them?
4. Would you like to learn any extra information on the topic?

<i>Skills</i>	<i>Options</i>			<i>Section of the lesson for revision</i>
	<i>Yes</i>	<i>No</i>	<i>Not sure</i>	
1. I can explain what student life means to me.				I
2. I can speak about personal traits and skills needed for university success.				II
2. I can explain how to be a better student.				II
3. I can speak about my daily routine.				II
4. I can make suggestions in formal situations.				III
5. I can make suggestions in informal situations.				III
6. I can list the main characteristics of academic life.				IV
7. I can list the main characteristics of student social life.				IV
8. I can explain how to reach the balance between social and learning activities.				IV
9. I feel confident about using related vocabulary.				II/IV

Module I Final Project

For a final project you are offered to make a virtual university tour. The requirements are the following.

1. You are supposed to cover such issues as:
 - the role of high education today;
 - the advantages of getting tertiary education in Belarus;
 - BSUIR mission;
 - the structure of BSUIR;
 - academic life at BSUIR;
 - student social life at BSUIR;
2. The language of the project is English.
3. A time limit is 4 minutes.

The examples of similar presentations from students of different universities around the world are available on the links below.

1. <https://www.youtube.com/watch?v=n9EUqloBJXA>



2. <https://www.youtube.com/watch?v=w1CZ-JaLYHY>



3. https://www.youtube.com/watch?v=_Nq4Z5i7lcs



4. <https://www.youtube.com/watch?v=1k05rRtM2U4&t=3s>



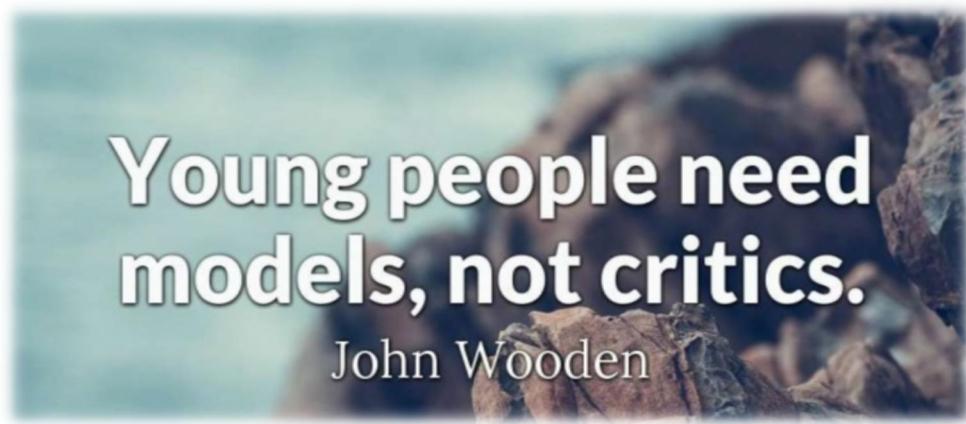
5. <https://www.youtube.com/watch?v=f5dkuV5992E>



**The best projects will be honoured to be placed
on our university official website!**

**Module II ‘Youth and Society’
Youth Issues**

- learn the vocabulary related to youth issues;
- be able to make a complaint in different situations;
- be able to speak about different challenges of adolescence.

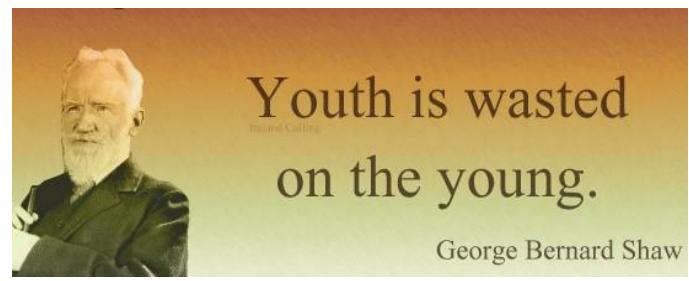


I. Expand the idea

The world is changing at a rapid pace. Our society today is completely different from how it was even a decade ago. The problems that our grandparents experienced when they were younger were not the same that our parents faced in their youth or young people have nowadays. Share your opinion on the questions below.

- What problems do young people face today?*
- What ideas and quotations about the youth on this page are you ready to support? Why?*

We want to see a world where all young people feel empowered, learn without fear, and gain the skills and knowledge they need to thrive.



**WE DON'T GROW WHEN THINGS ARE EASY,
WE GROW WHEN WE FACE CHALLENGES.**

But young people are blamed in some way or another for ruining everything that is sacred and having no moral rules or intelligence. They have so many labels and stereotypes slapped on them. At the same time, somehow those hooligans grow up to say the same thing. And over and over it goes.

II. Enlarge your vocabulary

- While time spent at university is full of happy moments and fond memories for most, walking through life we start to understand that our being has its rough patches. The*



pictures below illustrate some typical situations any young person may find themselves in. Match them with the issues from the box. There are more issues than pictures. Then describe each youth issue in the pictures as in the example.

E.g. The guy in Picture 1 suffers from depression. I think he hasn't got real friends.

behavioural problems	parental pressure	bullying	academy
worry			
lack of money	issues related to body image	negative stereotyping	
depression	pressure of materialism	loneliness	slut-
shaming			shaming

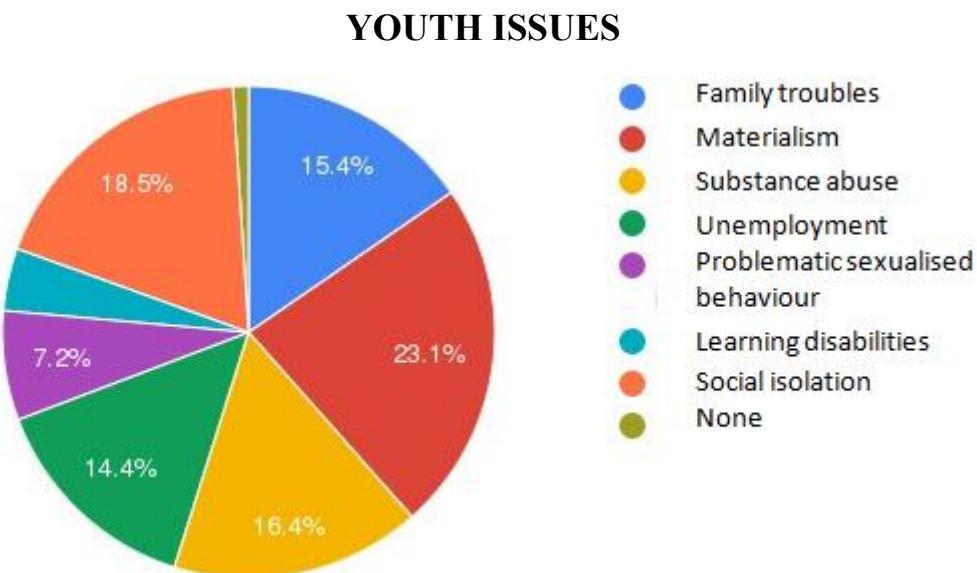


2. Alice and Dustin have participated in **the research** on

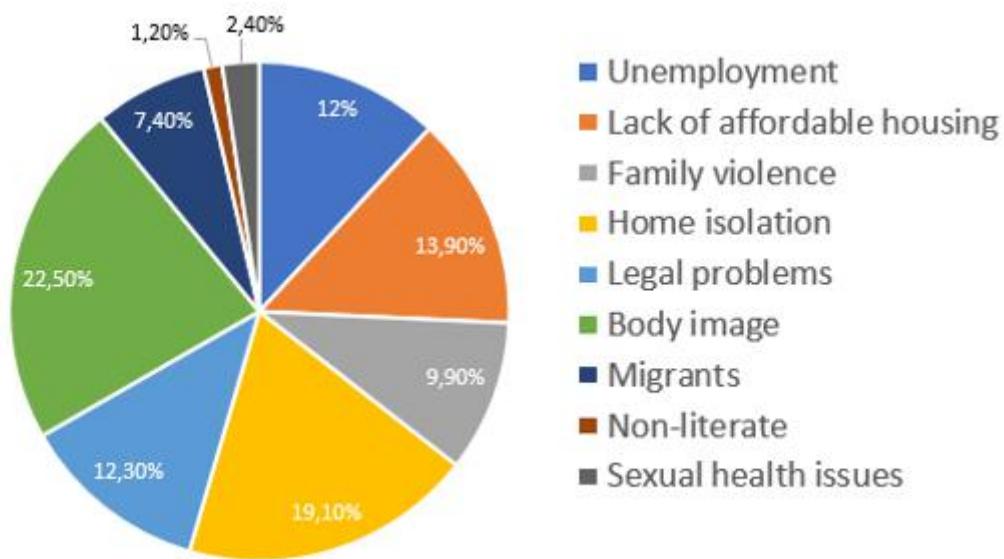


youth issues. They presented the results of their surveys in the pie charts given below. Compare their findings and share your ideas on the following questions with a groupmate.

- How do the two lists of issues differ?
- What issues do British and American young people consider the most crucial?
- Have any of the results surprised you? Which ones? Why?



Prepared by Alice Wilson, the University of Leeds



Prepared by Dustin Reed, New York University

- Carry out your quick **survey** and make the list of issues topical for Belarusian young people. Rank them in order of importance. Work in groups of four or five and get ready to present your findings afterwards.

4. No man is an island, but living in the same world, we all have our own problems. Meet Dustin's cousin Ethan. He is not an exception as well. He has written to Dustin about his problem. Read his letter and share your opinion on the questions below.

- a) What problem does Ethan have? How serious is it?
- b) Why is it so difficult for him to 'turn the plate upside down' and tell the truth to his parents?
- c) Have you ever faced anything similar?



Hi Dustin,

I'm 19 years old, and ever since I finished high school, I have not been interested in carrying on studying. The only reason I went to college is just to make my family happy.

For this past year, I have not been attending college. All classes I got I dropped right away. My parents think that I'm really doing my undergraduate course. I'm just getting tired of this and I know, if I told my parents the truth, I would be like a black sheep as I have two brothers, and both have great jobs.

I've been interested in IT, but I don't like studying. I'm fond of those vocational colleges, but I just don't know how to turn the plate upside down and tell my parents. I'm just tired of lying to them all the time. What should I do?

Yours, Ethan. ('•_•')

5. Ethan's situation is not so easy. But it seems that Dustin has found a solution. Read his reply letter and share your ideas on the following questions with the group.

- a) What advice does Dustin give to Ethan?
- b) Is it a good one in this situation?
- c) How does Dustin cheer up his cousin? What does he say?
- d) Can you offer any other solutions for Ethan?

Dear Ethan,

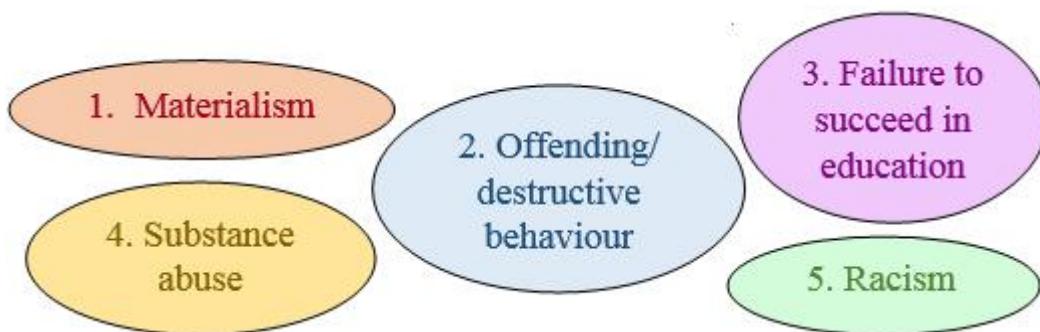
I admire you for getting to the point where you are no longer willing to lie to your parents. That's a sign of integrity and maturity. Before you talk to your parents, I'd strongly suggest that you should go to talk to a counselor, or an academic advisor, or a career counselor at your college. You're not the first student who has lost their motivation. I'm sure that talking to a specialist will help you to get a better idea of where your true passion really is. After that conversation, you may have more of a plan for your next move.

Then you should talk to your parents and the conversation can go much more smoothly because you will show how serious you are having a plan... YOUR OWN PLAN!!! Not the one that 'makes your family happy', but the one that fits you.

It will work out. Trust me. I'm sure.

Dustin

6. Dealing with any issue it is essential to **identify the symptoms** of the problem. Match the following typical youth issues with their symptoms listed below.



a) Fears about his/her personal safety, thoughts that it would be better to belong to other ethnic groups;

b) people feel the anxiety of trying to catch up on missed material. They demonstrate a low level of motivation and comfort in attending classes and completing tasks;

c) people with such problems usually miss classes or work, demonstrate disinterest in study or work activities. They exaggerate their efforts to bar family members from entering their room or being very secretive about where they go with friends or may request for money without a reasonable explanation;

d) this problem occurs when individuals are not properly socialised and thus do not feel bound by the law, rules, and everything that has been established by society. People demonstrate antisocial behaviour. It is more common among teens and people in their twenties;

e) signs of this problem include self-absorption to the exclusion of others. Such people tend to amass more and more objects. They associate their well-being with high life satisfaction, social integration, and low envy and depression.

7. *In some situations it may not be so vivid how to deal with a problem. But there are some general **recommendations** listed below which can be followed in each case. Match them with the issues from Task 6.*

Problems	Solutions
1. Materialism	a) Adolescents who are regularly getting out of their heads at public places need early intervention, as do their parents and mentors. If they do not respond to warnings and offers of support, then there is a place for Parenting Orders and Anti-social Behaviour Orders.
2. Offending/destructive behaviour	b) It is necessary to be medically treated. The next step is to change the environment and conditions they live in.
3. Failure to succeed in education	c) One way to start changing your mindset is to fill your life with activities other than shopping. Another way would be to do something to help others.
4. Substance abuse	d) If you are having troubles managing classes, working with professors or peers, or handling your programme in general, your advisor may be able to help connecting you to some resources at your college or uni. Try working hard with a friend or a group of friends and brainstorm ways to memorise and understand information.
5. Racism	e) Receiving support from other people who have also experienced such a trauma, family members, and the community.

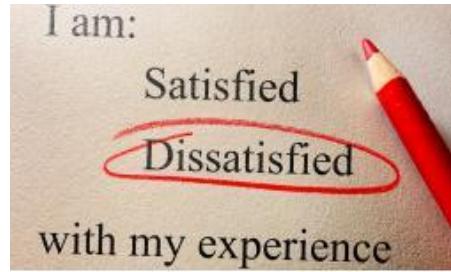
8. *Think of any **issues** that are important for you. Work with a groupmate. Interview each other in turns identifying problems, their symptoms, and trying to offer each other some solutions. It might help to consider the following questions first.*

- a) What problems do you have?
- b) Why are they so important for you?
- c) What are the symptoms?
- d) What may cause these problems?
- e) How can your family or friends influence the situation?
- f) Whose help are you ready to accept?
- g) Are there any possible solutions in these cases?

III. Enrich your speech

1. You are going to watch a BBC video episode where Anna is booking a hotel room for the big boss and has to make a complaint. Consider the following questions first.

- a) Do you think making complaints is an important skill?
- b) When can we make complaints, in what situations? What do we start with?
- c) What do we do to sound polite?



2. Watch the episode. What things does her boss dislike? How does Anna complain to the hotel administrator? Who helps her to complete the complaint?

3. There is a table of phrases that can be used as sentence starters for making and responding to complaints in casual and more formal situations.

Table of Useful Phrases

Making a complaint	Responding to a complaint
formal	accepting a complaint
<ul style="list-style-type: none"> • I'm afraid, I have to make a complaint. • I'd like to make a complaint. • I'm sorry to trouble you, but ... • I've got a bit of a problem, you see ... • I'm sorry to have to say this, but ... • Excuse me, there appears/seems to be something wrong (with) ... • Excuse me, but there is a problem ... • Wouldn't it be a good idea to/not to ... 	<ul style="list-style-type: none"> • I'm so sorry, but this will never occur/happen again. • I can't tell you how sorry I am. • I'm sorry, we promise never to do the same mistake again. • I just don't know what to say/do. • I'm really sorry, we'll do our utmost/best not to do the same mistake again.
informal	delaying a complaint
<ul style="list-style-type: none"> • Would you mind (doing) ...? • I'm angry about ... • Sorry to bother you but ... • Excuse me, but there is a problem ... • I wish you could ... 	<ul style="list-style-type: none"> • I suggest you leave it with us, and we'll see what we can do. • I'm afraid, we can't help you at the moment. Could you leave your contact phone number and address? We will contact you soon.
	rejecting a complaint
	<ul style="list-style-type: none"> • Well, I'm afraid there is nothing we can do about it actually. • I'm afraid, there isn't much we can do about it. • Sorry, there is nothing we can do about it.

4. Alice and Dustin are facing some problematic situations where they make complaints. Complete their dialogues with suitable phrases from the table above.



Alice expected to get a delivery by 11 a.m., but it is four hours late already.	Dustin's roomie, Jacob, has left a full mess after a party.
<p>- Good afternoon. This is Alice Wilton calling. Can I talk to the manager?</p> <p>- Hello, Ms Wilton. How can I help you?</p> <p>- (1) _____. I ordered a delivery for today's morning, but it's four hours late already!</p> <p>- Oh, (2) _____, but I'm sure we sent it to you before noon.</p> <p>- (3) _____ with the delivery. I've been waiting since morning and it isn't here yet.</p> <p>- I suggest (4) _____ what we can do.</p> <p>- (5) _____, but could you sort it out right now?</p> <p>- (6) _____ all cars are busy at the moment, so we just have to wait.</p> <p>- Disaster!</p>	<p>- Jacob, (1) _____, but (2) _____. - Really? What's up? - (3) _____ a good idea to clean after your guests from time to time? - Well, I was too tired last night. - You know, (4) _____ about this mess. - I'm sorry. I just (5) _____. - Say 'Yes'. I (6) _____ could be more orderly with the place. Don't forget I also live here. - I promise (7) _____. - I (8) _____ could keep your word!</p>

5. Choose one of the following situations where you can find yourself, identify the problem, and role-play it with your groupmate making and responding to complaints.

- a) You are a guest in a hotel. Your room is very hot, and the air conditioning doesn't work. Also, you haven't got any soap. Phone the Receptionist and try to complain politely.
- b) While shopping in the mall you slipped, fell on a wet floor, and hurt your leg badly. There was no sign to warn you of the slippery floor. Decide what you want the manager to do and make a complaint.
- c) You bought a T-shirt two weeks ago, but when you washed it the colour faded. You want a refund, but you can't find the receipt. Make a complaint.

IV. Develop your communication skills

1. You are going to watch an episode of Alice's filming. Teens are talking about some issues. Before watching decide what sayings they use in each topic.

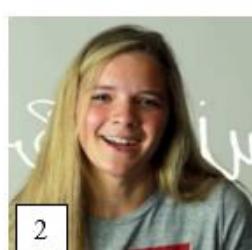
Generation past stereotypes	College education	Social media values	Teens identity
to live up to standards	to have plans	to get more likes	
adults push on	not to work hard	career you want	
not to let define you	to be perfect	to be with people you love	
what I have been told	to feel perfect	a crazy different experience	
to further something	high expectations	addicted to phones and stuff	
to embrace who you are	to build relationships	what kind of person you are	
to be fun with it	to be free	to uplift each other	
	to be super annoying to older people		

2. Watch the episode and decide if the following ideas are true or false.

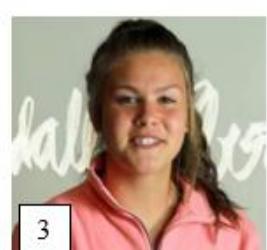
- a) Teens feel happy to see a model on Instagram or people who are having a party.
- b) Older generation had easier life because they didn't have so many high expectations for them.
- c) Teens face problems with social media because there is a lot of stress.
- d) Adults don't influence teens choice in education.
- e) Social media give us a lot of possibilities to learn.
- f) If somebody wants to be a highly qualified specialist it is important to go to college.



Elizabeth



Mariah



Kendall



Carter



Jack

3. Watch the episode again. Match the characters with their responses.

- a) Social media has a lot of values like feeling perfect about yourself and getting more likes and it should uplift your life.
- b) Being a teen means being super annoying to all the people who are older than you.
- c) A lot of the older generation had easier life because they didn't have as many high expectations for them.
- d) Going to college is important but it depends on the career you want.
- e) The character looks at themselves in a way that is negative sometimes due to seeing other people how they look.
- f) Being a teen means a lot of what it meant like living life, having fun, being with the people you love and embracing who you are, learning who you are.

4. To realise the problems of the youth fully it is necessary to understand the meaning of some key words. Practise them filling the gaps in the situations below using the ideas from the box.

<i>outsource</i>	<i>portrayed</i>	<i>drop out</i>	<i>witnessed</i>
<i>lay off</i>	<i>burn out</i>	<i>depict</i>	<i>expose</i>

- a) He visited rural villages and _____ how people lived there.
- b) The dance of a region can _____ the area's history.
- c) He _____ himself as a victim.
- d) The company was losing money, so they had to _____ 100 workers.
- e) You can't _____ your chores to me!
- f) He is going to _____ their business secrets to the police.
- g) Many students _____ because they are not prepared for their exams.
- h) You will _____ yourself _____ if you work too hard.

5. There are some more words and word collocations that you may find useful to study. Match them with the appropriate definitions on the right.

1. rampant problem	a) a family in which a parent brings up a child or children alone, without a partner
2. dissatisfaction	b) a particular situation, event, or fact, especially an example of something
3. gory scenes	c) difficult conditions of the economy in a particular family, country or in the world
4. single parent household	d) the problem that is getting worse quickly and in an uncontrolled way
5. instances	e) situations involve people being injured or dying
6. tough economic conditions	f) a sense of dislike for, or unhappiness in, one's surroundings

6. The society we live in has started to recognise serious concerns that affect the youth. Some issues have always been there, but there have been new **obstacles** beginning to surface in the eyes of the public. The descriptions of these difficulties are given in the article. Identify them and match with the titles below.

1. Lack of employment opportunities
2. Failure to succeed in education system
3. Issues related to body image
4. Family problems
5. Substance abuse
6. Pressure of materialism
7. Lack of affordable housing
8. Negative stereotyping
9. Pressure of 24-hour social networking
10. Crime



Challenges of the Youth Today



Life circumstances, such as where someone lives or income level, can disrupt youth's ability to explore life and pursue different opportunities. The youth often face hardships, but they also report having feelings of responsibility for their futures, having educational and career goals, and being optimistic about achieving them. Some

of these issues have been around since forever. It is just that they are becoming more prominent to the public eye. Some issues arise as a result of the change in the trends of this fast-paced life. It is important to understand such issues to find appropriate solutions and ways out.

a) Since the 1950s, the number of single parent households has significantly increased. Today, 14 million single parent homes are responsible for 28 million children. Raising a child in itself is difficult enough, no matter whether it is a single parent home or not, especially with tough economic conditions.

b) Teenagers are going to witness some violent media at one time or another. And it's not just TV, music, and movies that depict violence. Many of today's violent video games portray gory scenes and disturbing acts of aggression. Over the past couple of decades, studies have linked watching violence to a lack of empathy and aggressive behaviour which leads to the rise of crime level among the youth.

c) There have been times in history where every actor or actress in a movie was portrayed with a cigarette in hand, as smoking was considered cool. Today, about 21 % of high school students admit drug use, and 41 % report drinking alcohol.

d) Schools play a major role in the formation of the young person's foundation for building a life and it is reasonable to expect that the places for learning should be safe and provide an example of healthy stereotypes. Unfortunately, this is not always the case, as in many instances, schools can become 'war zones'. And the most serious problem is bullying.

e) In today's society, the open markets and globalisation result in laying off workers and outsourcing work to countries where it is cheaper. This makes it more difficult for young people to find jobs and further complicates the already problematic lives of the youth.

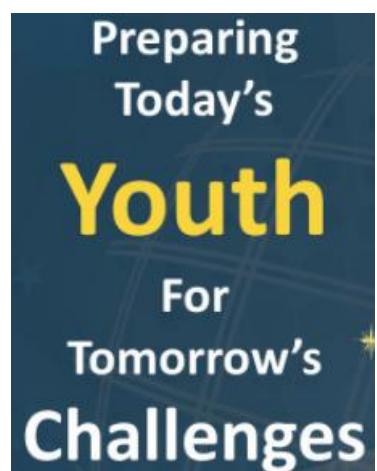
f) Facebook, Instagram, and Twitter can be great ways for teens to connect with one another; but social media can be problematic for several reasons. For instance, social media can expose you to cyberbullying, and so much more. And, while there are some benefits to social media, there are a lot of risks as well. It can even impact your mental health and course addiction.

g) Quite a lot of high school students drop out of high school each year. It's no longer just the 'troubled teens' who are dropping out of school. Some teens feel so much pressure to get into a good college that they're burning themselves out before they graduate from high school. Constant stress and lack of time management skills can be the reasons that so many young people are not able to succeed in getting the education they want.

h) Recent numbers show that more and more children and youth are becoming obese. This is mostly because they prefer to spend more time in front of the TV or laptop and not enough time exercising and leading a healthy lifestyle. So, today obesity has become a rampant problem.

i) House prices are through the roof. The banks are swimming in mortgage profits. Rents are sky-high. Is it any wonder there are more people in the street? Affordable housing is increasingly hard to come by – especially for young people starting out in life.

j) We live in a society that promotes materialism and young people are taught to measure success and happiness in life based on how much stuff they have. Materialistic views on life can result in dissatisfaction when one doesn't have enough and can negatively affect a person's life.

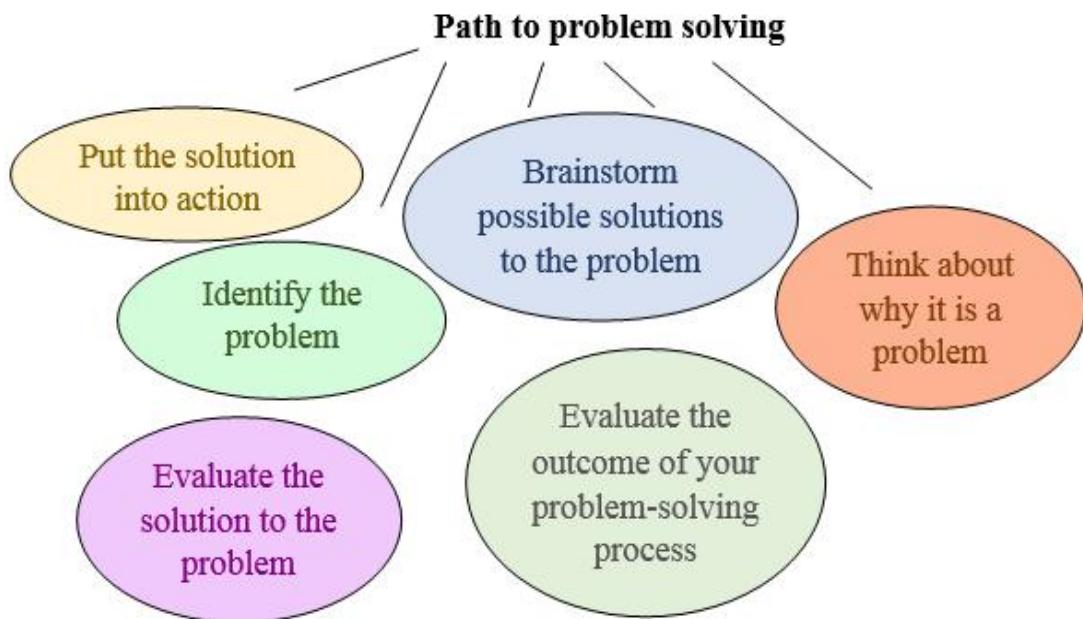


Our world is changing at a rapid pace. Our society today is completely different from how it was a decade ago. The problems we have today are more influenced by people and social problems than anything else. Also, most of these things are interlinked with each other so there's always the chance to experience several issues at once. Tolerance and helpfulness can be the keys to the victory in this daily struggle.

7. Can you agree or disagree with the following statements according to the information given in the article above.

- a) Despite social media playing a positive role for most, they can have a negative impact on youth self-esteem.
- b) Globalisation brings high development to the labour market.
- c) Full families are very fashionable today.
- d) Crime statistics among the youth paint an alarming picture.
- e) Celebrities who demonstrate bad habits either in movies or in a real life can give negative examples to the youth.
- f) Body image is not a problem for young people.

8. Everybody has to solve problems from time to time. That is why it is so important to have an effective strategy how to do it. There are six **steps for problem-solving** given below. Work in pairs and put them into the correct order to build up the path to a solution.



9. Match the following activities with the problem-solving steps from Task 8.

- a) 'Look, we'll rate each solution from 0 to 10. This helps us to sort out the most promising solutions.'

- b) 'I noticed that the last two Saturdays when you went out, you didn't call us to let us know where you were.'
- c) 'What could you or we do differently to make the solution work more smoothly?'
- d) 'What's the worst thing that could happen?'
- e) 'Let's role-play the situation to feel confident with this solution.'
- f) 'We'll make a list of possibilities to solve the problem, both sensible and not so sensible.'

10. Choose one of the following problematic situations where you can find yourself, identify the situation, and role-play it where you try to solve the problem. Work in pairs.

- a) Your friend tends to believe that consumer goods and services provide the greatest source of satisfaction and respect. He/she spends all his/her time shopping and attaches a lot of importance to money.
- b) Your friend is from another country. His/her family keeps and follows their religious and cultural traditions. Your friend is treated less favourably because of them. He/she is insulted, humiliated, and threatened sometimes.
- c) You have a real friend from school time. He/she studies at a different university. Unfortunately, your friend has other peer-friends from the place of his/her studying. Your friend begins experimenting with drugs and alcohol to gain these friends.

11. Can you agree or disagree with the facts below? Support your point of view with facts and details.

- a) Advances in technology mean today's teens are facing issues that no previous generation has ever seen.
- b) Teens' online life makes them antisocial.
- c) Today young people are worse than ever.
- d) It is tougher than ever to be a teen in a highly competitive fast changing society they live in.
- e) Your teenage years can be the best and most fun years of your life if you choose to make them that way.
- f) Teenagers are the same everywhere.

12. Teens around the world differ in many ways. In terms of culture, way of life, and how they would react and respond in any problematic situation. Express your ideas on the following questions.

- a) What are the social problems affecting the youth today?
- b) Why is being a teenager so difficult?
- c) What do the youth need today?
- d) How can teens solve their problems?

- e) What is the power of the youth?
- f) Can the youth change the world?
- g) What troubles you as a teenager?

V. Assess your progress

Do the following tasks to assess your progress on the lesson. Then check your answers. The keys are provided at the end of the book.

1. Fill in the gaps in the dialogue using the words from the box below.

depression	cyberbullying	interpersonal communication skills		
peers				
academic problems	pressure	eat up	materialism	result
in				
experience	are facing	burning themselves out		body image
issues				

JO Anderson: How has technology changed the youth's life?

Pr. Malcom: Advances in technology mean today's teens (1) _____ issues that no previous generation has ever seen. Digital communication has changed the way teens interact with their (2) _____ and romantic interests. Because of this, many teens lack essential (3) _____ like knowing how to pick up on social cues.

JO Anderson: Can it lead to health problems?

Pr. Malcom: Of course. An analysis by the Pew Research Centre reported that (4) _____ rate grew among adolescents, especially in girls.

JO Anderson: We all suffered from bullying at school. How is it now?

Pr. Malcom: According to the National Centre for Education Statistics, about 20 % of teens in the US (5) _____ bullying nowadays. One explanation the research has cited for this is the rise of social media use by teens. In fact, (6) _____ has replaced bullying as the common type of harassment that teens experience.

JO Anderson: I experienced such actions when I was at school. You know, I tried to (7) _____ my problems.

Pr. Malcom: It can lead to the next issue. No way out! About 20 % of 12 to 19-year-olds are obese. Overweight teens are often targeted by bullies and are at a much greater risk of lifelong health problems. They may struggle with (8) _____ as an unhealthy way of changing their appearance.

JO Anderson: Yeah, that's a problem. How many students drop out of high school?

Pr. Malcom: About 5 % each year. They feel so much (9) _____ to get into a good college that they're (10) _____ before they graduate from high school. Then parents complain about their (11) _____. They must provide support to their kids.

JO Anderson: Mostly parents have got no time. They're at work all the time to provide the best life for their kids.

Pr. Malcom: We live in a society that promotes (12) _____ and young people are taught to measure success and happiness in life-based on how much stuff they have. Such view on life can (13) _____ dissatisfaction.

2. Match the definitions with the descriptions.

time management	body image	substance abuse
need in community and society		parental pressure

a) During the transition from childhood to adulthood, while teens' bodies are morphing into new shapes and sizes, teens are struggling to come to terms with their bodies and get comfortable inside their skins.

b) Oftentimes, parents live through their children and expect them to achieve everything they wanted but did not have. Expecting the teenager to get good grades, have great friends, excel in extracurricular activities, and be well-behaved, responsible for themselves, and sometimes for their younger siblings is too much.

c) When teens get the message that they do not fit in and do not belong to their peers' society, it can lead to feelings of isolation, disconnect, and depression.

d) The teen is suddenly expected to act like an adult. They are expected to manage their work independently, make and follow through on the right decisions, and manage their finances. Though most parents complain about filthy bedrooms, untidy shelves and cabinets, smelly socks, missing stuff... where is the time? They simply cannot do it all.

e) There are a lot of youngsters who fall prey to drug addiction. Too often, youngsters who fail to have a fulfilling life at home enter into practice. Also, societal pressure and depression are chief causes of drug addiction in teenagers.

3. Agree or disagree with the statements below according to the information from this lesson.

- a) The long period of youth dependency, which ranges up to the age of 21, is relatively recent in human evolution.
- b) One issue that affects the granting of adulthood is self-discipline.
- c) Most adolescents are satisfied with their physical appearance.
- d) Adolescence is a time of trouble and emotional turbulence for most teenagers.
- e) During adolescence, peers usually have a weaker influence than parents do on a young person's development.
- f) Behaviour that is considered maltreatment in one culture or community may not be considered so in another.

4. Get ready to speak on the following topics.

- the youth problems that American, British, Belarusian teenagers face;
- how to build a path to problem-solving;
- how to solve youth problems;
- role of a family in a teen's life;
- why the problem shouldn't be hidden.

VI. Evaluate your achievement

Reflect on the value of the lesson. Answer the questions and fill in the table below. Address the given sections of the lesson for revision any time you need.

1. What new have you learnt in class?
2. What information do you find the most topical?
3. What were the challenges for you and what did you do to move through them?
4. Would you like to learn any extra information on the topic?

<i>Skills</i>	<i>Options</i>			<i>Section of the lesson for revision</i>
	<i>Yes</i>	<i>No</i>	<i>Not sure</i>	
1. I can define and explain youth problems.				I/II
2. I can speak about youth issues in the USA and GB.				II/IV
3. I can determine symptoms of a problem.				II
4. I can make a complaint politely.				III
5. I can respond to a complaint.				III
6. I can give definitions to youth problems.				II/IV
7. I can list youth problems in our country.				II/IV
8. I can build up a path to problem solving.				IV
9. I feel confident about using related vocabulary.				II/IV

2

Tech Addiction

Aims

- learn the vocabulary related to tech and Internet addictions;
- be able to apologise in different situations;
- be able to speak about tech dependence and ways to avoid it.

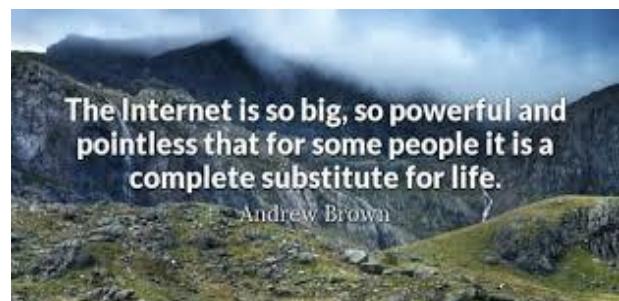
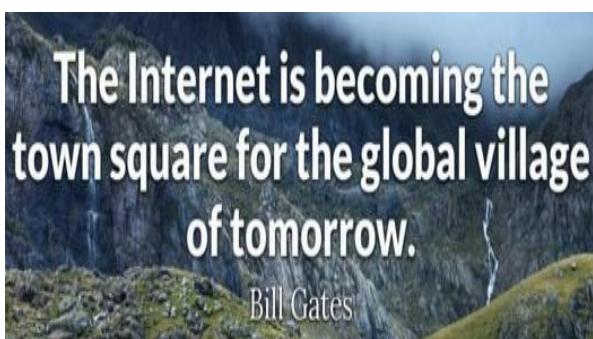


I. Expand the idea

Addiction is when you no longer have control over doing, taking, or using something to the point that is causing harm to you or those around you. The development of technology and the Internet made a new platform for talking about tech addiction. Study the quotes and ideas on this page and prove your points of view on the following questions.

- Tech addiction: what is it? Is it a real problem?*
- Does technology make us smarter or dumber?*
- How does overuse of gadgets affect our behaviour, relationships?*

Some experts say that overuse and addiction to technology can cause serious issues to your relationships, your job, and your health. Most of their discussion suggests that technology itself is harming normal brains.



Others argue that addiction is a pathology. It is simply liking something a lot. And people are quick to label behaviours they do not like and do not understand as ‘addictive’ to provide a more satisfying

reason to explain the things they do not appreciate.

II. Enlarge your vocabulary

1. Specialists differentiate **technology** and **Internet addictions**. Study the information below and list their main differences.

What Is Technology Addiction?

We can define technology addiction as a kind of impulse control disorder in which a person is exposed to the harmful effect of technology as a result of excessive use of computers, the Internet, video games, and mobile devices. It can be broadly defined as an inability to control one's technology use due to a dependence developed through emotional, psychological, social, environmental, and biological factors. Technology is often associated with and used variously for different types of entertainment which provide an emotional and chemical reward for the brain.

What Is Internet Addiction?

Internet addiction differs from the large concept of technology addiction in the very specific requirement for Internet access. Internet addiction covers a range of behaviours and impulse-control problems involving the Internet, personal computers, and mobile technology usage. It can be in the form of a gambling disorder, social media addiction, screen addiction, and so on. Internet addiction has several different names, including 'compulsive Internet use' (CIU), 'Internet overuse' (IO), 'problematic Internet use' (PIU), and 'Internet addiction disorder' (IAD).

2. There are various types of tech and Internet addictions. The pictures below depict some situations that can be 'red flags' of getting one of them. Match the types of tech addictions from the box with appropriate pictures. Pay attention there are more options than the pictures. Work with your groupmate and compare your ideas.

online gambling

online shopping

cyber relationship

TV addiction

nomophobia (phone addiction)

screen addiction

cyber bullying

footage addiction

social media addiction





3



4



5



6



7



8

3. The following situations are also related to the types of tech and Internet addictions from Task 2. Complete them choosing the right ones. Work in pairs.

- a) Whether it is your phone, computer screen, Kindle, tablet, or any other digital device born from technological advancements, the effects of _____ do not discriminate by age.
- b) Consumers use a form of electronic commerce or _____ which allows them to directly buy goods or services from a seller.
- c) _____ leaves a digital footprint – a record that can prove useful and provide evidence to help to stop the abuse.
- d) If you feel a _____, you may feel an uncontrollable urge to log on to different social platforms.
- e) A(an) _____ sites cover a wide variety of topics, including sports betting, casinos, and more.
- f) Many people start a _____ and decide to marry before they have even set eyes on each other.
- g) Many people suffering from _____ never switch off their mobile phones.
- h) Her granny is unable to stop watching TV. I think she suffers from _____.

4. Tech and Internet addictions can be shown through different people's activities. Use the table below and put them into the appropriate columns.

Technology Addiction	Internet Addiction
online gambling	trading stocks
online shopping	excessive phone using
cyber relationship	video gaming taking photos watching TV hard

5. There are quite well-known negative **consequences** of tech and Internet addictions. Rank them according to the level of harm that they can cause starting with the most serious in your opinion. Have you ever felt any of them? Share your ideas with some groupmates. Work in a group of three or four.

- depression
- anxiety
- loneliness
- short attention spans
- slowing down of psychological development
- poor cognitive functions
- poor mental health
- impaired ability to focus on sth

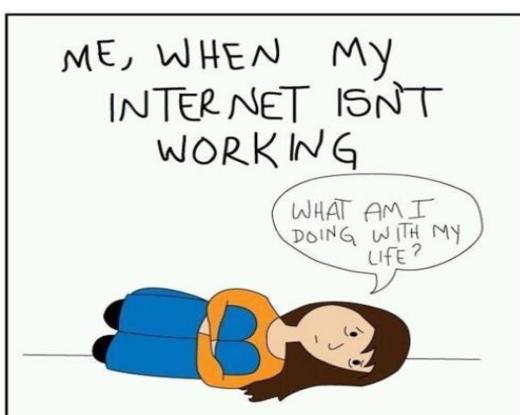
6. Read the following article about **tech addiction**. What is its main idea? How serious is the problem? Can we trust the information given in it?

Tech addiction is real. We psychologists need to take it seriously.

The average U.S. adult spends more than 10 hours a day in the digital world.

Doreen Dodgen-Magee is a psychologist in Portland, Ore. and she shares her professional opinion on the matter.

In 2018, the World Health Organisation recognised Internet gaming as a **diagnosable addiction**. Psychologists and other **mental health professionals** must begin to acknowledge that technology use has the potential to become **addictive** and **impact** individuals and communities – sometimes with dangerous **consequences**.



According to the survey, Americans spend most of their waking hours interacting with screens. U.S. teens interact approximately nine hours per day with digital media, tweens spend six hours, and even our youngest – ages zero to eight – are sitting $2 \frac{1}{2}$ hours daily in front of a screen. The average adult in the United States

spends more than 11 hours in the digital world, according to research by the Nielsen Company. When people invest this kind of time in any activity, we must at least start to ask what it means for their mental health.

A plethora of **negative effects** have been revealed. So, a correlation between tech use and various mental health conditions has been established. The psychological development of adolescents is slowing down and **depression, anxiety, and loneliness**, which are attributed to **tech engagement**, are on the rise. **Multitasking**, a behaviour that technology encourages and reinforces, is consistently correlated with poor cognitive and mental **health outcomes**. Clearly, our technology use is affecting our psychological functioning. Our **attention spans** are short. Our ability to focus on one task at a time is **impaired**.

While, for many of us, these changes will never roam into the domain of addiction, for others they have. It's time to put our phones down and begin an informed non-shaming conversation about how technology is impacting our mental health. Our health and the well-being of our communities may depend on it.

7. While reading through some researches on the topic you may come across some specific words and expressions. There are some of them given below. Match the words from Column A with the opposites from Column B.

A. immersive narrow band to gravitate to grapple with good evidence to equate	B. weak proof to shift from frustrating, disappointing to refrain, to avoid to contrast, to oppose large impact
--	--

8. There are some more useful words below. How would you define them? Match the words with the appropriate definitions.

Words	Definitions
1. trivialise <i>v</i>	a) someone who affects or changes the way that other people behave
2. dopamine <i>n</i>	b) the construction of a manual that describes a procedure
3. medicalise <i>v</i>	c) a hormone (= chemical substance) that is made naturally in the body
4. manualisation <i>n</i>	d) to make something seem less important than it really is
5. influencer <i>n</i>	e) to define or treat human conditions and problems as medical ones

9. Watch the video devoted to **tech addiction** and say how Prof. Andrew Przybylski treats it. Does he as a specialist agree or disagree with the following statements?

- a) Tech addiction is a myth.
- b) Playing video games releases the same amount of dopamine as taking drugs.
- c) Tech addiction concept grew from an attempt to show how ridiculous overwhelming medicalisation can be.
- d) Some people take advantage of making a profit from treating tech addiction as a real illness.
- e) Such concerns as rap music and violent video games have always been and still remain as something we should worry about.

10. Share your opinion on the following questions with the group.

- a) Is technology a real addiction?
- b) What is the difference between tech and Internet addictions?
- c) What are the types of tech and Internet addictions?
- d) What makes modern technologies addictive?
- e) What are a computer and the Internet used for most?
- f) What are the features of tech addiction?
- g) What are the effects of technology addictions?

III. Enrich your speech

1. You are going to watch a BBC video episode about Anna where she has to apologise and sort the problem out. Consider the following questions first.

- a) Do you think apologising is an important skill?
- b) When do we apologise, in what situations?
- c) What do we start with?

2. Watch the episode. How does Anna apologise? What phrases does she use? How does she show responsibility for the things that happened?



3. There is a table of phrases that can be used to make an apology in different situations and ways how to accept it or give some reasons. Which ones are more formal and which ones are less formal?

Table of Useful Phrases

<i>Apologising</i>	<i>Accepting an apology</i>
I'm sorry about...	There is no need. It's ok.

I'm sorry that...	Forget about it. No harm done.	
I must apologise for...	That's all right. It doesn't matter.	
I'm terribly sorry for...	It's ok. Don't worry about it.	
Please, forgive me for...	Never mind. I quite understand.	
I'd like to apologise for...	It's ok. You couldn't help it.	
Please, accept my apologies for...	There is no need to. It's all right.	
Please, accept my sincere apologies.	You're forgiven. It's ok.	
We are sorry for the delay in replying...	Forget about it. I understand.	
I regret any inconvenience caused.	Giving reasons	
It's my fault. I shouldn't have...	This is because...	
I owe you an apology for...	This is because of...	
I'm so embarrassed. I didn't mean to...	This is due to...	
That was rude of me. I'm sorry.	This is a result of...	
	This is owing to...	

4. After studying youth issues, Alice has got an offer to continue her research and join a special group at Leeds Social Sciences Institute. But her intense schedule of a third-year student does not allow her to do it, so she is writing an apology letter to the leader of the project, Gillian Brandsmith. Fill in the gaps in the letter below. Address the table above if it is necessary.

Gillian Brandsmith
Adams Grove,
Leeds, LS15, GB
2, April, 2021

Dear Ms Brandsmith,

I would like to thank you for offering me to continue my research at your Institute. I appreciate that you interviewed a number of candidates and spent much time reaching your decision. I regret (1) _____.

I am delighted to hear that you have chosen me, which makes my decision a difficult one. After careful consideration, however, I have taken the decision to decline your offer. (2) _____ for it. (3) _____ of my final year at University. (4) _____ for my refusal, but if I agree to take up your proposal, I won't have time to prepare well for my exams.

I enjoyed meeting you and your team, who are friendly and professional. Pass my apologies to all of them. I'm so (5) _____ to let them down.

Perhaps it would be a good idea to pursue this research next year. I'm looking forward to joining this project again.

Please, (6) _____.



Yours sincerely,

Alice Wilton.

5. Choose one of the following situations where you most likely can find yourself in the future and role-play it with your groupmate.

- a) You have forgotten about your mum's birthday. It's obviously your fault. Admit that your behaviour is not okay and offer your sincerest regrets.
- b) You continuously ridicule and embarrass your friend. You know you've crossed boundaries. But it's happened again. Admit your mistake of making them feel belittled.
- c) You promised your friend to help them with maths, but you didn't keep your word. You've broken their trust in you. Apologise and admit that you may have been inconsiderate and disrespectful of them.
- d) You lied to your dad about your obsession with gaming. You feel sorry and want to correct your mistake. Tell him the truth and apologise for your behaviour.

IV. Develop your communication skills

1. Do you think you are not that dependent on your computer, tablet, or smartphone, checking emails, surfing the Internet, or using social media? Well, think again! It turns 1 out of every 4 people is addicted to the Internet and technology even if they are not aware. So, let us find out the answer. Do the test below and get the result.

My parents should
be so proud
of me because
I'm addicted to
internet,
and not
drugs.

Technology Addiction Questionnaire For All Ages

	Yes	No
1. Tolerance: 'I use the same amount of technology as I used to, but it's not as much fun anymore.'		
2. Withdrawal: 'I can't imagine going without technology.'		
3. Unintended Use: 'I often use technology for longer than I intended.'		
4. Persistent Desire: 'I've tried to stop using technology, but I can't.'		
5. Time Spent: 'Technology use take up almost all my play time.'		
6. Displacement of Other Activities: 'I sometimes use		

<i>technology when I should be spending time with my family or friends, doing my homework or going to bed.'</i>		
7. Continued Use: <i>'I keep using technology, even though I know it isn't good for me.'</i>		

Total number of 'yes' answers _____

If you have positive answers to 3 or more questions, you are likely addicted to technology.

2. Since the beginning of the 21st century, Internet usage has increased by over 1000 %, and today the world is more connected than ever. A famous American writer Joshua Becker gives some practical advice how to **cope with the situation**. Watch the video and answer the following questions.

- a) What are the negative effects of excessive phone use?
- b) What ideas for overcoming one's cell phone addiction does the writer give?
- c) What does Christopher Mims do to spend his evening with his family?
- d) How does wrapping a hairband around a phone help to avoid destructive phone use?

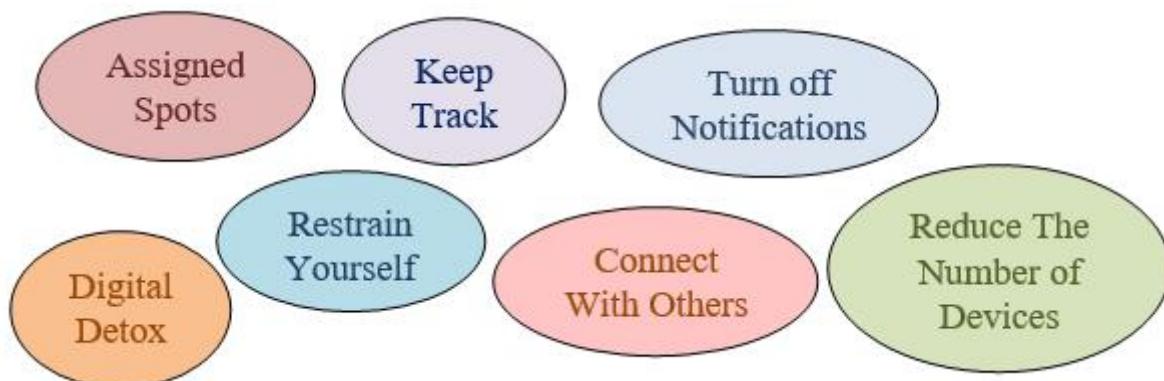


3. Watch the video again. Which option (a, b, c, or d) best fits the ideas below?

Joshua Becker	<ul style="list-style-type: none"> a) overuses his phone. b) tries not to use his phone. c) dislikes using the phone. d) uses the phone and likes it.
Overusing cell phones can negatively affect	<ul style="list-style-type: none"> a) one's lifestyle. b) one's conversation and sleep patterns. c) one's well-being and work. d) one's relationships and mood.
Choose one day a week to put your cell aside to avoid	<ul style="list-style-type: none"> a) communicating with anybody. b) checking emails. c) being needed for work. d) helping your colleagues.
Joshua Becker resets his cell phone for a 30-day period.	<ul style="list-style-type: none"> a) He uses his phone only for texting and calling. b) He doesn't use his phone at all. c) He switches off the most used apps. d) He mutes the sound.

He makes his cell phone less likely to use it by	a) setting his phone screen to black and white. b) taping the screen. c) turning off all available notifications. d) hiding his phone in the cabinet.
--	--

4. Do you have a friend who cannot stop staring at their smartphone? Does this the same friend unlock the phone over 60 times a day because of FOMO? Does your friend sometimes feel trapped by technology? If so, he needs help. There are some tips that you can make room for in your daily life and share with the friend in trouble. Match these tips with their explanations.



- | |
|---|
| a) When you have fewer reminders on your phone or computer, you have less desire to go online. |
| b) When you are addicted to technology, the time and energy we spare on technology and the Internet ruin our relationships. Focus on repairing your poor relations. |
| c) Both the Internet and technology cause compulsive urges to shop, play games or log in to your computer. Set limitations for yourself and stick to them! Try to play computer games only on specific days and shop online only at specific hours and gradually decrease the amount of time you allocate for these activities. |
| d) The portable nature of devices makes it easier for you to develop a technology addiction. Assign places for your devices and forbid using them in other places. Bedrooms, study rooms, and dining areas must be off-limits. |
| e) You can use apps that will help you to track time and raise self-awareness of your technology addiction. |
| f) If you have fewer technology devices you will less likely to develop a technology addiction. |
| g) Sometimes disconnecting is the best way to connect. Here are 10 easy steps on how to do it: Turn off Notifications; Nothing is Black and White; Put Away Your Phone During Meals; Designate Free Hours; Make Your |

Bedroom a No-Tech Zone; Rediscover Paper; Limit Yourself to One Screen a Time; Spring Clean Your Social Media Accounts; Download the Right Apps; Workout. Try to follow these rules for 30 days!

5. With tech addiction on the rise, it is important to understand the risk of technology overuse and learn strategies to keep a healthy balance. Read the article and learn how to regain control of your devices so they do not control you. Consider the following questions while reading.

- a) What features of technology are attractive?
- b) What can foster tech addiction?
- c) How can we control our tech usage?
- d) Are these the same recommendations as Joshua Becker has given earlier?

How to Break Free of Tech Addiction

Technologies have become a basic tool for trading, entertainment, communication, as well as education in the contemporary world. Nevertheless, despite the high speed of information flow and potential educational value, there are several attributes of technology that may foster addictive behaviour.

These are three things tech exploits to play to our addictive tendencies.

1. Randomised Rewards

Our apps and devices operate on the same principle as slot machines, delivering rewards on a random schedule. They keep us hoping, for instance, that the next scan of the email inbox or Facebook feed could reveal an interesting message or headline — a digital jackpot. It rarely occurs, but we're hooked by smaller rewards: a validating tweet or a Facebook like.

2. Endless Sources of Information

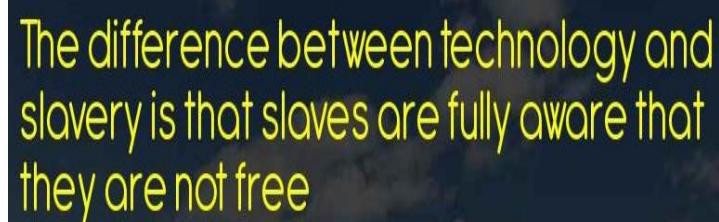
Most of us require some kind of cue to stop consuming, but our devices provide no such thing. Scrolling has no breaks. Instagram and other apps might show only one like at a time, which keeps us checking back. Snapchat capitalises on users' loyalty to their friends by turning their conversations into streaks they don't want to break, guaranteeing traffic.

3. A Sense of Connection



We all want to belong somewhere, to find community, to share and connect. This belonging is what technology promises. As human beings, we have this primal fear of isolation and not being part of the group, which is the way to extinction. Technology is craftily being marketed to elicit this fear of *Oh my god, if I don't have this app or device, I won't be part of the group.*

Control Your Tech (So It Doesn't Control You). Even though our phones are cleverly designed to capture our attention, we can choose how much of our time we give



The difference between technology and slavery is that slaves are fully aware that they are not free

~Nassim Nicholas Taleb

them. The key is to develop a healthy self-concept and a healthier, more balanced, conscious relationship with your devices. This means setting consistent boundaries and sticking with them.

A range of the following techniques (both technological and analogue) can help us to regain a sense of control over our tech use. Start with these:

Do an assessment. Download an app, such as Moment, that measures your tech use. It tracks how much time you spend looking at your screen and which apps you use most. Once you've acknowledged the reality of your current use (always the first step), you can set a goal for cutting back. The app can help with that as well.

Institute tech breaks. Deliberately schedule time for tech use and try this:

- Allow yourself one minute to look at anything on your phone or computer. Then close (not just minimise) any programs or apps not required for your primary task. Silence your phone and set an alarm for 15 minutes.
- When the alarm goes off, look at anything you want for one minute, then repeat the cycle.

● As you become more focused, increase the tech-free time to 20 or 30 minutes, or longer. (SelfControl and other apps that allow you to block tempting Web sites for a predetermined length of time can add an extra layer of defense.)

Establish tech-free zones and times. Mindful screen usage is when you're not just reflexively reaching for your phone. You can encourage that by creating screen-free time in your day. Consider these strategies:

- Institute a no-tech policy during meal times.
- Set aside blocks of time when you don't use technology, such as the two hours before bed.
- Designate specific areas, such as the kitchen table and the couch where you wind down with your spouse in the evening, as device-free zones.

- Practise a ‘tech Sabbath’ — a day without devices — once a week.

Take a broader view. When you understand how your brain works, you become more aware of your impulses and more able to consciously control your behaviour. This kind of self-awareness is key to kicking addictions.

So, the next time you reach for your phone to record a concert or snap a pic of your lunch, see if you can step back. Ask yourself if having that photo or video will really be valuable for you later. Observe whether it’s detracting from your ability to be present and to fully savor your life as it’s happening.

6. How would you finish the following statements? Address the article once again if it is necessary.

- Nowadays technologies have become a basic tool for _____.
- Nevertheless, technologies can exploit our _____.
- Randomised rewards use the same principle as _____.
- Technologies provide endless _____.
- Technologies promise _____.
- The techniques to control our tech usage are _____.
- For me the most efficient one among them is _____.

7. There are some quotes and sayings below related to tech addiction. Do you agree or disagree with them? Share your point of view with the groupmate.

**“DISCONNECTING
from our technology
TO RECONNECT
with ourselves is
ABSOLUTELY
ESSENTIAL.”**

- ARIANNA HUFFINGTON -

**Life without a phone is riskier, lonelier,
more vivid.**

Eloise James, *Pain in Love*

**"Life is what happens when
your cell phone is charging."**

**The most important thing about a
technology is how it changes people.**

— Jaron Lanier —

Technology is central to Development. It touches one and all, and is an important instrument of our national progress.

**Technology is a useful
servant but a dangerous
master.**

Christian Lous Lange

АКТИ
ЧТОБЫ

8. Talk to your groupmate about how to **reduce tech addiction**. Use the questions below to solve the problem.

- a) What type of tech addiction do you think you may have?
- b) What symptoms help you to understand it?
- c) Do you feel uncomfortable with tech addiction?
- d) What steps can you take to reduce your addiction?

9. Fill in your own Reduction Plan. Discuss it with your groupmate.

Personal Technology Reduction Plan

I, _____ plan to reduce the amount of technology use from my current _____ hours per day down to _____ hours per day.

Instead of technology, I plan to do the following activities (circle or add new ones): biking, playing sports, baking, sewing, playing board games, do volunteer work, play with my bro/sis, do chores for my family, or...

V. Assess your progress

Do the following tasks to assess your progress on the lesson. Then check your answers. The keys are provided at the end of the book.

1. Read an extract about global Internet addiction and fill in the blanks with the words given in the box below.

recovery time	gaming	out-of-control	early adulthood
chat rooms	diagnosis	Internet addiction	lifelong

The Internet is where we spend more and more of our time. But for a growing number of people, it's an (1) _____ habit that interferes with normal living and causes severe (2) _____ on family, friends, loved ones, and work.

Kimberly Young, clinical director of the Centre for Internet Addiction Recovery and author of the book *Caught in the Net*, says that about 5 % to 10 % of Americans – 15 to 30 million people – may suffer from (3) _____ and the problem may be even greater in countries like China, Korea, and Taiwan. It's a global problem.

Coleen Moore, coordinator of resource development at the Illinois Institute for Addiction Recovery, says she has clients from college age to (4) _____ who spend 14 to 18 hours a day online. But Young notes that it's not just how long people spend using a computer, it's what they're doing online.

To help people with their (5) _____, Young developed a test that uses a 20-question survey to measure levels of Internet addiction. The estimated (6) _____

varies. At the Illinois Institute for Addiction Recovery, some patients need from 30 to 90 days of in-patient treatment, followed by a continuing care programme. But Internet addiction recovery, like any other addiction, requires (7) _____ treatment, experts say.

Online gaming is the form of Internet addiction most rapidly growing among young people. ‘Initially, we had people addicted to surfing the Web, (8) _____, virtual communities, and things like that. Now we are looking more to gaming,’ Moore says. ‘(9) _____ is certainly one of the things that could get people addicted to the Internet because it has such compelling content. But I don’t think games are any more likely to cause Internet addiction than any of the other forms of entertainment.’

2. Complete the sentences according to the information given in Task 1.

- a) Experts say that millions of people are getting _____.
- b) Internet addiction causes a lot of problems, but many people can’t _____.
- c) Internet addiction is a bigger problem in _____.
- d) Recovery centres base their treatment on _____ and not on _____.

3. Decide if each sentence is TRUE (T), FALSE (F), or NOT MENTIONED (NM) according to the information from this lesson.

	T	F	NM
a) The number of Internet users has increased by 1000 %.			
b) Internet addiction affects people’s life in many different ways.			
c) Almost half of Americans spend too much time online.			
d) The USA is the country with the highest number of addictions.			
e) There are centres to recover from Internet addiction.			
f) Their clients are between 14- and 18-years old.			
g) Internet addiction hasn’t been understood very well yet.			
h) It’s difficult to recover from this addiction.			
i) People are mostly addicted to surfing the Web, chat rooms and social networks.			
j) Games are just as addictive as the other forms of entertainment.			

4. Get ready to speak on the following topics.

- types of tech and Internet addiction;

- problems that can be caused by tech and Internet addictions;
- reasons for becoming tech and Internet addicted;
- positive and negative sides of the Internet and technology;
- how to avoid tech and Internet addiction.

VI. Evaluate your achievement

Reflect on the value of the lesson. Answer the questions and fill in the table below. Address the given sections of the lesson for revision any time you need.

1. What new have you learnt in class?
2. What information do you find the most topical?
3. What were the challenges for you and what did you do to move through them?
4. Would you like to learn any extra information on the topic?

Skills	Options			Section of the lesson for revision
	Yes	No	Not sure	
1. I can speak about tech and Internet addictions.				I/II
2. I can speak about the differences between tech and Internet addictions.				II
3. I can determine a type of tech addiction and advise its solutions.				II
4. I can use phrases for bringing apologies to people.				III
5. I can accept an apology.				III
6. I can give reasons in different situations.				III
7. I can describe the things tech exploits to play to our addictive tendencies.				IV
8. I can explain all steps of reducing tech addictions.				II/IV
9. I can build up a technology reduction plan.				IV
10. I feel confident about using related vocabulary.				II/IV

3

Aims

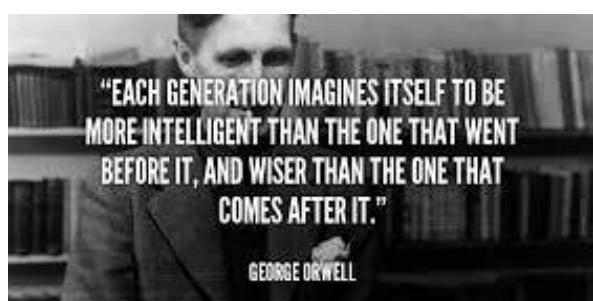
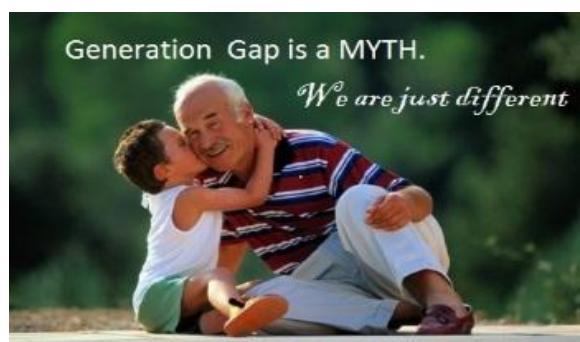
- learn the vocabulary related to the generation gap;
- be able to avoid misunderstanding in different situations;
- be able to speak about the gap between the youth and older generations at the workplace.



I. Expand the idea

Google the generation gap and you will find a plethora of articles referring to the differences between generations that cause conflicts and complicate communication, creating a 'gap'. But a big question is whether the generation gap really exists. William Safire provides a more positive definition: 'The Generation gap can be a frustrating lack of communication between young and old or a useful stretch of time that separates cultures within a society, allowing them to develop their own character.' Share your opinion on the following questions. Use the quotes below if it is necessary.

- Is the generation gap a real problem or just a popular topic for speculation?
- When can you feel misunderstanding between generations?
- What do you think are some of the advantages of the youth?



- Are people from the 'older' generation always wiser and reasonable in their ways of thinking and making choices?

Why (not)?

- e) Do you think that your life is easier/harder than the life of the previous generation?

II. Enlarge your vocabulary

1. Before we go on to discuss the differences between generations let us clarify what the term ‘**generation**’ means. Read the abstracts below and make your own definition of this term. Work in groups of three.

The Centre for Generational Kinetics defines a generation as: ‘... a group of people born around the same time and raised around the same place. People in this birth cohort exhibit similar characteristics, preferences, and values over their lifetimes.’

Wikipedia defines a generation as: ‘all of the people born and living at the same time, regarded collectively’ and ‘the average period generally considered to be about thirty years, during which children are born and grow up, and begin to have children of their own.’

2. There is a world-known Western Cultural Generations classification given in the table below. In 1945 following World War II, economists, businessmen, and policymakers began using a new unit of measurement to study demographics ‘**the labelled generation**’. Which generation are you? How can you characterise your generation? Can you identify the main features of every generation presented in the table?

Which Generation Are You?

Generation Name	Birth Start	Birth End	Youngest Age Today	Oldest Age Today
<i>The Lost Generation / Gen of 1914</i>	1890	1915	106	131
<i>The Interbellum Generation</i>	1901	1913	108	120
<i>The Greatest Generation</i>	1910	1924	97	111
<i>The Silent Generation</i>	1925	1945	76	96
<i>Baby Boomer Generation</i>	1946	1964	57	75
<i>Generation X (Baby Bust)</i>	1965	1979	42	56
<i>Kennials</i>	1975	1985	36	46
<i>Millennials / Generation Y / Gen Next</i>	1980	1994	27	41
<i>iGen / Gen Z</i>	1995	2012	9	26
<i>Gen Alpha</i>	2013	2025	1	8

Note: Dates are approximate and there is some overlap because there are no standard definitions for when a generation begins and ends.

3. With several generations working side-by-side, it is essential to consider how their typical **work styles** and needs might differ since each generation has distinct experiences and preferences, especially when it comes to technology. Watch a video episode about 'How to manage 5 generations at the workplace' and match the generation types with the descriptions.

Generation	Description
1. Traditionalists	a) value workplaces that are collaborative, achievement-oriented, highly creative, positive, diverse, fun, flexible, and continuously providing feedback.
2. Baby Boomers	b) is motivated by security, may be more competitive, wants independence, can multi-task, is more entrepreneurial, wants to communicate face-to-face, is truly digital-native, and wants to be catered for.
3. Generation X	c) value workplaces that are conservative, hierarchical, and have a clear chain of command and top-down management.
4. Millennials	d) value workplaces that have flat hierarchies, democratic cultures, human values, equal opportunities, and a warm and friendly environment.
5. Generation Z	e) value workplaces that are positive, fun, efficient, fast-paced, flexible, informal, and have access to leadership and information.

4. Share your opinion on the following questions.

- a) Why is it important to consider different generations' needs while working side-by-side at a single workplace?
- b) Which generation(s) from the table above do you find the most difficult to cooperate with? Why? Share your experiences.
- c) What are the strengths of each generation presented in this video?
- d) What would you advise on how to manage different generations at a single workplace?

5. You are going to read an article to learn more about **the differences between generations at the workplace**. There are the words/phrases below that you will come across. To work out their meanings, match them with the definitions.

1. gulf between 2. to anticipate 3. pattern	a) when you decided not to have something so you can get something else; b) to expect that something will happen and be ready for it;
---	--

4. to sacrifice	c) controlled, directed, or organised from the top; having one leader;
5. recognition	d) a difference and lack of understanding between two groups of people;
6. emphasis	e) to visit informally and spontaneously;
7. the top-down	f) public respect and thanks for someone's work or achievements;
8. drop in	g) the regular way in which something happens, develops, or is done;
9. time off	h) a time period when you are not required to work;
	i) special attention or importance.

6. Read the article now and fill in the gaps with the words from the box.

personable	respect	technologies	politics	individual
optimistic	music	miscommunications	balance	experts
divorce	appreciate	colleagues	term	order

Generation Gap at the Workplace

The gap is a (1) _____ popularised in the West during the 1960s, a time when **a gulf between** young people and their parents opened up. These differences extended to (2) _____, fashion and (3) _____.

Being aware of generational differences can help you to **anticipate** (4) _____ and avoid problems at the workplace and in social settings. (5) _____ say you should keep in mind these **patterns** when communicating across generations.

The Silent Generation. These workers place a lot of value on formality and **the top-down** chain of command. (6) _____ is also important. Traditionalists (7) _____ formal titles instead of first names and scheduling meetings rather than have (8) **drop in**.

Baby Boomers. They are the largest generation of workers and they are generally willing to **sacrifice** for success. **Recognition** is important to boomers and they prefer more (9) _____ communication. They also value respect and 10) _____.

Generation X. A higher (11) _____ rate combined with an increase in working mothers meant many Xers grew up being alone often. Xers tend to be skeptical, highly (12) _____ workers who value a work/life (13) _____. Most would rather be rewarded with extra **time off** than a promotion.

Millennials. Raised by young boomers and older Xers, the first members of this group are just entering the workforce. Millennials are highly collaborative and (14) _____. They share Xers' **emphasis** on work/life balance and are the most comfortable using new (15) _____.

7. Watch a video episode about the intergenerational workplace presented and decide whether you agree or disagree with the statements below.

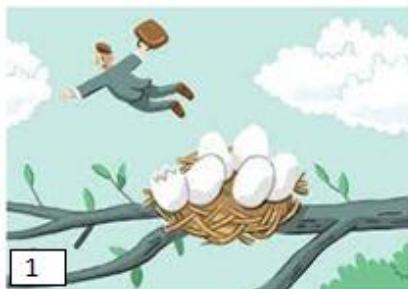
1. There are now 5 generations that populate the US workplace market.
2. The generations mentioned in the video are Traditionalists, Baby Boomers, Gen Xers, Generation Z, and Millennials.
3. A communication divide between generations is a common issue at any workplace in the world.
4. Younger generations have always chomped at the bit to take over to implement their ideas and to be in charge.
5. It's always been easy for older generations to offer responsibilities and relinquish power to the next generation.
6. Due to the democratic management style, workers today at every level can frequently affect all aspects of the corporate culture.
7. Thanks to the change in the communication style young workers are courted, catered for, and given management responsibilities very early in their careers promotions.

8. Share your opinion on the following questions.

- a) What is the oldest generation called?
- b) What differences between younger and older generations are mentioned in the video?
- c) How do new corporate ladder management styles influence the development of communication within organisations?
- d) What can the younger generation achieve today?

9. Below are the idiomatic expressions that people can use to talk about issues related to the generation gap. To work out their meaning, match them with the pictures below. Work in small groups.

to stand in one's shoes	to cut the umbilical cord	to blow one's own horn
to leave the nest	a dose of one's own medicine	to get an egg on one's face



10. Fill in the gaps with the idiomatic expressions from Task 9. Work in pairs. When you are ready, compare your answers.

- a) I love my mom, I truly do, but she used to call five times a day! I had to cut ____!
- b) I was so nervous that I said the wrong name during the wedding ceremony. Boy, do I have ____ now!
- c) I can't believe my little girl is getting ready to leave _____. I'm so proud and so sad all at once!
- d) If you encounter bullies, try standing _____. They're probably deeply unhappy and redirect that feeling onto others.
- e) John has gossiped about everyone in our group, so we gave him _____ by spreading rumors about him.
- f) I can't stand being around Marcus ever since his company became such a massive success. The guy just can't stop blowing ____!

11. The generation gap can be stressful. But some steps can be taken to **avoid a conflict**. There are jumbled pieces of advice for both adults and teens below. Group them into one of the following categories given in the table. Work in small groups. Justify your answer.

Coping with a conflict	Calming yourself after a conflict

- a) Remember, you're no bargain to live with either!
- b) Take a deep breath. And another. Then remember you are the adult.
- c) Close your eyes and imagine you're hearing what your partner is about to hear.
- d) Phone a friend.
- e) Remember, nobody gets everything in the world. There are other people in the world besides you.
- f) Show a little sympathy.
- g) Take a hot bath or splash cold water on your face.
- h) Ask their advice now and then on something big enough to make them feel important.
- i) Learn how to say 'I am sorry'.
- j) Communicate with them! Please, just one sentence now and then.

12. Read an article about how to bridge the gap at work. Underline the information that you consider to be topical; circle the material that is new for you; tick  the parts that you have known before. Share the results with your groupmates.

Bridging the Gap at Work

Today, although more Americans see **generational differences** at the workplace, most do not see them as **divisive**. That is partly because of the areas of difference. The top areas of **disagreement** between young and old, according to the research are the use of technology, management styles, communication tools, moral values, work ethic, etc.

It's one thing to **recognise** that generational differences exist but it takes **conscious effort** from management to use those differences effectively and **bridge the gap** between generations of workers. The best approach for training across a multigenerational staff is to create an environment where knowledge is openly shared and easily accessed instead of being guarded. To do this, employees must be **genuinely** interested in helping each other to learn and grow. Correcting your organisational culture to accommodate all your employees more effectively can be **daunting**, but here are just a few ways that a manager can help to ensure his employees are effectively working together.



13. Share your opinion on the questions below.

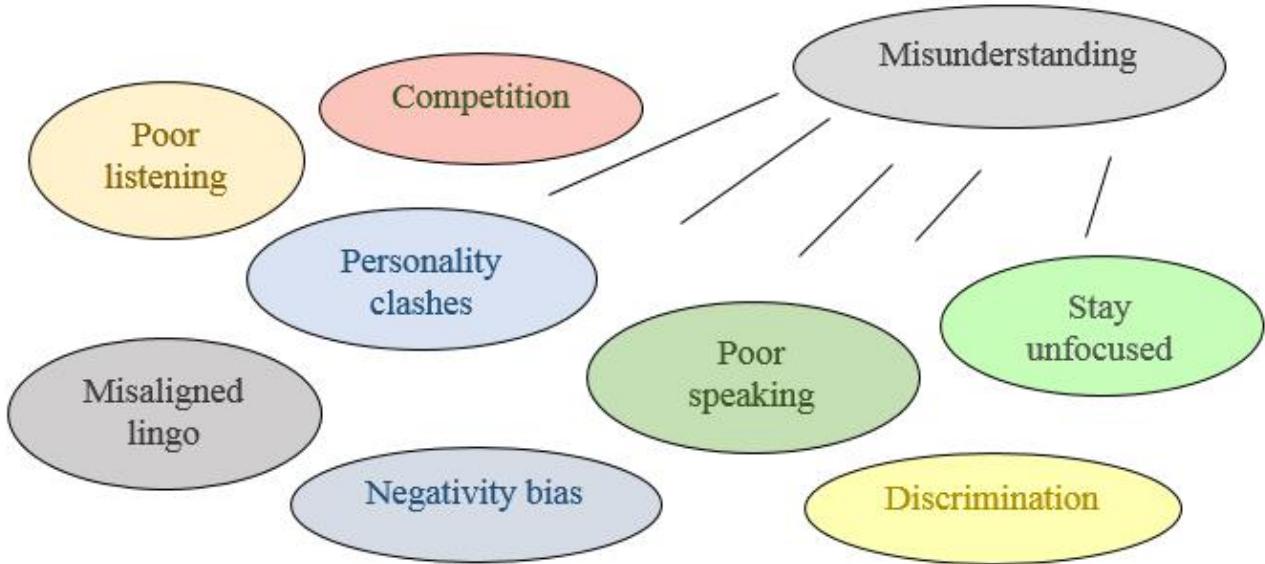
- a) At what period in life does the generation gap seem to be the hardest?
- b) Which changes in traditional values could contribute to the generation gap?
- c) Do you think your generation's fight is similar to other generation's fight? Why (not)?
- d) Do you think the generation gap allows the older generations to have more 'authority' in their relationships with younger people?
- e) Are there any issues that people of different generations disagree on? Is it possible for people of different generations to agree on things?

III. Enrich your speech

1. You are going to watch a BBC video episode about Anna where she focuses on saying politely that there has been a misunderstanding. Consider the following questions first. Use the prompts given below.

- a) What can misunderstanding lead to?
- b) How do you handle misunderstandings?
- c) How can we prevent misunderstanding in communication?
- d) How do you clear a misunderstanding?

e) What are the main causes of miscommunication?



2. Watch the episode. What problem does Anna face? What decision does she take to avoid a conflict? What phrases does she use?

3. There is a table of phrases that can be used to prevent and solve misunderstandings much more effectively.

Table of Useful Phrases

Expressing misunderstanding	Clarifying a question
<ul style="list-style-type: none"> - Sorry, I misunderstood you. - Sorry for my misunderstanding. - Sorry to have misunderstood you. - Sorry to have got you wrong. - Sorry that I got you wrong. - Sorry, I misunderstood what you mean. - Sorry, I misunderstood that you... - Sorry, I am not getting you... - I didn't get you... - I mixed up... 	<ul style="list-style-type: none"> - If I understand you correctly... - I didn't quite catch that... - Could you go over that again...
	Delaying an answer
	<ul style="list-style-type: none"> - Perhaps we could deal with that later. - Can we talk about that on another occasion? - I'm afraid that's not my field.
	Checking (satisfied/dissatisfied)
	<ul style="list-style-type: none"> - Does that answer your question? - Is that clear? - May we go on?

4. There is a dialogue between a secretary of the travel agency (A) and a tour operator (B). Complete it with the phrases from the table above.

A: Hello! How are things?

B: Hi! Everything is fine.

A: Glad to hear that. So, I come to ask you about the task I gave you last week. Have you done it?



B: Of course. Wait for a mom, I'll show it. Look, this is a route around the main cities of Belarus with a visit to the...

A: Stop it! (1) _____ you said that it is a tour of the cities in Belarus. But I need a route around France.

B: Oh, no! (2) _____ the cities noting Brest which is in Belarus instead of a French one. (3) _____.

A: (4) _____ to be sure you understand the task?

B: Yeah. Develop a tour around French cities... including French Brest.

A: Next time you have to be more conscious about your work and do everything exactly as it should be. (5) _____?

B: Yes, I promise I won't make such a mistake again.

A: I'll turn a blind eye to it this time.

B: Thanks, I'll never let you down!

5. Choose one of the following situations where you most likely can find yourself in the future and role-play it with a groupmate. Practise using the phrases from the table on the previous page.

- a) You have a part-time job in a restaurant as a waiter. You love your job but sometimes you feel tired and inattentive. Once you served a wrong order to an old lady. She wanted fish and you brought her meat. She is not satisfied now.
- b) Your lecturer sent you a task to prepare a project. All necessary information about the terms and conditions was specified. But you were so carried away by the project that you misunderstood the dates indicated in the document for submission. Now you try to explain it to your lecturer.
- c) You have been working in a new company for 2 months. Your boss asked you to send important documents to a new partner. Unfortunately, you sent it to the wrong address.

IV. Develop your communication skills



1. You are going to watch a video episode '**The Myth of Generational Differences**' by Ian MacRae who is a co-author of the book 'Motivation and Performance'. The results of his study about the generation gap differ from the traditional point of view. Watch the video and choose the best option(s) to the questions below.

1. How many people participated in the study?

- a) 1,000
- b) 2,000
- c) 3,000
- d) 4,000

2. What key factor(s) did they use to conduct the survey?

- a) motivation
- b) social differences

c) security d) income level

3. What things do younger workers tend to value more at the workplace?

- a) job pay b) corporate culture c) job security d) communication style

4. The study showed that the differences in motivation between the generations of younger and older people are:

- a) minor b) huge c) falling d) increasing

2. Watch the video again and complete the author's notes below.

a) So, we looked at (1) _____ and generational differences throughout this book really.

b) But really, we found no strong scientific (2) _____ to support the fact that there were any generational differences.

c) We conducted our own (3) _____ of about 3,000 people and found there were very minor differences in motivation between younger generations and older people.

d) So, we actually found out that younger generations, younger workers tend to (4) _____ pay and job security slightly more than the older generations.

e) We found that (5) _____ levels were really a much better predictor of motivation especially related to (6) _____ and job security.

f) Younger people who are tending to be making less money are more likely to value money in job (7) _____.

g) This is really important to know because you need to look at the generational differences in motivation and actually (8) _____ it and see what's actually going on instead of assuming that the (9) _____ about Millennials, Baby Boomers, or Generation X are automatically true.

3. Share your opinion on the questions below.

a) What are the results of the conducted study? Can they be applied in our country as well?

b) Are there minor differences between generations at the workplace in our country?

c) What will be your motivator factors at the workplace? Which could become the most important one and why?

d) Have you ever experienced generational differences at the workplace/school/university?

e) How do you deal with the situations when you have to bridge the generation gap at home/university/school/the workplace?

4. There are the letters written by people who faced some misunderstanding with other generations. Read them and give some tips to their authors.



Kathie, 17.

My parents don't understand me! They treat me as if I were a kid though I am 17! I want to go clubbing and bowling, I want to meet at different parties. But they tell me to think more about college and my studies. When I go somewhere, I have to be at home not later than 10 pm. It's ridiculous and all my friends laugh at me. My father almost had a stroke when he learnt that I had a boyfriend. How can I make them understand that I'm not a child anymore?

Jacob, 28.

I get off on the wrong foot with my new younger co-workers. They ask me for help responding to a customer inquiry, but I refuse to lend a hand because I am working on a tight deadline and don't want to waste time. They have to gain their own experience. I remember when I was younger, I performed my all job myself. I told them about it. There has been tension between me and them ever since, and now I need their help on a project, but they're not being very responsive.



Teen Slang

Bruh – a casual nickname for “bro”
It's lit – short for “it's cool or awesome”
Goat – acronym for “Greatest of all time”
Tbh – acronym for “To be honest”
I'm weak – short for “That was funny”
Squad – term for their friend group
Gucci – something is good or cool
Curve – to reject someone romantically
Bae – short for “baby”
Throw shade – to give someone a nasty look

youngsters say or make up, and some of the things we do. He thinks phrases such as ‘on the fleek’ and ‘that's lit’ mean horrible things when, respectively, they mean ‘looking good’ and ‘that's very cool’. ‘Do we not have language anymore?’ he said. We don't want to offend him, but he easily irritates many modern things.

5. Express your opinion on the questions below. Work in pairs first, then share your point of view with the group.

David, 21.

I work in a big computing company and worth my position, salary and people around me. Our team is young, and we get on well with each other. But my boss is a great exception. He is much older than we are and is always complaining and arguing. He misunderstands a lot of phrases and words we

My mom texted me:
"What do IDK, LY & TTYL mean?"
I answered: "I don't know, love you, talk to you later."
Mom: "Ok, I'll ask your sisters!" xD

- a) Why do generational differences exist?
- b) Do they differ from country to country?
- c) How can you describe a typical teenager/grown-up?
- d) What problems do teenagers typically face?
- e) What are the ways to bridge the gap between generations?
- f) Do you agree that teens' job is 'to try their wings' and adults' job is 'to let them fly away'?
- g) Is the generation gap reality or a psychological prejudice?

5. The generation gap at the workplace is a serious concern. Can you think of any solutions to this problem? Work with your groupmate and offer as many ideas as you can.

6. Read the article devoted to bridging the gap between generations at the workplace. What solutions to the problem does the author offer? How close to them were your ideas?

Five Ways to Bridge the Generation Gap between Employees

Diversity makes for a stronger workforce. However, different generations approach tasks with different attitudes, and the resulting communication gaps can lead to **gridlock** or worse. Since more than one-third of the workforce is made up of millennials and one-quarter is baby boomers, you may get called upon to bring some unifying magic to such a team. There are five Human Resources (HR) best **practices to bridge** that generation gap and get the most out of your team's diversity.

1. Provide a variety of communication channels

Include **face-to-face meetings** and phone calls in your normal routines, as well as texting and emails. Older workers grew up in a generation before cell phones and email and may prefer to communicate via **in-person conversation** or **phone calls**. In general, the younger the worker, the more comfortable they're likely to be with texting, emailing, or social **media posting**. An **open-source collaboration tool** can bring better relationships between the generations at the workplace.



2. Establish a two-way mentorship programme

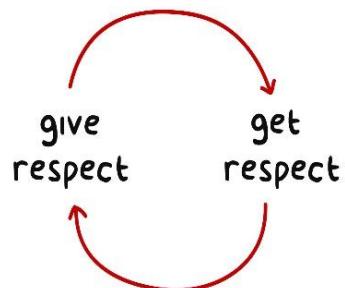
When trying to bridge the generation gap, always remember that each generation has something uniquely **valuable** to offer the others. Employment



engagement specialist Tim Eisenhauer points out that baby boomers have valuable real-world **experience** about how the business world works, while millennials bring insights on how technology can transform many aspects of running a company. He writes, ‘A great way to manage a generation gap at the workplace... is to develop a **mentorship programme** within your organisation. This creates a fair and **balanced platform**, so each party can benefit, and it can also help to build stronger interpersonal relationships between colleagues.’ The two-way mentorship approach is especially useful when younger workers are in leadership roles because it encourages respect to flow in both directions.

3. Put respect front and centre

Performance specialist Bonnie Monych breaks down the motivational factors that build employee **alignment** in each generational sector, but one common theme throughout her entire analysis is **respect**. People of each age group will be more open to listening to input from those who are different from themselves if they feel that their own knowledge and contributions are respected. Monych points out that baby boomers have an intense work ethic, and appreciate being respected for their maturity. Gen X-ers want to be respected for their **self-reliance** and **independent skillsets**. Millennials seek respect for their ability to multi-task, collaborate, and be flexible.



4. Don't make assumptions

Yup, now that we've handed you a bunch of **generalisations**, we're telling you not to stereotype. The key is to let individual people surprise you. While there's a good reason to acquire an overall understanding of generational characteristics, it's important to avoid making **assumptions** about the skills of any particular person. Assuming that people have certain preferences based on their age is a form of **profiling**, and it can give rise to deep feelings of being **misunderstood**. Let each team member tell you their preferred style of working that would make them happiest. Your understanding of **age-related tendencies** can inform the array of choices you express to your team, but don't underestimate **individual variation**.

5. Guard against age segregation

You may very well find that your workers tend to **clump up together** in little groups of their **age peers**. It's just human nature. Conversations come more easily

when everyone has a **similar frame of reference**. However, employees can hang out with age-mates while they're not at work. The fact is that your staff will be more innovative and productive if you make sure there's plenty of **cross-pollination** between the generations and a bridge between the generation gap.



The executive director of Generations United, Donna Butts, has this to say: 'When the generations don't mix, they're less likely to care and invest in each other.'

8. Read the statements below and decide which practices described in the article they refer to.

- a) Always treat people the way you want to be treated – with respect. Recognise that, like you, your coworkers have rights, opinions, wishes, experience, and competence. The staff works optimally knowing they are valued and respected for their ideas as well as their role within the company.
- b) Encouraging a culture of recognition is a great way to unify your workforce and gives employees the opportunity to express appreciation for each other.
- c) Using a collaborative workspace can bridge the communication gap by supplementing communication in the office for all generations, and it will lead to a happy medium when every generation has their own communication preference.
- d) Social media savvy is taught by younger employees, while older employees offer coaching in the nuances of face-to-face interactions.
- e) You need to treat millennials as individuals at the workforce, and not assume that what works for one person will work for all of them.

9. Complete the following ideas. Address the article once again if it is necessary.

- a) Various generations may approach tasks differently that can lead to _____.
- b) A variety of communication channels include _____.
- c) It's essential to establish a two-way mentorship programme because _____.
- d) Putting respect front and centre can make _____.
- e) If co-workers stop making assumptions, it will let _____.
- f) Cross-pollination between the generations at the workplace can be reached through _____.

10. Share your opinion on the questions below.

1. Is generation gap evident at today's workplace?
2. What are the biggest challenges in working across generations?
3. What practices can help to accommodate all generations at the workplace?

4. What will be your tip(s) for a boss who works with younger employees?
5. What practices can help a young boss to bridge the gap with senior employees?
6. How can young employees avoid conflicts with their older co-workers?

V. Assess your progress

Do the following tasks to assess your progress on the lesson. Then check your answers. The keys are provided at the end of the book.

1. There are some results of the research devoted to the generation gap at the workplace below. Read it and fill in the gaps using the words from the box.

different context	job responsibilities	as reliant	bridging	multiple
liberal tendencies	conservative	counterparts	misunderstanding	

The Generation Gap at the Workplace

(1) _____ the generation gap at the workplace doesn't have to be a difficult task. Today's business environment may be the first to include five different generations working side by side toward shared economic and commercial goals. For business owners and executives, managing (2) _____ generations at the workplace may not be as easy as it sounds. Each defined generation can have different expectations, communication styles, and perspectives.

The generation gap at the workplace is, broadly speaking, the difference in behaviour and outlook between groups of people who were born at distinctly different times. Each generation grows up in a (3) _____ and, as a result, may have different work expectations. For instance, members of the silent generation are typically depicted as being very (4) _____, while baby boomers may show more (5) _____. Gen Zers are heavily tech-reliant and comfortable using social media platforms, while older generations may prefer other forms of communication.

Problems in managing generation gaps at the workplace can arise from (6) _____. Each generation can have its own preferences and expectations when it comes to completing (7) _____. For instance, gen Xers, baby boomers, and members of the silent generation may be more deferential to authority than later-born (8) _____. They may also put more stock in loyalty to a specific company. Also, since each generation can have a different preferred communication method, the potential exists for information to be missed by some employees who are not (9) _____ on technology.

2. Use the information about generational differences in management and your background knowledge and match each of them with the relevant generation.

1. Traditionalists	a) Motivated by: diversity, work-life balance, their
--------------------	--

	<p>professional interests rather than the company interests.</p> <p><u>Communication style</u>: whatever is most efficient, including phone calls and face to face.</p> <p><u>Worldview</u>: favouring diversity; quick to move on if their employer fails to meet their needs; resistant to change at work if it affects their personal lives.</p>
2. Baby boomers	<p>b) <u>Motivated by</u>: diversity, personalisation, individuality, creativity.</p> <p><u>Communication style</u>: IMs, texts, social media.</p> <p><u>Worldview</u>: self-identifying as digital device addicts; valuing independence and individuality; preferring to work with millennial managers, innovative coworkers, and new technologies.</p>
3. Generation X	<p>c) <u>Motivated by</u>: company loyalty, teamwork, duty.</p> <p><u>Communication style</u>: whatever is most efficient, including phone calls and face to face.</p> <p><u>Worldview</u>: achievement comes after paying one's dues; sacrifice for success.</p>
4. Millennials	<p>d) <u>Motivated by</u>: respect, recognition, providing long-term value to the company.</p> <p><u>Communication style</u>: personal touch, handwritten notes instead of e-mail.</p> <p><u>Worldview</u>: obedience over individualism; age equals seniority; advancing through the hierarchy.</p>
5. Generation Z	<p>e) <u>Motivated by</u>: responsibility, the quality of their manager, unique work experience.</p> <p><u>Communication style</u>: IMs, texts, and e-mail.</p> <p><u>Worldview</u>: seeking challenge, growth, and development; a fun work and life and work-life balance; likely to leave an organisation if they do not like change.</p>

3. Five generations of workers mean five approaches to work. Learn what employers should do for successful management and match their activities with the generations from Task 2.

- a) Employers should: get to know them personally; manage by results; be flexible on their schedule and work assignments; provide immediate feedback.
- b) Employers should: provide them with specific goals and deadlines; put them in mentor roles; offer coaching-style feedback.
- c) Employers should: offer opportunities to work on multiple projects at the same time; provide work-life balance; allow them to be self-directed and independent.

- d) Employers should: provide satisfying work and opportunities to contribute; emphasise stability.
- e) Employers should: give them immediate feedback; provide flexible arrangements; extend opportunities for personal development.

4. Get ready to speak on the following topics.

- types of generations and their characteristics;
- how we can prevent the generation gap;
- what each generation can bring to the workplace;
- what barriers can affect communication;
- how we can manage different generations at the workplace;

VI. Evaluate your achievement

Reflect on the value of the lesson. Answer the questions and fill in the table below. Address the given sections of the lesson for revision any time you need.

1. What new have you learnt in class?
2. What information do you find the most topical?
3. What were the challenges for you and what did you do to move through them?
4. Would you like to learn any extra information on the topic?

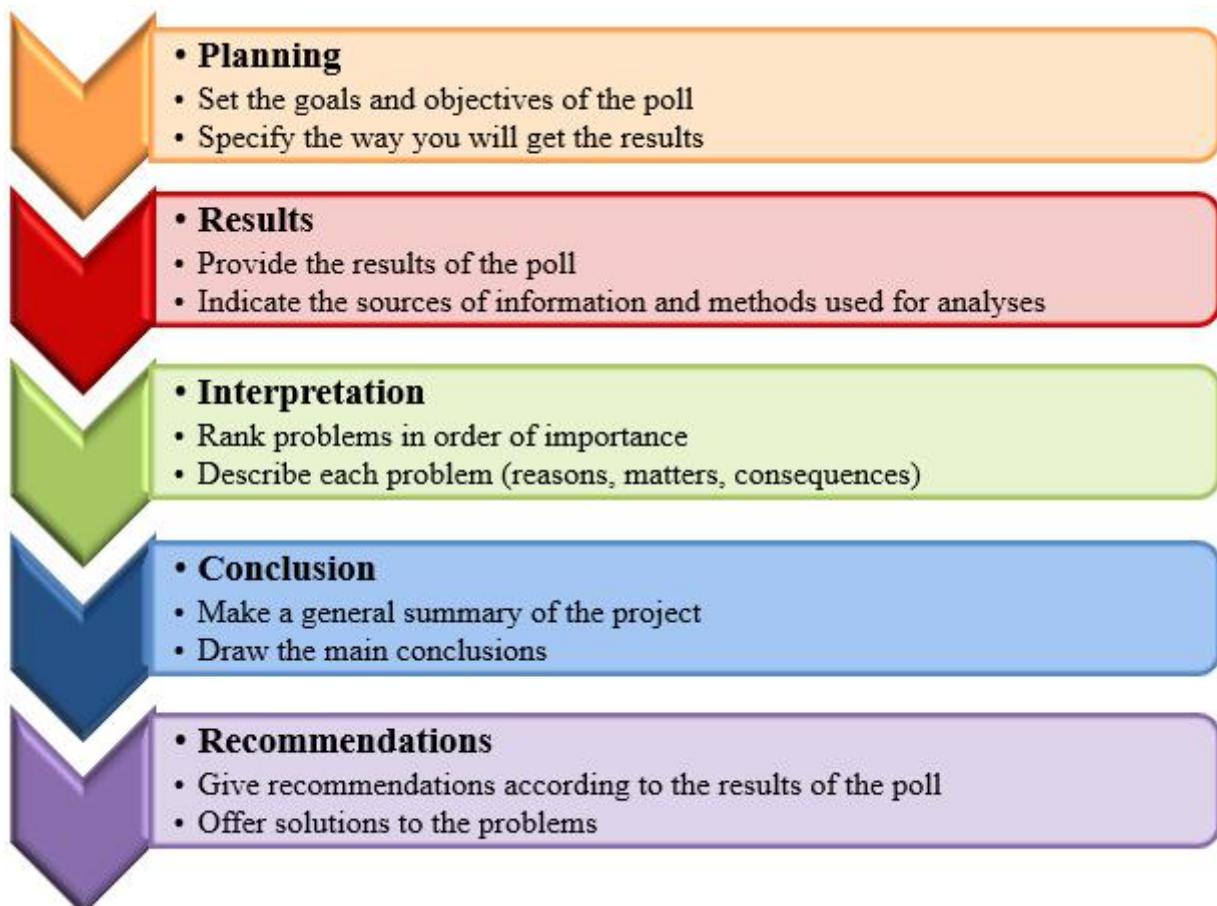
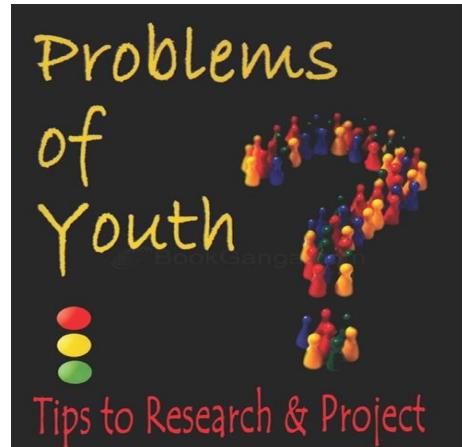
<i>Skills</i>	<i>Options</i>			<i>Section of the lesson for revision</i>
	<i>Yes</i>	<i>No</i>	<i>Not sure</i>	
1. I can define the generation gap as a problem.				I
2. I can speak about differences in my culture's generation gaps and other countries.				II
3. I can name and characterise different generations.				II
4. I can describe generation differences at the workplace.				II/V
5. I can use phrases how to express misunderstanding, clarify a question.				III
6. I can list the main causes of miscommunication and how to avoid a conflict.				III
7. I can explain how to bridge the gap between generations at the workplace.				II/IV
7. I feel confident about using related vocabulary.				II/IV

Module II

Final Project

For a final project you are offered to make a poll 'Youth issues in my country'. The requirements are the following.

1. You are supposed to complete such steps as:
 - Define the objectives of the project.
 - Work out a list of youth issues for further interviewing.
 - Interview someone from your friends, groupmates, family members, etc.) to find out the most important youth problems in Belarus.
 - Output the results of the poll.
 - Get ready to present the information gained.
2. The language is English.
3. A time limit is 4 minutes.
4. The results of the poll should be presented using any visual aids (pie charts, bar charts, line graphs, etc.) with further oral interpretation.
5. Use the flowchart below to complete your project.



Module III 'Career Path'

1

Being a Successful Specialist

Aims

- learn the vocabulary related to qualities and skills of a successful specialist;
- be able to disagree in a polite way;
- be able to speak about organisations, leadership and business ethics.



I. Expand the idea

Success may be defined by people in different ways, but being a dedicated employee, a strong leader, and an honest person can all make a big difference in making you a successful professional in any career. No matter how you determine your goals, strengthening your skills, building professional relationships, and being a self-motivated specialist can help you to achieve success and satisfaction in your career.

Express your opinion on the following questions. The ideas below may help you.

- a) What is career success for you?*
- b) Do you have a career plan? Where do you want to be in 10 years' time?*

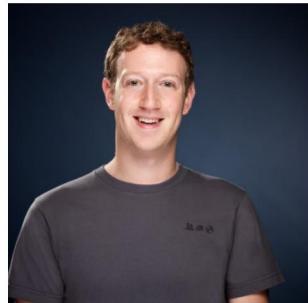
Career success depends on who you ask. The one thing all of us have in common is that, given the amount of time we spend at work, we want to at least like what we're doing every day. Life is either too long or too short to spend time in jobs we hate. We also want to be appreciated by our bosses and co-workers.



You can define success as the size of your paycheck or having the corner office. It can be the feeling you get when you know you did a great job or the one you get when you know you helped someone. Perhaps you feel successful after putting in a day at work and coming home at a reasonable hour to spend time with your family. You are the only one who can decide what success means to you. Your satisfaction with your career is strongly linked to whether you feel you have met your own goals.

II. Enlarge your vocabulary

1. Look at the pictures below. Who are these people? Where are they from? What are they famous for? Work in pairs.



2. What helped these people (from Task 1) to achieve success? Choose the 4-5 most important options from the list below. Add 1-2 more ideas of your own. Compare your thoughts in a group and try to agree on a final choice.

- a) change companies often;
- b) use charm with your superiors;
- c) attend all meetings;
- d) be responsible;
- e) have healthy ambitions;
- f) work hard;
- g) get on with people;
- h) look smart;
- i) be adaptable/open to new ideas;
- j) have a sense of humour;
- k) be aware of modern technologies;
- l) go to your company's social events;

- m) be energetic and enthusiastic at all times;
- n) be the last to leave work every day;
- o) find an experienced person to give your help and advice;
- p) study for extra qualifications in your free time.

3. How important are the following attributes in evaluating a person's level of **career success**? Give each one a score from 1 (not important) to 5 (very important). Support your ideas with arguments.

- a reserved parking space;
- a uniform;
- a personal business card;
- big salary;
- your own business;
- a company car;
- a private office;
- having a secretary;
- taking holidays when you like;
- flying business class;
- a company credit card;
- having fixed working hours.

4. Look at the pictures below. Do you agree with their messages? Comment on them.



5. Look at the list of skills that can help you to become a successful specialist. Which of them: a) hard skills; b) soft skills? Divide them into two groups. What is the difference between **hard and soft skills**?

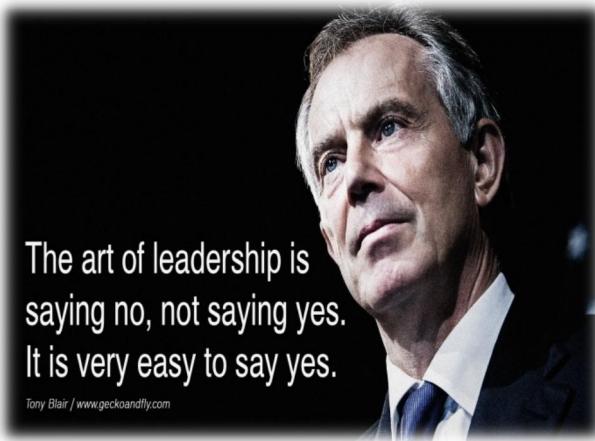
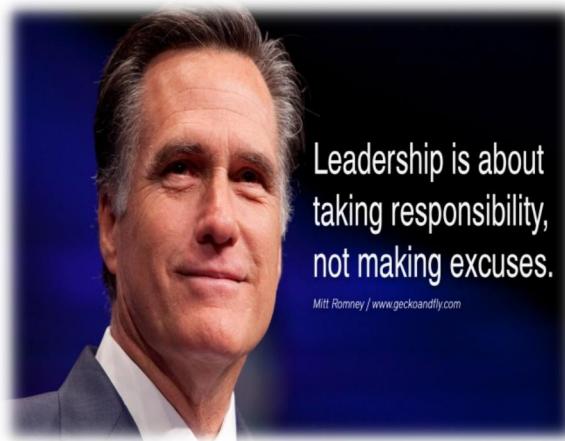
Hard skills vs Soft skills		
Interviewing skills	Attention to details	Management skills
Communication skills	Team-oriented	Marketing skills
Project management skills	Certificate or degree	Creativity
Analytical skills	Willingness to learn	Stress management
Language proficiency	Adaptability	Technical skills
Design skills	Critical thinking	Computer skills
Problem solving	Conflict resolution	Presentation skills
Open-mindedness	Programming skills	Flexibility

6. Now look through the lists of soft skills and hard skills and explain why it is important to obtain them. What skills are less important to be successful? Can you think of other relevant skills?

7. Fill in the table. What hard and soft skills: 1) you have 2) you do not have 3) you would like to acquire? Compare the results with your groupmate.

I have...	I don't have...	I would like to acquire...

8. Almost every specialist dreams of becoming a leader at work as it is associated with success. What is leadership for you? What are the key characteristics of **an effective leader**? Do you think whether leadership indicates the degree of success? Do you agree with the quotes below?



9. At the university Alice and Dustin were asked to summarise their ideas on the features that make a successful specialist a leader. Read their reports and compare their points of view with yours.



Whether you are leading a team at work, captaining your local sports team, or in charge of a major company, your style of leadership is a critical factor in the success of your team.

Alice Wilton	Dustin Reed
<p>In general, people appreciate leaders who appear honest and trustworthy. However, integrity is a complex idea, often determined by national culture, and what is considered honest in one society is not necessarily so in another.</p> <p>Conviction is a strong belief in what you are doing – is a characteristic of leaders in all cultures. Demonstrating a whole-hearted commitment to the success of your team or project is possibly more overt in America than elsewhere.</p> <p>However, a passionate leader with energy and enthusiasm – someone who can energise and inspire their team to succeed – is an asset almost everywhere. Similarly, in most cultures it helps to be a good communicator, to be people-</p>	<p>European and Japanese leaders are the most collaborative decision-makers, taking time to consult with colleagues and consider the options. This is typical of a more participative style of leadership. In contrast, Chinese leaders, are more likely to make decisions personally. This more autocratic approach tends to be typical of task-oriented, top-down leaders.</p> <p>Being adaptable is also an important quality; team leaders often need to be flexible in their response to changing circumstances. Similarly, the ability to delegate and to know when to be hands-off is also necessary.</p> <p>There's evidence that empathy – ability to understand the feelings of others – is seen as a key to effective leadership in</p>

<p>focused and have well-developed interpersonal skills.</p> <p>The ability to make good decisions quickly is something most cultures see as important. However, being decisive means different things to different people.</p>	<p>the USA and Europe and will become important in Asia as companies have to compete for managerial talent in a global market. Related to this, certain Asian cultures value leaders who are self-aware and humble – accepting your limitations is often a trait of the most effective leaders.</p>
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10. Which **leadership qualities** are these people talking about? Choose the adjectives (A) or nouns (N) in bold from Task 9 with the following statements.

- a) I appreciate the way she isn't at all arrogant, even though she is so successful. (A)
- b) Someone who isn't afraid to make difficult choices – who can weigh up a situation and commit to a course of action. (A)
- c) He really understands us – he knows how we operate and what makes us tick. (N)
- d) He knows his own mind and what he's capable of – I like that. (A)
- e) My team are focused on the success of this project – they always give 100 %. (N)
- f) I love this business – it's my life and I want everyone to know how great it is! (A)
- g) You have to believe totally in what you are doing – if you don't, you won't succeed. (N)
- h) She's not afraid to change direction if the circumstances demand it, but she always thinks through the implications. (A)
- i) People have to know that you are principled, that you mean what you say, and that they can trust you to do the right thing at the right time. (N)
- j) I believe in involving everyone in the decision-making process. (A)
- k) He never interferes unless we ask for his input – he just lets us get on with it. (A)
- l) She's an excellent communicator – she gets on well with everyone. (A)

11. Discuss the following questions. Work in pairs.

- a) Talk about some successful people you know. Why are they successful?
- b) What factors contribute to the fact that you can become successful?
- c) Do you think you can become a successful specialist?

- d) Can you acquire good leadership skills, or are they something you are born with?
- e) Would you like to work for a big/small company, a large multinational corporation or a small/medium-sized family business? Why?

III. Enrich your speech

1. You are going to watch a BBC video episode about Anna where she disagrees with her colleagues on the discount on products offered to customers. Consider the following questions first.

- a) Do you think a person should defend their point of view or should agree with everything in order to seem polite?
- b) Do you think it is important to disagree in the polite manner? Why?
- c) What phrases do you use when disagreeing with your parents or groupmates?
- d) When was the last time you disagreed with someone?



2. Watch the video. What phrases does Anna use to disagree with her colleagues? Why is it impolite?

3. Look at the table of phrases you might find helpful when expressing disagreement. Which ones can you use with: a) friends and groupmates; b) parents and grandparents c) lecturers and managers?

Table of Useful Phrases

<i>Polite disagreement</i>	<i>Strong disagreement</i>
<ol style="list-style-type: none"> 1. I'm not sure about that... 2. I see your point, but actually, I think... 3. My impression of the idea is positive, but I have some doubts. 4. I'm quite uncertain about this. 5. I want more time before I give my opinion of the idea. 6. I really have some reservations about it. 	<ol style="list-style-type: none"> 1. I don't fully agree with the idea. 2. I doubt that very much! 3. Bloody hell, no! 4. Shame on you! 5. You are pulling my leg! 6. On the contrary! 7. That doesn't convince me at all. 8. You can't be serious! 9. Nonsense! 10. I have to say NO.

7. I can see both sides of the argument.	11. I totally disagree!
8. I need to think about it.	12. This is in complete contradiction to...
9. I disagree with you, I'm afraid.	13. That's not the same thing at all.
10. I don't quite agree there.	14. That's not entirely true!
11. I'm not so certain if that's true/correct.	15. I cannot share the view!
12. I'm sorry I can't agree.	16. I can't accept your opinion at all.
13. I'm not convinced that...	17. Absolutely not!
14. Well, that's one way of looking at it, but...	18. I strongly disagree!
15. It sounds interesting, but ...	19. No way!
16. Surely, you don't mean that...	20. I think the opposite!
17. I wouldn't say so...	21. I'm absolutely against the proposal!
18. I don't want to argue with you, but...	22. I strongly/totally disapprove of the plan.
19. The idea is worth considering, but...	
20. Perhaps a weakness of this is that...	

4. Alice, Dustin and their friends discuss men and women as successful specialists and managers. Each of them has different points of view. Fill in the gaps in the dialogues. Use the words from the table above.

Alice is sure that women are more successful specialists than men. She shares her ideas with her friend Mike. He has another point of view.	Dustin discusses the qualities of successful men and women with his friend Ann. Their opinions are not the same.
<p><i>Alice:</i> Yesterday, at university we discussed the recent study that throws a light on the power of women, who are emerging as super bosses in this competitive world. What do you think about it, Mike?</p> <p><i>Mike:</i> I (1) _____ disagree!</p>	<p><i>Dustin:</i> Who is a better boss – a man or a woman, Ann? I'm really interested in this question.</p> <p><i>Ann:</i> Of course, women. They are patient listeners and good medium of communication to create a balance between the management and employees.</p>

<p>Nowadays men rule the world. There was a time, when women used to sit at home and look after the household works and her family.</p>	<p>Women do not jump into a conclusion quickly.</p>
<p>Alice: Well, that's one way of (2) ____ at it, but it is said that behind every successful man, there is a woman. What can you say about it?</p>	<p>Dustin: I think the (9) ____! Women are usually more prone to mood swings and thus, it affects their decisions. Men do not think emotionally and apply their professional knowledge before taking a decision.</p>
<p>Mike: It (3) ____ interesting, but as for me, women do more housework, but men make up for it at the workplace.</p>	<p>Ann: I really have some (10) ____ about it. They are good listeners and good in multitasking. Women carry a dual burden and a task of dual responsibility.</p>
<p>Alice: I cannot (4) ____ the view! I think that men have an over-inflated view of their own ability and women really do make better managers and specialists.</p>	<p>Most of the female bosses are enriched with the skill of multitasking as they manage their household or their small kid and at the same time manage their employees.</p>
<p>Mike: No (5) ____! Women are too emotional and too sentimental to understand the needs of other employees and</p>	<p>Dustin: I (11) ____ that very much! Men apply a practical and professional knowledge before taking a decision. They consider</p>

that's why they are not able to maintain much good business relationships.

Alice: I (6) ____ with you, I'm afraid. Women have emerged as equal partners to men by matching their shoulders to their counterparts. Women are coming out to be scholars, managers and bosses. They are patient listeners, multitask performers as they manage their household tasks and children along with work.

Mike: Do you really think so? That doesn't (7) ____ me at all. I want more time before I give my (8) ____ of the idea.

Alice: OK. Thanks a lot. See you later.

a situation from all the aspects. Even a recent study shows that men are more money minded than women.

Ann: Perhaps a (12) ____ of this is that a male boss fails to hear the personal problems of an employee. You can speak out your heart to your female boss as she has the patience to hear it. It can improve the relationships.

Dustin: I'm not so (13) ____ if that's correct. Sorry, let's speak about it later.

Ann: Alright. No Problem. Thank you for your ideas, Dustin.

Dustin: Thank you too!

Ann: See you soon.

Dustin: Bye bye!

5. Make up and role-play conversations. Use at least 6 phrases from Task 3. Work in groups of three. Choose one role which is more relevant to your point of view.

Role A. A woman is more successful today.

You think that women can achieve more than men. Prove your idea to your groupmates. Tell some reasons why. Disagree with their thoughts.

Role B. A man is more successful today.

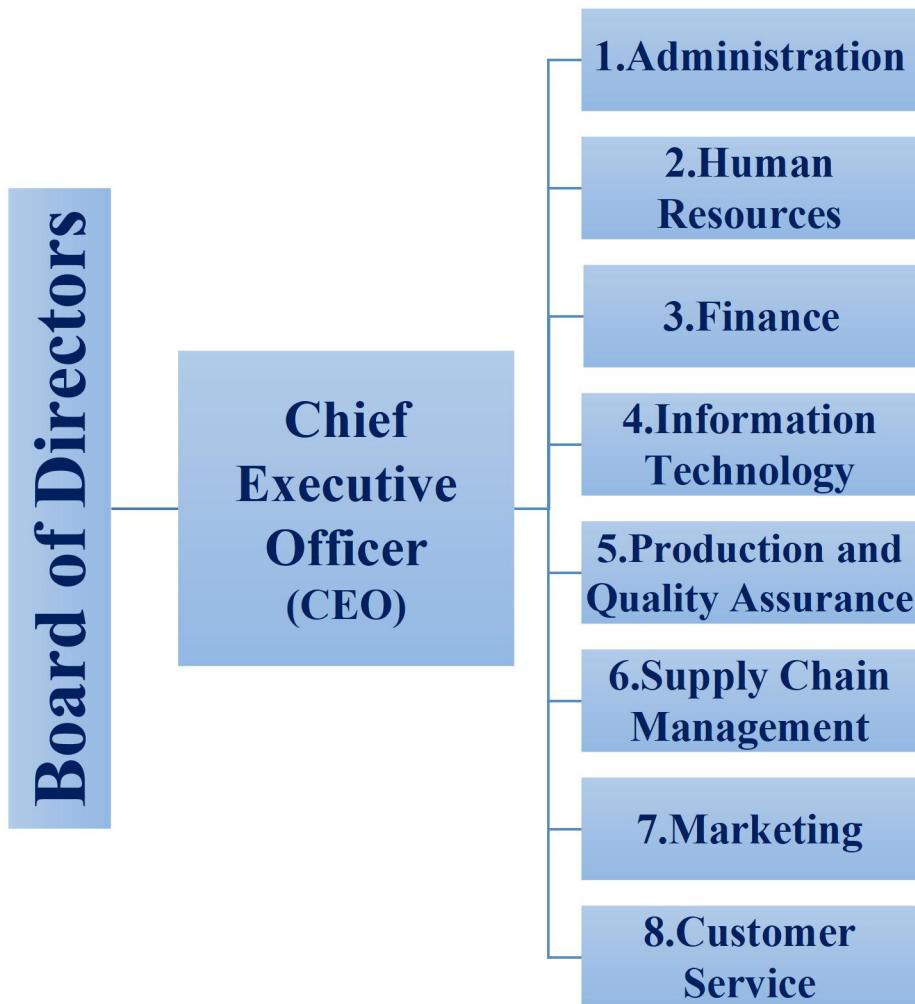
You think that nowadays only men can be successful specialists. Give as many arguments as possible to convince the interlocutors of this. Disagree with their points of view.

Role C. Success does not depend on gender, but it depends on profession.

You think that there are male professions and there are female ones. The main thing for achieving success is to choose the right type of activity. Prove your ideas and discuss them with your groupmates.

IV. Develop your communication skills

1. *Look at the general structure of an organisation. Study the names of its main departments. What is each department responsible for? Match the department names (1-8) with the functions performed (a-h).*



- a) managing operations that are involved in the procurement of raw materials, their processing into finished goods, and distribution to the end consumer;
- b) formalising the contracts, managing social insurance and vacation permits;
- c) promoting the business and mission of an organisation, monitoring and managing social media;
- d) developing, managing and maintaining an organisation's technology-related assets, policies, procedures and systems;
- e) organisation, planning, direction, coordination, control and evaluation of other departments activities;
- f) creating a trustworthy atmosphere and providing the client with the exact information they need right at the time when they want it;
- g) manufacturing goods for the business, preventing mistakes and defects in manufactured products and avoiding problems when delivering products or services to customers;
- h) acquiring funds for the firm, managing company's cash flow, managing taxes.

2. Tell a groupmate in which department would you like to work. What functions are you ready to perform?

3. You are going to watch a video about the main principles of business ethics. Find out what **ethics** and **business ethics** are. This video answers these questions in the context of the workplace in order to encourage employees to think about their own ethical behaviour and to stand up for what is right. Before watching, read the words in the box and use them to fill the gaps in the sentences.

rigid	preference	to abide	nurture	to be devoid of
conscience	to prod	self-awareness	unbiased	

- a) _____ is the properties acquired as a consequence of the way you were treated as a child.
- b) _____ is the part of you that makes you feel guilty when you have behaved badly.
- c) _____ means not able to be changed or persuaded.
- d) _____ is good knowledge and judgment about yourself.
- e) _____ means able to judge fairly because you are not influenced by your own opinions.
- f) _____ means to encourage someone to take action, especially when they are being slow or unwilling.
- g) _____ is the feeling of liking something or someone more than another person or thing.
- h) _____ means being completely without a quality.
- i) _____ means accepting or obeying an agreement, decision, rule.

4. Watch the video. Agree or disagree with the statements below.

- a) Business ethics refers to the standards and practices at home.
- b) Self-awareness and conscience help us to know right from wrong.
- c) Business ethics is often less rigid than in personal areas.
- d) At the workplace you need to understand that business ethics is subjective.
- e) If you have ethical questions or concerns you should feel comfortable going to someone else and asking for help.

5. Watch the video again and answer the following questions.

- a) What is ethics?
- b) Where do people get their ethics?

- c) What is business ethics?
- d) What is included in business ethics?
- e) What is the difference between ethics and business ethics? What examples were given in the video?
- f) Is it obligatory to follow business ethics rules at the workplace? Why?

6. Discuss the list of **unethical activities**. In your opinion, which are the most destructive? Are there any common in your country?

- avoiding paying tax;
- claiming extra expenses;
- using work facilities for private purposes (for example, personal phone calls);
- accepting praise for someone else's ideas or work;
- selling a defective product;
- using your influence to get jobs for relatives;
- ringing in sick when you are not ill;
- taking extended lunch breaks;
- giving good references to people you want to get rid of;
- employing people without the correct paperwork.



7. Look at these **ethical work problems**. How would you respond to the three situations? Work in pairs.

Situation 1: An accounting dilemma

You work in accounts. While checking the company accounts one day, you discover that your financial director has been claiming irregular expenses. The expenses include four opera tickets, two digital cameras and a laptop computer which you think he bought for his daughter. Some of the expenses have already been paid to him, but not all. What would you do?

Situation 2: A generous present

One of your suppliers sends you an unexpected present of a case of 12 bottles of expensive wine. The following week, they call you to ask if you have received the wine and whether the company is going to renew their contract for the next year. You tell them the decision has not been made yet, and they intimate that if you renewed their contract, they would give you more presents, including a weekend

away for two. You have already drunk three of the bottles during family meals. What would you do?

Situation 3: Choosing tenders

Your company is going to build new offices in Algeria, and you are responsible for examining tenders for all the contractors interested in building the new office. The two best tenders are of equal merit, and you were intending to recommend them both and let the Board of Directors decide. This morning, over coffee with your managing director, he mentions that he is very good friends with one of the two contractors on the shortlist and would be very disappointed if they did not win the contract. What would you do?

8. Read the text about the importance of **effective communication at the workplace**. What strategies can you propose to improve business communication? Share your opinion with the group.

Effective Communication at the Workplace: How and Why?

Communication is one of the major concerns at the workplace.

Creating and maintaining a positive work environment is what effective workplace communication means.

We have all been there, where we are given a task or leave a meeting and have no idea what to do next. It's quite common. According to the statistics, 57 % of employees report not being given clear directions and 69 % of managers are not comfortable communicating with the employees in general. From the statistics, it is clear that there is a need to improve communication **at the workplace**.

Efficient communication at the workplace is one of the signs of a **high-performance culture**. Exchanging information and ideas within an organisation is called **workplace communication**. In every aspect of life (both professional and personal), effective communication is important to success and happiness. **Effective communication** at the workplace is central to all business goals.

Improving communication starts at the top to meet your business intent. Communication at the workplace defines organisational goals and helps co-workers



to collaborate. This is a step towards a fundamental business practice for a committed and productive workforce.

What are Effective Communication Strategies?

✓ Start using the right tools for your business

Fortunately, tools like ProofHub, Slack, Zoom can help you to **boost** company communication providing a total seamless **communication experience**.

✓ Encourage two-way communication

Encourage your employees to ask questions or voice their opinions helping them **feel empowered**.

✓ Tell people what they are doing right

It is a good idea to tell people about their good things **on a daily basis**.

✓ Specific and descriptive feedback

Give feedback that is concrete. Give directions to the person exactly on what they are doing well and what needs to be improved.

✓ Schedule a compulsory check-in

Organising a short quick call with a very specific agenda brings in a lot of advantages.

✓ Organise engaging team building activities

According to a 2019 report by Gallup, companies with engaged workers generally earn 2.5-times more revenue. **Team building** activities **enhance** productivity and engagement.

What are the Benefits of Effective Communication at the Workplace?

- less misunderstanding;
- healthy workplace culture;
- easy conflicts solving;
- team spirit;
- stronger teamwork;
- self-esteem increasing;
- clear directions;
- higher employee job satisfaction;
- business success.



Communication can be formal, informal, internal or external. And within an organisation, it is important to develop a healthy and beneficial communication process. Effective communication is the key to **achieving long-term success**, so make sure you follow the above outline strategies. No matter what stage you are at the workplace, you need to **communicate ideas** well.

9. Agree or disagree with the statements below. Address the text if it is necessary.

- a) Communication affects the process and outcome of meetings and negotiations.
- b) Communication culture does not indicate the success of an organisation.
- c) Effective communication is important only for your personal life.
- d) Every employee should have the right to share their opinions with colleagues and their boss.
- e) Effective communication helps organisations to achieve short-term business goals.

10. Share your opinion about effective business communication in pairs and then with the group discussing the questions below.

- a) What is effective business communication?
- b) Why is it important to make business communication effective?
- c) How to achieve effective business communication?
- d) What strategies can you propose to improve business communication?

V. Assess your progress

Do the following tasks to assess your progress on the lesson. Then check your answers. The keys are provided at the end of the book.

1. Alice conducted an experiment on how people adhere to business ethics at work. Read the results and fill in the gaps in the extract using the words from the box below.

polite	environment	ethics	formal	bad-mannered
relationships	ignore	impolite		

Office Workers Admit Being Rude

Most office workers say they are rude or (1) ____ at work. Two out of three workers regularly arrive late for meetings, most (2) ____ emails and three out of four use bad language. In a survey of 1,000 workers, two-thirds say that pressure of work is the reason for their bad manners.

Other common examples of bad office (3) ____ include ignoring colleagues and answering mobile phone calls during meetings. Using mobile phones in meetings is (4) ____ and distracts others. If you respond to a call when speaking to somebody, it means that the phone call is more important than the person. If you answer a call during a meeting, it could mean that you think the meeting is not important.

It is easy for people to forget their manners in the working (5) ____, which is often very informal and very busy. Workers can forget proper etiquette such as introducing people at meetings, and this is often bad for working (6) ____.

People are not as (7) ____ as they were twenty years ago. Courtesy is no longer something that is so much respected in our society. People think it is stuffy to be polite or (8) ____.

2. Read the passage about Eric Yuan and answer the following questions.



- a) How many times did Eric apply for a visa?
- b) When did Eric come to the USA?
- c) When did he found the communication platform Zoom?
- d) How many companies use Zoom nowadays?
- e) What is Zoom used for?

Eric Yuan

CEO/founder of Zoom Video Communications, USA

Eric Yuan came to the U.S. from China in the mid '90s to pursue the Internet boom. The first eight times he applied for a visa, he was denied. Finally, on the ninth attempt, he was approved, but the process lasted two years.

In 2012, after working for a Silicon Valley communication startup for years prior, Yuan founded the communication platform Zoom.

Now, Zoom is used by more than 750,000 companies to keep their teams connected through video and audio conferencing, collaborative workspaces, chat, and more. The real-time, face-to-face aspect of Zoom makes it easier for companies to stay in touch, so people can easily work from home or stay connected while working remotely or across several office locations.

Yuan's difficult visa experience is a reality for many immigrants. But it's also a testament to what can happen if you're persistent and willing to keep trying. Whether you're applying for an official document like a visa or a permit, or you're simply trying to solve a difficult problem, determination will yield results – even if it takes a few years.

3. Use the information about features of successful specialists from Section “Enlarge your vocabulary” of the lesson and your background knowledge and match them with their definitions.

1. adaptability	a) the good quality of not being proud or not believing that you are important;
2. passion	b) the ability to share someone else's feelings or experiences;
3. collaboration	c) a strong opinion or belief;
4. integrity	d) the ability to change (or be changed) to fit changed circumstances;
5. humbleness	e) act of working jointly;
6. commitment	f) the quality of being honest and having strong moral

	principles;
7. conviction	g) an extreme interest in or wish for doing something;
8. empathy	h) willingness to give your time and energy to a job, activity, or something that you believe in.

4. Get ready to speak on the following topics.

- factors of career success;
- hard and soft skills of any successful specialist;
- qualities of successful leaders;
- typical functions of different department in the organisation;
- principles of business ethics and business communication.

VI. Evaluate your achievement

Reflect on the value of the lesson. Answer the questions and fill in the table below. Address the given sections of the lesson for revision any time you need.

1. What new have you learnt in class?
2. What information do you find the most topical?
3. What were the challenges for you and what did you do to move through them?
4. Would you like to learn any extra information on the topic?

Skills	Options			Section of the lesson for revision
	Yes	No	Not sure	
1. I can name factors of professional success.				I/II
2. I can list the main hard and soft skills of successful specialists.				II
3. I can speak about leaders' qualities.				II
4. I can disagree politely and strongly.				III
5. I can name different departments in the organisation and their functions.				III
6. I can name the main principles of business ethics.				IV
7. I can list the main rules of business communication.				IV
8. I feel confident about using related vocabulary.				II/IV

2

Aims

- ### My Speciality: Economist in IT
- learn the vocabulary related to the specificity of economics specialities;
 - be able to ask for help or advice in different situations;
 - be able to speak about the skills required for economists.



An economist is someone who knows more about money than the people who have it.

Anonymous



I. Expand the idea

Economy is an essential part of human's development as it is concerned with helping individuals and society to decide on the optimal allocation of our limited resources, and to drive economic growth, creating high wage jobs and facilitating an improved quality of life. Read the concept of the term 'economist' taken from Investopedia and express your opinion on the following questions.

a) *What can you add to the definition of the term 'an economist'?*

b) *Do you agree that economists' expert opinions and research are highly demanded in different spheres of life?*

c) *Do you share the quotation by J. Peter Laurence?*

An economist is an expert who will know tomorrow why the things he predicted yesterday did not happen.

Johnston Peter Laurence,
a Canadian educator

An economist is an expert who studies the relationship between a society's resources and its production or output. The expert opinions and research findings of an economist are used to help to shape a wide variety of policies, including interest rates, tax laws, employment programmes, international trade agreements, and corporate strategies.

II. Enlarge your vocabulary

1. The picture below demonstrates ***the jobs related to economics*** as a speciality. Consult a dictionary to learn the meaning, pronunciation, form, and translation of the professions.



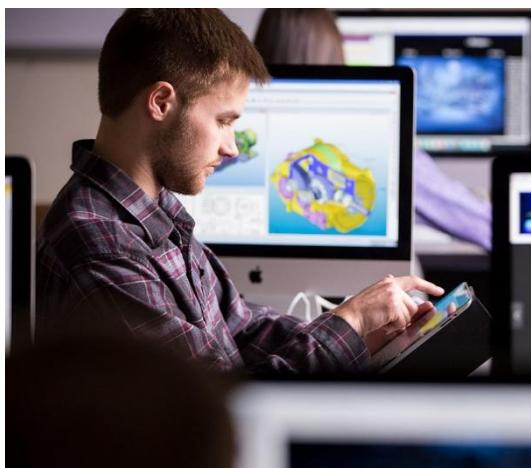
2. Match the economics professions with the functions.

1. Market research analyst	a) performs financial forecasting and recommend actions for optimisation.
2. Financial analyst	b) monitors and forecasts marketing and sales trends.
3. Actuary	c) conducts research, interviews subjects, and writes about economic or business matters.
4. Accountant	d) acts as agent, trustee, guardian, or executor for businesses or individuals.

5. Lawyer	e) studies historical trends and uses them to make forecasts; researches and analyses data with the help of software programs.
6. Statistician	f) uses knowledge and expertise to construct personalised financial plans that aim to achieve the financial goals of clients.
7. Finance/Business reporter	g) keeps and interprets financial records.
8. Economist	h) prepares a curriculum and teaches students topics related to economics in each lecture at a college or university.
9. Personal finance advisor	i) applies statistical methods and models to real-world problems, e.g. gathering, analysing, and interpreting data to aid in many business decision-making processes.
10. Economics professor	j) provides testimony as an expert, witnesses in lawsuits dealing with insurance or financial risks in general.

3. Write down 3–4 jobs in economics spheres that are not mentioned in Tasks 1–2.

4. Which of the jobs listed would you like to make your career? Share your opinion with your groupmates.

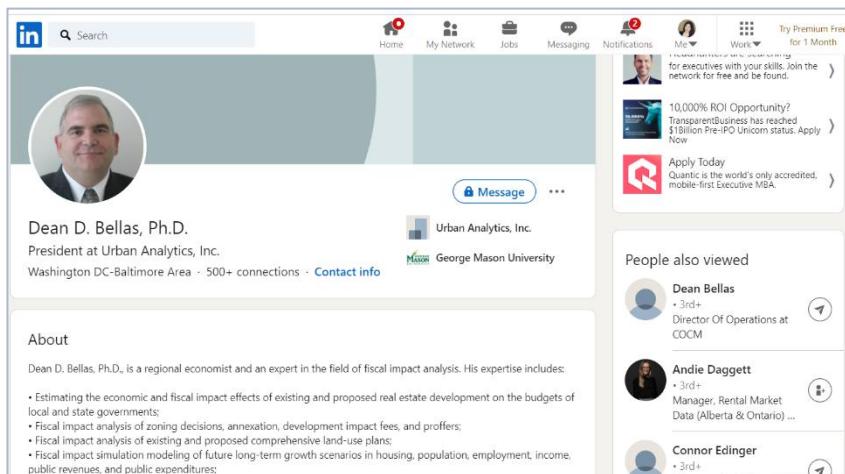


5. Dustin is now taking his last year at Marketing Department in New York University. Additionally, he is taking an E-economics course as he is interested in getting a job in **an economy or business sector**. Watch the video ‘A day in the life of an economist’ that was presented to him in the last class and choose which of the following functions of an economist were mentioned.

- a) to forecast major economic indicators;
- b) to analyse numbers;
- c) to keep current on important news;
- d) to study economic and financial trends;
- e) to prepare a curriculum related to economics;
- f) to analyse dynamics between regions;
- g) to make focus on a risk management;
- h) to write and communicate clearly.

6. Watch the video again and discuss the following questions.

1. What makes economists popular public speakers?
2. Why is a job of an economist not limited to work for the government?
3. Which example from the video does state that an economist is in charge for providing economic analysis on occurring and temporary issues?



7. What could you add to the description of the economist job? Make up the list of **characteristics** and share with your groupmates. You may refer to Task 2.

8. Dustin is an active member of LinkedIn – a social network that focuses

on professional networking and career development. He came across with the profile of Dean D. Bellas, a land-use economist, president at Urban Analytics located in Virginia, USA. Dustin started getting interested in the specificity of Mr. Bellas's job. Find out the details of a working day of Dean D. Bellas.

On a typical day, Bellas gets to the office at 8:00 am and spends an hour reading and replying to emails, returning client phone calls and **prioritising** the day's activities and **work assignments**. During the next half hour, he discusses the day's activities and work assignments with his **employees** and conducts business development, which means **sales** and **marketing** to new clients and maintaining good relationships with existing clients.

From 9:30 am to 11:30 am, he works on **client engagements** and **research reports** and **attends client meetings**, either **in person** or **by phone**. In the half-hour before lunch, he again reads and **replies to emails**, returns client's phone calls, and discusses and reviews progress on work assignments with employees. Employees spend a great deal of time each day either collecting **socioeconomic data** from across the United States or analysing the data using the company's **proprietary computational models**. Bellas discusses with his employees how **to obtain data** never before collected or how to analyse available data in a completely new way.

After an hour's lunch break, Bellas spends the next two hours working on client engagements and research reports and attending client meetings. He uses **complex simulation modeling** to analyse issues such as the economic and fiscal **impacts** of a proposed 3 million square foot training facility for the federal government, new soccer fields for a youth soccer organisation in Virginia, and the jobs and public revenue that might be created by a proposed new casino in the mid-Atlantic region. These complex projects require analysing huge amounts of socioeconomic data, so Bellas and his staff spend a good part of a typical day collecting and analysing data. Bellas then spends another hour on emails, phone calls, discussions with employees and business development. Finally, he spends the last two hours of his day on client engagements.

He also spends Saturday mornings **catching up on client engagements**, reading articles on complex public policy issues related to local economic development, performing the administrative tasks involved in **running his company** and grading exams or reading papers.

In addition to running Urban Analytics, Bellas is **an adjunct faculty member** in the real estate development programme within the School of Architecture and Urban Planning at the Catholic University of America in Washington, D.C. He teaches courses in Urban Economics, Real Estate Finance, and Real Estate Investment to graduate students. On the days when he teaches, he usually spends one to two hours before class preparing his lecture, plus three hours on each class.

His office culture is relaxed, and his employees are able to have flexible schedules and to prioritise personal matters as long as their work is delivered to the client on time. Bellas himself is able to work anywhere, including from his **satellite office** in Loutraki, Greece.

9. Here are some situations that should be completed with the words and word combinations that are presented in the description of a working day of Dean D. Bellas. You may refer to Task 8.

- a) Every time you miss a call, you are missing a potential sale. Do not forget _____ client phone calls (Paragraph 1).
- b) Attending _____, either in person or by phone, is an essential part of the job of any economist (Paragraph 2).
- c) Company's proprietary _____ makes data analysis in e-business faster and easier (Paragraph 2).
- d) Some projects require analysing huge amounts of _____, in a completely new way (Paragraph 3).

- e) Running a company implies _____ the administrative tasks (Paragraph 4).
- f) Urban Analytics offers flexible schedules to its employees as the company _____ (Paragraph 6) personal matters.

10. Share your opinion on the following questions in groups.

1. In which way does Dean D. Bellas conduct business development?
2. Which complex projects are realised at Urban Analytics?
3. Is Dean D. Bellas involved into other professional activities besides running Urban Analytics?

11. This is the timetable of Dean D. Bellas. Can you help to add the daily activities to listed day periods? If Mr. Bellas is busy at the weekends, depict it in the table as well.

A Working Day of Dean D. Bellas	
Time/Period	Working Activities
8:00 am – 9:30 am	
9:30 am – 11:30 am	
11:30 am – 12:30 pm	
12:30 pm – 2:30 pm	
2:30 pm – 3:30 pm	
3:30 pm – 5:30 pm	
Weekends	

12. Express your opinion on the following issues.

- a) Mr. Bellas working day at Urban analytics is challenging and extremely intensive.
- b) Balancing between an administrative job in business and academic work in economics gives some fresh thoughts and new ideas for further professional development and contribution to the economic sphere.
- c) I would like to be involved in the economy sphere on a professional level.

III. Enrich your speech

1. You are going to watch a BBC video episode about Anna where she asks for help from one of the clients of the company she works for. Consider the following questions first.

- a) Do you think it is a shame to ask for help or advice from your colleagues at work?
- b) Why is it important to ask for help in the right manner?
- c) How do you ask for help or advice?
- d) What phrases do you use when asking for help from your parents or groupmates?



2. Watch the video and be ready to discuss the following questions.

- a) What phrases does Anna use to ask for help?
- b) Why does this sound impolite?
- c) Does this affect their further conversation?

3. Look at the table of phrases you might find helpful when asking for help or advice. Which ones are more formal and which ones are less formal?

Table of Useful Phrases

<i>Asking for help</i>	<i>Asking for advice</i>
<ol style="list-style-type: none"> 1. I would be most grateful if you could give me some help. 2. I know you're busy, but could you spare me a few minutes of your time please? 3. Excuse me, could you help me? 4. Would you mind helping me? 5. Would you be so kind as to...? 6. Excuse me, I need some help. 7. Can you help me, please? 8. Could you do me a favour? 9. Could I ask you a favour? 10. I would appreciate it if you could help me with... 11. Could you lend me a hand? 12. If you don't mind, I could really use your assistance with...? 	<ol style="list-style-type: none"> 1. What do you suggest/recommend? What would you do if you were me? 2. Please could I ask you for some advice? 3. I wonder if you could help me with the problem of.../connected with.../related to... 5. Could you possibly offer your advice on...? 6. Do you have any advice on...? 7. It would be of great help if you could advise me on... 8. Would it be a good idea to...? 9. How would you react in my position? 10. If you don't mind, I really need your advice ...

3. Dustin visits Professor Watson at New York University to get some pieces of advice from him about his future profession in the economy sphere. Fill in the gaps in their dialogue. Address the table below.

grateful	would like	could you	so kind as
exactly	would you mind	advice	great help

Dustin: Good morning, Mr. Watson. Do you remember me? I'm Dustin. I took your course in digital marketing last semester. Would you be (1) _____ to help me?

Professor Watson: Morning, Dustin. Sure thing! How're you? How're the things getting on?

Dustin: I remember in one of the lectures you told us about Susan Athey, Economics of Technology Professor, who is researching how today's economists offer new ways of mapping business objectives to incentives and success. It would be of (2) _____ if you could call Professor Athey and ask whether we could have a meeting. I (3) _____ to speak to her.

Professor Watson: I'm afraid she's not in the city at the moment, taking part in some scientific conference abroad.

Dustin: (4) _____ tell me when she's coming back, please?

Professor Watson: I'm afraid I don't know (5) _____.

Dustin: I would be most (6) _____ if you could ask her to call me back.

Professor Watson: Yes, sure. Could you tell me your full name and phone number?

Dustin: I'm Dustin Reed. My phone number is 246 1037.

Professor Watson: Got it. Professor Athey will call you back as soon as she comes back.

Dustin: Thank you so much! Also, (7) _____ telling her that it's not kind of urgent, so let her call me when it will be convenient! If she doesn't mind, I really need her (8) _____!

Professor Watson: Sure. Could I do anything else for you?

Dustin: No, thank you, that's all for now. Have a nice day, Professor Watson!
Goodbye!

Professor Watson: Thank you, Dustin. Good luck! See you soon!

4. Make up and role-play a dialogue on one of the following situations. Use the phrases from the table in Task 3. Back your words with actions: use strong **body language** to make it clear that your 'no' means 'no'. Work in pairs.

a) You are a freshman and today is your first day at university. You need to find the library at University. You also want to know more about the upcoming studies, and catering and dining options. Ask for help from senior students.

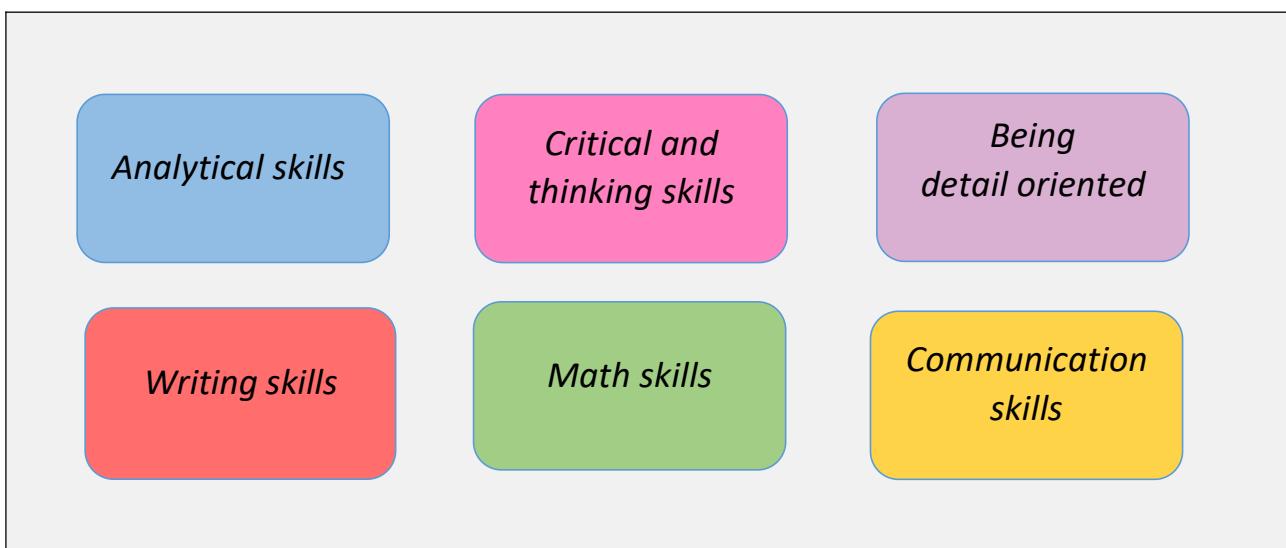
b) One of your groupmates was absent from University and is not aware enough of using the distant educational platform Moodle. Help them to use this digital tool.

c) Today is the first day at your new job. You take the position of a market research specialist at the Marketing department, but you do not know much about the specifics of this enterprise. Seek help from colleagues. Find out the details of further work.

IV. Develop your communication skills

1. *The table below demonstrates **the skills** required in a job of an economist. Express your opinion on the following questions.*

1. What are these skills necessary for in a job of an economist?
2. Can you name other useful skills for economists?



2. *Read the descriptions of some skills required for economists and titled them with the proper categories from the table in Task 1.*

1. _____ Economists must be able to explain their work to others. They may give presentations, explain reports, or advise clients on economic issues. They may collaborate with colleagues and sometimes must explain economic concepts to those without a background in economics.

2. _____ Economists must be able to present their findings clearly. Many economists prepare reports for colleagues or clients; others write for publication in journals or for news media.

3. _____ Economists must be able to review data, observe patterns, and draw logical conclusions. For example, some economists analyse historical employment trends to make future projections on jobs.

4. _____ Economists use the principles of statistics, calculus, and other advanced topics in mathematics in their economic analyses.

5. _____ Economists must pay attention to details. Precise data analysis is necessary to ensure accuracy in their findings.

6. _____ Economists must be able to use logic and reasoning to solve complex problems. For instance, they might identify how economic trends may affect an organisation.

3. *Modern higher education offers students more and more opportunities for interdisciplinary studies. Education is combined with Ecology, Languages – with Computer Science, Law – with Administration, etc. The Faculty of Engineering and Economics at BSUIR has also two specialities based on a combination of Economics and Computer Science – ‘Digital Marketing’ and ‘Economics in E-Business’. Express your opinion on the following questions.*

- a) Why is it popular today to specialise in more than one major discipline?
- b) How can you estimate the career prospects for BSUIR graduates majoring in Economics and Computer Science?
- c) Who can be named as a tech economist?

4. *Susan Athey and Michael Luca published the article ‘Why Tech Companies Hire So Many Economists?’ in the journal ‘The Economist’. Learn why many IT companies tend to create communities of tech economists.*

Why Tech Companies Hire So Many Economists?

Over a recent coffee discussion, the COO of a multibillion-dollar **tech company** told us he was interested in building an internal team of economists. He had collaborated with economists before and was excited about the results. He now wanted to know how to bring the economist’s **toolkit** into more parts of the business. If he were to hire a team of Ph.D. economists, how should he begin?



We’ve had many conversations like this, as economists have begun to play a **growing role** in the tech sector, and as companies have sought **guidance** on how to bring economists into their companies. For example, Amazon has quietly hired more

than 150 Ph.D. economists. New hires have ranged from **a chief economist** (who was previously a tenured economics professor) to **newly minted** Ph.D.s, who are assigned to work on specific business problems throughout the company. Specific projects cover everything from design choices around Amazon reviews to **estimating demand** for products on Amazon.

Amazon is far from alone in its aggressive hiring of Ph.D. economists. Companies ranging from Google, Facebook, and Microsoft – where one of us, Susan, was previously the consulting chief economist – to Airbnb and Uber now all have large teams of Ph.D. economists. And dozens of other tech companies have hired smaller groups of economists.

In the article, we **highlight** two central components of the economics Ph.D. training that existed well before the rise of tech firms but turn out **to be well-suited to this sector**.

First, the field of economics has spent decades focusing on techniques to help to understand which correlations speak to **a causal relationship** and which do not. This comes up all the time – does Uber Express Pool grow the full Uber user base, or simply draw in users from other Uber products? Should eBay advertise on Google, or does this simply **siphon off** people who would have come through organic search anyway? Are African-American Airbnb users rejected on the basis of their race? These are just a few of the countless questions that tech companies are **grappling with**, investing heavily in understanding the extent of a causal relationship. Economists were responsible for asking and answering all these questions. Of course, causal **inference** is important in all sectors, but the tech sector – where data abounds and experimentation is **feasible** – has been a leader in trying to complement intuition with data. And these analyses have a big impact on the companies involved; for example, eBay’s advertising analysis found that they had been wasting millions of dollars by inefficiently advertising on Google.

Second, economists have spent decades thinking about the design of markets and **incentives**, and this work – which also predated the internet age – has found new **applications** in the digital economy. As online marketplaces – **ranging from** Uber and Airbnb to Tinder and Paktor to advertising auctions – have become an important part of the digital economy, economists have played a central role in helping to shape them. For example, economics research has thought carefully about the role of consumer search in shaping the design of auctions for digital advertising. In her work with Microsoft, Susan used these ideas to help to improve the quality of Bing’s advertisements.



Michael Luca

Susan Athey

Bringing economic theory into the design of marketplaces can have a big impact on the **bottom line**. When Michael Ostrovsky and Michael Schwartz noticed that Yahoo!'s reserve prices were lower than theory would suggest is the most **profitable**, they ran an experiment to tweak the reserve prices – and helped the company to **increase profit by** millions of dollars.

It's exciting to watch the tech sector **evolve**, and to see the impact that the economics toolkit has had. Over the past two years, we have co-organised a conference on economics in the tech sector, sponsored by the National Association of Business Economists. This conference has highlighted the practical relevance of the work being done by tech economists, and the companies that are now bringing **an economics mindset** into their decision-making.

5. Find in the article 'Why Tech Companies Hire So Many Economists?' the words and word combinations with close meaning to the words and phrases below.

- a) expertise (Paragraphs 1, 7);
- b) freshly minted (Paragraph 2);
- c) to struggle with (Paragraph 5);
- d) to develop (Paragraph 5);
- e) an advantage (Paragraph 6).

6. Here are some situations that should be completed with the words and word combinations that are presented in the article 'Why Tech Companies Hire So Many Economists?' You may refer to Task 7.

1. New hires have ranged from _____ to newly minted Ph.Ds.
2. Economics specialists help IT sector to find _____ in the digital economy.
3. Tweaking _____ helped the company increase profit by millions of dollars.
4. Many tech companies are now bringing _____ into their decision-making.
5. Economists _____ in understanding the extent of a causal relationship.

7. Agree or disagree with the statements below. You may refer to Task 4.

1. Michael Luca worked previously as a consulting chief economist.
2. Amazon, Google, Facebook, Microsoft, Airbnb, Uber are hiring more and more economists.
3. Susan and Michael elicited three key reasons for creating the community of tech specialists in such companies as Amazon, Google, etc.

4. Economics as a science is comparatively young, and it is too early to state on certain techniques aimed at identifying which correlations speak to a causal relationship.

5. Economists contributed a lot to the design of markets and search for new applications in the sphere of the digital economy.

8. Express your opinion on the following statements.

a) The economist's toolkit is brought into more parts of the business.

b) The tech sector is evolving thanks to economists' mindset.

c) Economists are finding purpose outside of academia as their perspective becomes more valuable to technology companies.

9. Here is the list of functions an economist can perform in a tech company. Read the information and discuss with your groupmates which of these professional skills you have already got  or would like to get in the future.  Complete the list with your own ideas.

1. Setting goals around user growth, profitability, fairness. _____

2. Identifying how the design of the platform affects them. _____

3. Considering the importance of scale economies for a company, your suppliers, or your customers. _____

4. Evaluating how a company is affecting the world. _____

5. Improving management practices and decision making. _____

6. Thinking about your data assets. _____

7. ? _____

10. Follow the link to get information about your speciality:
<https://www.bsuir.by/ru/kaf-ekonomiki/spisok-distsiplin> (Digital Marketing: a marketer-programmer) or <https://abitur.bsuir.by/ekonomika-elektronnogo-biznesa> (Economics in E-business: an economist-programmer). Read thoughtfully the description of your speciality, the skills and competencies you will obtain. Prepare a 2–3-minute report about your speciality and the required skills.

V. Assess your progress

Do the following tasks to assess your progress on the lesson. Then check your answers. The keys are provided at the end of the book.

1. Use the information about the job of an economist in IT from Section 'Enlarge your vocabulary' of the lesson and change the order of the letters to make the proper words and word combinations.

- | | |
|--------------------|---------------|
| 1. atuaycr | 6. meentagegn |
| 2. nstatiotics | 7. timcap |
| 3. anacnotuct | 8. tipeporyr |
| 4. niafenc odisrav | 9. notabi |
| 5. snagsimem | 10.turcenr |

2. Dustin has recently met with Professor Susan Athey from Stanford Business School for Graduate, to learn more about the perspectives of an economist in a tech company. Read Susan's ideas on this issue. Address the table below and fill in the gaps.

tech companies	marketplaces	operating	chief economist
technology	to do technical innovation	business models	current
macroeconomist	platform companies	incentives	microeconomist

'One of the things that has been really interesting about the (1) _____ of the last 10 or 20 years is that they have not only been innovating in terms of their (2) _____, but also in terms of their (3) _____. And, actually, most of the successful tech companies are some sort of platform company.



Susan Athey

The Economics of Technology Professor

Professor of Economics (by courtesy), School of Humanities and Sciences

Senior Fellow, Stanford Institute for Economic Policy Research

R. Michael and Mary Shanahan Faculty Fellow for 2020–2021

Academic Area: Economics

Additional Administrative Titles

Director, Golub Capital Social Impact Lab

Associate Director, Stanford Institute for Human-Centered Artificial Intelligence

Professor, Economics

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The (4) _____ like Amazon matching buyers and sellers of products or eBay. They have an advertising marketplace like Google, all of these are (5) _____. And so, not only they have (6) _____, but they also

have to do business and economic innovation. There are so many questions come up to operating these businesses as well as in thinking about their strategy, they have not just been addressed before.

If you are (7) _____ a marketplace like in Airbnb, you have buyers – consumers who want to rent and you have sellers who are the owners of the homes. The marketplace has to really think about both sides of the market, on the sell side of the market the homeowners have to keep their calendars (8) _____.

It is really important that the suppliers in these marketplaces provide a high quality of service, answer questions quickly. And they only do it if they have (9) _____ to do so, and those incentives are in turn created by the marketplace. So, there's a real market management challenge that's new to these tech marketplaces.

So, faced with all those non-standard and quite challenging problems, most of the leading tech firms have brought in not just sort of (10) _____ who do the forecasting which is the traditional (11) _____ type of role. But they brought in (12) _____ who thinks a lot more about these strategic questions and about marketplace management and pricing policies, and things like that'.

3. Agree or disagree with the statements below. You may refer to Task 2.

1. Most successful tech companies are platform companies.
2. Tech companies face different business questions.
3. A marketplace is not a suitable environment for incentives to appear.
4. An economist contributed a lot to the development of a tech company.
5. Non-standard problems are not typical of IT sphere.

4. Get ready to speak on the following topics.

- specificity of an economics job;
- variety of jobs with major in economics;
- skills required for economics specialists;
- the career of an economist in IT.

VI. Evaluate your achievement

Reflect on the value of the lesson. Answer the questions and fill in the table below. Address the given sections of the lesson for revision any time you need.

1. What new have you learnt in class?
2. What information do you find the most topical?
3. What were the challenges for you and what did you do to move through them?
4. Would you like to learn any extra information on the topic?

Skills	Options			Section of the lesson for revision
	Yes	No	Not sure	
1. I can explain the specificity of an economics job.				I

2. I can name different economics jobs.				II
3. I can speak about economics jobs responsibilities.				II
4. I can ask for advice/advise on how to choose a profession in the field of economics.				III
5. I can ask for help or advice in different situations.				III
6. I can list the main qualities/skills for economics specialists.				IV
7. I can explain the concept of <i>a community of tech economists</i> .				IV
8. I feel confident about using related vocabulary.				II/IV

2

Aims

- learn the vocabulary related to information technology specialities;
- be able to ask for help or advice;
- be able to speak about IT specialists' skills and requirements.



I. Expand the idea

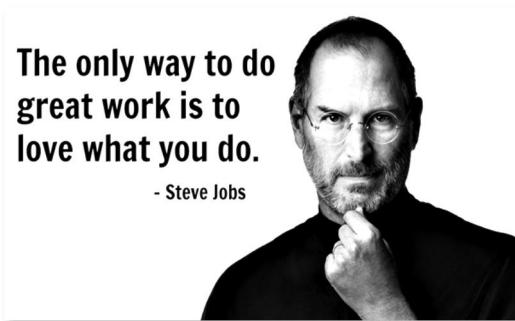
Information technology (IT) is a specific sector that is responsible for the building of computer systems and the management of computer networks. IT continues to change the way we live, play, and do business, so it should come as no surprise that IT is the fastest growing career field, and will continue to be for years to come.

Express your opinion on the following questions.

- Do you agree that work in the field of information technology is the most popular and prestigious nowadays?*
- What factors of IT job market dominance can you add to the list below?*
- Do you agree with Steve Jobs' quote in the picture?*

The dominance of the IT job market is due to numerous factors:

- the rapid growth of the Internet and e-commerce;
- lower hardware prices allowing more businesses to upgrade their technology;
- increased demand for information security specialists spurred by the escalating frequency and sophistication of cybercrimes;
- the advent of smarter applications enabling companies to analyse data quicker;
- cloud computing emergence;
- the continued proliferation of mobile devices.



II. Enlarge your vocabulary

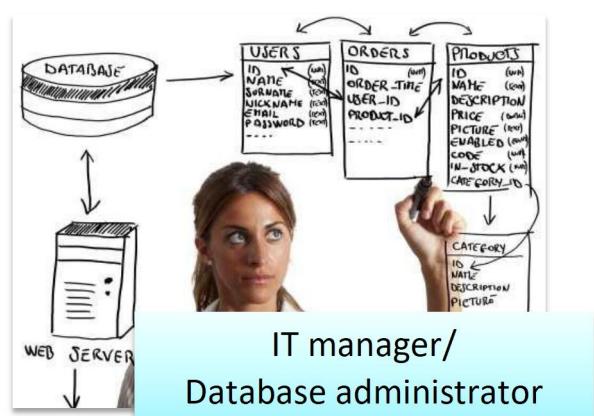
1. Write down as many **jobs in IT sphere** as you can think of in one minute. Compare your lists with other students in the class.

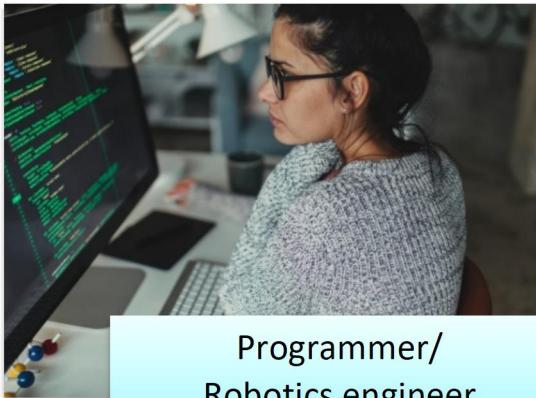
2. Which of the jobs listed would you like to make your career? Explain why to the others in your group.

3. Look at the pictures. What does the person in each picture **do for a living**? Choose the right option and prove your choice.



Web developer/
Computer operator





Programmer/
Robotics engineer



Systems analyst/
Help desk technician



Security specialist/
Computer scientist



Hardware engineer/
Game developer

4. Alice's father is an information technology specialist. He works as an IT Manager. Alice asks him for some pieces of advice **how to choose a job in IT sphere**. Do you share these recommendations?

Alice: Hello, Dad! How are you?

Dad: Hi, darling. I'm fine, thank you. And what about you? How's the studying going?

Alice: So far so good, thanks. But I have some kind of hesitation on one question. Do you have time to speak with me? I need your advice.

Dad: Of course, I'm always happy to help you, dear. What is the problem?

Alice: Yesterday at university we discussed the choice of our future professions. I said that I was going to enter MIT for a postgraduate course, to work in the field of information technology, like you. But when the teacher asked what kind of profession I would choose, I really did not know what to answer. And now I don't know how to



make the right choice, Dad...

Dad: Oh, dear. Don't worry. Every person faces this problem. Since I have already passed this stage, I can share my experience with you.

Alice: I am all attention.

Dad: First of all, **identify your passions and work with them.** Now you have time for that. Yes, we all understand that IT is a large field, so it's worth it to focus on sectors that reflect what you love. For instance, if you love computer games, focus on that! If you're creative, have a good eye for color and composition, and love technology, then the graphic designer career path is for you.

Alice: And if, for example, I like playing computer games, I like drawing, making diagrams and drawings, but I'm still not sure if I can work as a video game developer or a graphic designer.

Dad: OK, I just didn't finish my thought... Of, course you should **focus on your work style.** You may love computer games, but that doesn't mean you're suited to every gaming job. Your personality shapes your talents as much as your passion does.

Alice: This sounds clear. What else should I consider?

Dad: Don't hesitate to ask for help. Many IT gurus love to assist people. If you're just dipping your toes into the world of IT, investigate to see if you have someone who can tell you about the basics of your chosen field. For example, I can take you with me to my work and you will listen to the opinions of my colleagues.

Alice: Super, I'd love to go. Should I take into account my past experience of part-time jobs or internships?

Dad: Of course, dear. **Review your self-taught skills.** **Think about projects you've worked on** (like designing, watching videos, a website or a game). What role did you play in them? Were your creative or organisational powers challenged? Apart from this, it is important to **get an internship in a reputable IT department.** Good grades are nice, but work experience is even better.



Alice: OK, I understand. Thank you, Dad. I knew that you were a great professional and you could help me.

Dad: Well, I'm glad I was helpful. I hope you will take my pieces of advice into account and make the right choice, dear. Good luck!

5. *Make your list of tips how to choose an occupation in the sphere of Information Technology. What should you take into consideration? Compare your tips with Alice's Dad's ones.*

6. *Alice has found the list of possible IT professions. To find out more about them match the options on the left with the appropriate responsibilities.*

IT jobs	Responsibilities
1. Mobile application developer	a) designs and builds computer systems. They combine expertise in technology, electronics and engineering. They also develop individual components for computer systems, including microchips, processors and circuit boards, as well as computing peripherals.
2. Database administrator	b) manages IT solutions to drive business goals. These professionals analyse an organisation's current computer systems and procedures and recommend strategic changes to increase productivity and reduce costs.
3. Web developer	c) merges creativity, technical skills and a passion for gaming to create cutting-edge games. They always have a desire to learn the latest programming, art and media production skills.
4. IT help desk technician	d) defends an organisation's Information Systems. These specialists are competent at cyber security threats, technologies and countermeasures to ensure secure computer systems. This often includes tasks like installing and configuring security software, educating employees on data security, monitoring and protecting against network breaches.
5. Network specialist	e) creates software for mobile devices. They write programs inside of a mobile development environment using programming languages.
6. Video game developer	f) uses creativity and technology to create visually engaging graphics that communicate a message. Their duties are designing web pages, laying out catalogues and newsletters, designing logos.
7. Graphic designer	g) organises and manages a company's data. They ensure that business data is accurate, available, and secure.
8. IT security specialist	h) analyses, troubleshoots and evaluates computer network problems. They are responsible for building and designing communication networks, maintaining an organisation's network and keeping them safe and secure.
9. Software engineer	i) creates web pages and web-based applications. Their workflow includes collecting or creating web content planning web site layout and navigation, coding the actual web pages, then testing and optimising the website.
10. Systems analyst	j) writes the code that fuels computer operation. They translate

	project specifications into a script of logical instructions that computers can understand and interpret into functioning programs.
11. Computer programmer	k) develops computer systems and applications. They design, develop and improve upon the computer programs we use every day, including business apps, operating systems, network control systems, and social networks.
12. Hardware engineer	l) keeps the technologies that organisations rely on to do business up-to-date and running smoothly and provide technical support and troubleshooting services to end-users who need assistance with their computer hardware or software.

7. Your groupmates have one of the computing jobs listed in Task 6. Work in pairs. Find out some details about his/her occupation by asking only Yes/No questions. Try to identify his/her profession when you have asked these questions.

8. Look at the people below. All of them want to **work in IT sphere**. Read the information about their education and skills. What type of profession can you recommend them to do? Use the options from the box. Explain your point of view.

web designer

database administrator

IT project manager

technical support specialist

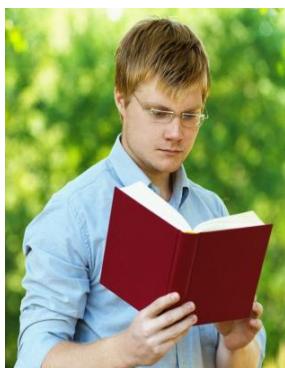
systems analyst

computer programmer

computer operator

security specialist

game developer



a) **Bill** is a student of Stanford University. He likes analysing large amounts of data. Bill has strong analytical skills and great attention to details. He is flexible and initiative.



b) **Ann** is a student of the University of Cambridge. She has a perfect understanding of design elements and basic design principles. She is good at using Photoshop, Adobe Illustrator, Adobe After Effects, Adobe.



c) **Kate** studies at the University of Toronto. She is organised, knowledgeable and able to multitask. She is a good communicator, strong leader and effective problem-solver. Kate is a great teamworker.



d) **Philip** has a strong desire to work in an IT sphere, but he has only secondary education. He is very patient, resourceful, and he loves helping others. This guy has good interpersonal skills. He can resolve basic technical issues.



e) Alex studies at BSUIR. He plays computer games all day and all night. He is very creative, likes drawing. He has a developed imagination. Alex is the best at programming in his group.

9. Discuss the following questions. Work in pairs.

- a) Why are IT specialities so popular these days?
- b) Which types of IT professions are more widespread in the Republic of Belarus? Why?
- c) Do you already have an idea of your future profession?
- d) What is more important for you: salary or job satisfaction?

III. Enrich your speech

1. You are going to watch a BBC video episode about Anna where she asks for help and advice. Consider the following questions first.

- a) Do you think it is a shame to ask for help or advice from your colleagues at work?
- b) Why is it important to ask for help in the right manner?
- c) How do you ask for help or advice from your parents or groupmates?



2. Watch the video. What phrases does Anna use to ask for help? Why does this sound impolite? Does this affect their further conversation?

3. Look at the table of phrases you might find helpful when asking for help or advice. Which ones are more formal and which ones are less formal?

Table of Useful Phrases

Asking for help	Asking for advice
1. I would be most grateful if you could give me some help. 2. I know you're busy, but could you	1. What do you suggest/recommend? 2. What would you do if you were me? 3. Please could I ask you for some

spare me a few minutes of your time please?	advice?
3. Excuse me, could you help me?	4. I wonder if you could help me with the problem of.../connected with.../related to...
4. Would you mind helping me?	5. Could you possibly offer your advice on...?
5. Would you be so kind as to...?	6. Do you have any advice on...?
6. Excuse me, I need some help.	7. It would be of great help if you could advise me on...
7. Can you help me, please?	8. Would it be a good idea to...?
8. Could you do me a favour?	9. How would you react in my position?
9. Could I ask you a favour?	10. If you don't mind, I really need your advice ...?
10. I would appreciate it if you could help me with...	
11. Could you lend me a hand?	
12. If you don't mind, I could really use your assistance with...?	

4. Alice visits her father's work in order to get some pieces of advice from his employees about her future profession in IT. Fill in the gaps in their dialogue. Address the table above.

grateful	exactly	would like	advice	so kind as
would you mind		could you		great help

Alice: Good morning, I'm Alice. Would you be (1) _____ to help me?

Employee: Hello, Alice. Yes, your father said that you would come. What can I do for you?

Alice: It would be of (2) _____ if you could call Mr. Hendricks, your IT Project Manager. I (3) _____ to speak to him, please.

Employee: I'm afraid he's not in the office at the moment.

Alice: (4) _____ tell me when he's coming back, please?

Employee: I don't know (5) _____.

Alice: I would be most (6) _____ if you could ask him to call me back.

Employee: Yes, sure. Could you tell me your full name and phone number?

Alice: I'm Alice Wilton. My phone number is 2128506.

Employee: Got it. Mr. Hendricks will call you back as soon as he comes back.

Alice: Perfect. Also, (7) _____ telling him that it's not kind of urgent, so let him call me when it will be convenient! If he doesn't mind, I really need his (8) _____!

Employee: Sure. Anything else?

Alice: No, that's all for now. Thank you. Bye.

Employee: Bye. Have a nice day!

5. Make up and role-play a dialogue on one of the following situations. Work in pairs. Use the phrases from Task 3.

a) Imagine that your close friend, whom you haven't seen for a long time, has come to visit you for a few days. He asks for your help with visiting some interesting places in your town. You're glad to see him and trying to think of different ways of entertainment.

b) Imagine that today is the first day at your new job. You are a security specialist of the IT department, but you don't know much about the specifics of this enterprise. Seek help from colleagues. Find out the details of further work.



c) Imagine that today is your first day at university. You need to find the dining room, the assembly hall, and you also want to know more about the upcoming studies. Ask for help from senior students.

IV. Develop your communication skills

1. Look at the **personal traits** below. All of them can be used to describe an IT specialist. Which of them: a) contribute to career progression; b) hinder career development? What other personal characteristics can you add to this list?

helpful	curious	impulsive	absent-minded
detail-oriented	intelligent	workaholic	communicative
immoral	sneaky	arrogant	selfish
responsible	conscientious	quality-oriented	hard-working
dishonest	confident	studious	motivated

2. Identify your personal qualities that can contribute to the development of an IT career. Which ones should you improve or develop? Share your ideas with your groupmates.

3. You are going to watch a video about requirements and skills of an IT specialist. Before watching, read the words and expressions, match them with their definitions.

1. familiarity <i>n</i>	a) of your own free will or design; done by choice; not forced or compelled;
2. be capable of	b) ahead in development; complex or intricate;

sth col	
3. voluntary <i>adj</i>	c) desiring or striving for recognition or advancement;
4. requirement <i>n</i>	d) knowledge or skill that someone gets from doing something rather than just reading about it or seeing it being done;
5. sophisticated <i>adj</i>	e) to increase in number or amount over a period of time;
6. hands-on experience <i>col</i>	f) personal knowledge or information about someone or something;
7. aspiring <i>adj</i>	g) something that you must do, or something you need;
8. accrue <i>v</i>	h) having the ability, power, or qualities to be able to do something.

4. Watch the video. Find out **how to become an information technology specialist**. Research the education and training requirements and learn about the experience you need to advance your career as an information technology specialist. Complete the table below.

Career Requirements	
Degree Level	
Degree Field(s)	
Experience	
Key skills	
License/Certification	

5. Watch the video again and answer the following questions.

- a) What are three main steps you can take to become an IT specialist?
- b) Do you need to use computer laboratory resources while getting a Bachelor's Degree?
- c) Why is it important to complete an internship in a local IT firm?
- d) Is it an advantage to obtain certification in this field and why?
- e) What courses can students take while obtaining a master's degree?

6. There is some information about **future IT skills**. What other qualities can become significant for IT specialists? Share your opinion with the group.

Future IT Skills: What Employers Will Want in the Next Decade



To stay **competitive** in our careers, we must not only do our jobs well today, but be prepared for how we'll be doing our jobs well in two, five, ten years from now. So, what **skills and experience** will be most important in the future? Based on industry trends and where technology is headed, there are some IT skills employers will want to see in the next decade.

Emotional Intelligence

Most people can pass a certification exam or learn a new software application. But not everyone has an ability **to lead a team** through a tough project, build relationships with stakeholders, or keep a remote team engaged. Employees should place more emphasis on being able **to deal with conflicts**, manage a virtual team and deliver on strategy **to achieve tangible benefits** for the business. We can call them soft skills or **emotional intelligence** – employers are going to seek out this attribute more and more.

Adaptability

Because of **technological advances** (e.g. IoT), shifts in society (e.g. remote working), and the many unknowns of the future (e.g. AI), project managers need to be open to new ideas, flexible **to pivot with changing times**, and ready to adapt to changes.

Working with and Managing Remote Teams

Working remotely and with dispersed, international teams is on the rise, and employers will be looking for IT specialists who have experience successfully working from home, as well as managing a remote team.

Hiring managers at remote companies are looking for candidates who can communicate verbally and in writing, have **an independent streak**, and have a track record of successfully managing their own projects.



Data Science Expertise

The Internet of Things, automation, and artificial intelligence have been the buzzwords since 2017. These advances are going **to shake up** every industry in some way. **IT management** is definitely getting a pass on this one.

For IT professionals, this means that our programs, systems are going to start talking to you. They'll help you to identify risks, detect problems, and unload the administrative tasks through automation. So, there will be an increased need for project managers with big **data expertise**.

7. Agree or disagree with the statements below. Address Task 6 if it is necessary.

- a) Today, there is no need to think about future changes in the requirements for IT specialists.
- b) Any employee should show empathy towards colleagues, stakeholders and clients of the organisation.
- c) Conflict resolution is only the employer's task.
- d) Every day there are many changes in the field of information technology, so employees should be ready to easily accept new developments.
- e) Remote work of an IT specialist does not require any special skills.

8. Share your opinion about the most topical **future IT skills and qualities** in pairs and then with the group discussing the questions below.

- a) Why is it important to develop new skills every day?
- b) Which of the skills mentioned in the text are the most important ones?
- c) What other skills and qualities can become significant for IT specialists in the next decade?

V. Assess your progress

Do the following tasks to assess your progress on the lesson. Then check your answers. The keys are provided at the end of the book.

1. Now Alice is visiting her father's office again. Today she is meeting with Mr. Hendricks, IT Project Manager. He is giving some pieces of advice to Alice about choosing her future working place. Fill in the gaps in the text using the words and word combinations from the box below.

skill	full time	demanding	salary	apart from	career path
qualifications	define	efforts	competent at	motivating	
experience	challenging		get satisfaction from		

Mr. Hendricks says, 'Are you still wondering how to choose the right IT (1) ___, Alice? I try to help you. To begin with, I should say that IT jobs are very (2) ___ nowadays and at the same time (3) ___. Whatever IT career path to choose you must make sure that you (4) ___ it. The thing you need to consider is your (5) ___ sets, your (6) ___ and interests. Think about your short-term and long-term goals. It can be really (7) ___. Taking up an internship can be a great way to test a specific career type. While interning, you can (8) ___ an interest in a particular job and become more (9) ___ the skills required. If you enjoy the internship (10) ___ there is every possibility that you may like to work (11) ___.

(12) ___ all this you should have an inspiration. Money matters are all the more important. You do not work for free. If you are putting in your best (13) ___, then you must receive the right (14) ___ and other benefits too. So, you only need to wake up to reach your aspirations. There is no short cut to hard work. Your true efforts are definitely going to take you heights. Good Luck!'

2. Read the extract about Jody Shincke below and answer the following questions.



*Jody Shincke
IT infrastructure manager, REI, USA*

- a) When did Jody start her IT career?
- b) Where did she start to work as an IT specialist?
- c) What is she responsible for?

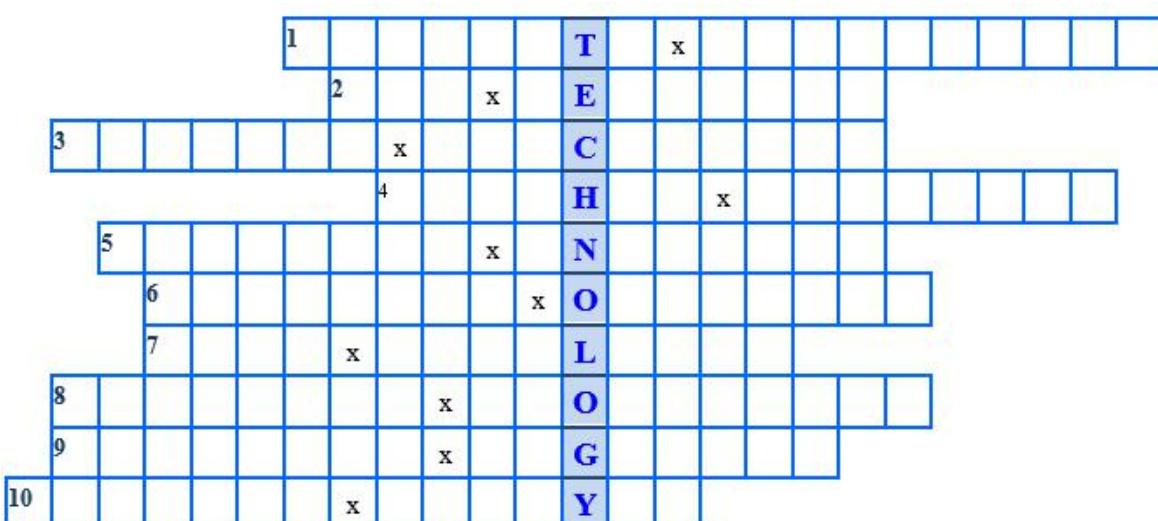
My career path has not always followed a traditional straight line but has branched out through new people and experiences. I got started in IT when I realised I loved technology in high school. I started off the way a lot of

women did twenty years ago: at a helpdesk. From there, my career took off. At the helpdesk, I got a good understanding of engineering.

Today, I manage five separate teams, varying from database and middleware technologies to client and retail technologies. It's hard not always having enough time to dedicate to individuals, but the best part of the job is working with my teams on a daily basis and interacting with my peers.

3. Use the information about IT jobs from Section II 'Enlarge your vocabulary' of the lesson and your background knowledge and do the crossword below.

1. analyses a computer system's vulnerability to threats from viruses, worms, unauthorised access, and physical damage;
2. creates, tests, posts and modifies Web pages;
3. installs network computer and communications equipment, troubleshoots problems;
4. creates visual communications, incorporates images and text into company logos and promotional materials;
5. analyses user requirements and designs, builds, and tests software application which will satisfy those requirements;
6. oversees the running of computer systems, ensuring that the machines, and computers are running properly;
7. creates and produces games for personal computers, games consoles, social/online games, tablets, mobile phones;
8. designs, codes, and tests computer programs;
9. helps to accelerate new computer technology by creating advancements in computer equipment;
10. specialises in analysing, designing and implementing information systems.



4. Get ready to speak on the following topics.

- variety of jobs in the sphere of Information Technology;

- personal qualities of any IT specialist;
- typical responsibilities and skills for different IT department jobs;
- future skills for IT specialists and their importance.

VI. Evaluate your achievement

Reflect on the value of the lesson. Answer the questions and fill in the table below. Address the given sections of the lesson for revision any time you need.

1. What new have you learnt in class?
2. What information do you find the most topical?
3. What were the challenges for you and what did you do to move through them?
4. Would you like to learn any extra information on the topic?

<i>Skills</i>	<i>Options</i>			<i>Section of the lesson for revision</i>
	<i>Yes</i>	<i>No</i>	<i>Not sure</i>	
1. I can prove IT job market dominance.				I
2. I can name different IT jobs.				II
3. I can speak about IT jobs responsibilities.				II
4. I can advise how to choose a profession in the field of Information Technology.				II
5. I can ask for help and advice in different situations.				III
6. I can name the main qualities and skills for IT specialists.				IV
7. I can list the main future skills in demand for IT specialists.				IV
8. I feel confident about using related vocabulary.				II/IV

3

Aims

Professional Development

- learn the vocabulary related to professional development;
- be able to refuse politely in different situations;
- be able to speak about personal growth and continuing professional development.

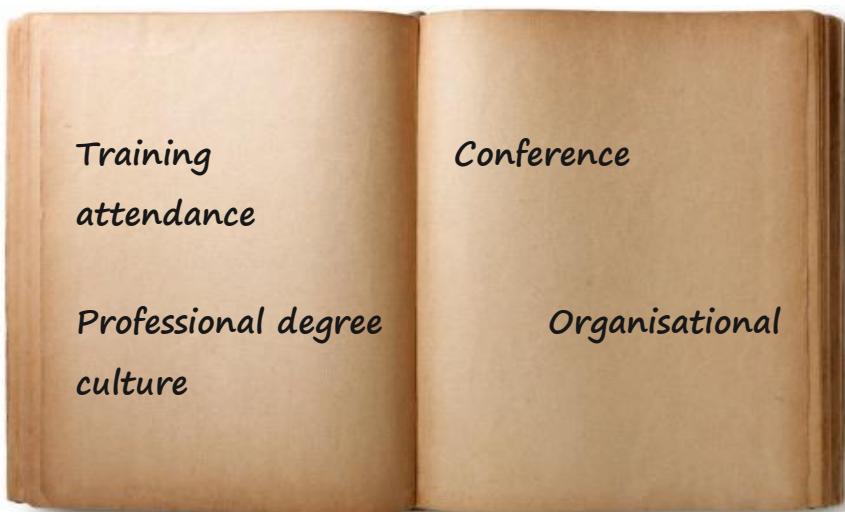
Life isn't about finding yourself. Life is about creating yourself.

George Bernard Shaw



I. Expand the idea

Professional development refers to all training, certification, and education that a worker needs to succeed in his or her career. Different jobs require different skills. Even if a worker currently has the necessary skills, he or she may need additional skills in the future. Through professional development, workers can learn these



skills to become better, more efficient workers. Look at the top professional development activities for the higher education IT workforce. Express your opinion on the following questions.

- a) Which of these activities can give a quick result from the perspective of professional development?*
- b) How complicated is it to do these activities in your future professional sphere?*
- c) Which of them would you like to be involved in in the future? Why?*
- d) Do you share the quotation by George Bernard Shaw? How is personal development related to professional development?*

II. Enlarge your vocabulary

- 1. Read the reasons explaining why **professional development** matters and mark them as ‘Employee Development’ (ED) or ‘Personal Development’ (PD). Think of the arguments to explain your choice.*
- 1. Targeted training programmes can provide answers to the ‘what’ and ‘how’ questions that come up as your employee learns the job. _____*
- 2. Investing in your staff shows that you value their work and are interested in helping them grow in their position. This boosts morale and increases productivity. Happy employees are more likely to stay with you. _____*
- 3. Professional development can keep your knowledge and skills current as technology and practices evolve. You’ll become a more efficient and effective team leader. _____*
- 4. Are you feeling underemployed or undervalued? An investment in training can bring forward new responsibilities in your job. By bringing updated skills and knowledge to the table, you can prove that you are prepared for new challenges and are ready for career growth. _____*
- 5. As higher education evolves, keeping your staff informed helps to ensure that your department develops new strategies, best practices, and tactics to stay on top of developing trends. _____*
- 6. Attending a conference allows you to network with experts and practitioners who can provide guidance and insight into the next steps to reach your career goals.*

2. Choose the most appropriate title for the reasons explaining why professional development matters from Task 1.



3. Match the words from line A with the words from line B to get collocations. You may refer to Task 1.

A: to provide; best; to boost; to increase; an efficient and effective; to be ready; to reach.

B: practices; team leader; your career goals; morale; answers; productivity; for career growth.

4. Think about 4–6 situations in which you can use the vocabulary from Tasks 1–3 and share them with the groupmates.

5. *Continuing Professional Development (CPD) is the term that is used to describe the learning activities professionals are engaged into to develop and enhance their abilities. It enables learning to become conscious and proactive, rather than passive and reactive. Look at the diagram illustrating the elements of CPD and express your opinion on the questions below.*



- a) Which of the elements do you consider to be the most and least important for CDP? Why?
- b) Why are some elements of CPD expressed in the form of a noun, and the others – as a verb?
- c) Are there any odd elements in the diagram? Why?
- d) What other things and activities are important for CPD?

6. Read the definitions taken from the online Oxford Learner's Dictionary and guess the concepts they describe. You may refer to the diagram in Task 5.

- a) running and controlling a business or similar organisation;
- b) a job or profession;
- c) presenting, advertising and selling a company's products or services in the best possible way;
- d) the reason why somebody does something or behaves in a particular way;
- e) a plan that is intended to achieve a particular purpose;
- f) the state or position of being a leader;
- g) the ability to do something well (2 options);
- h) the process of learning the skills that you need to do a job;
- i) making, buying, selling or supplying goods or services for money.

7. As competency specialists, we are often asked whether there is any **difference between skills and competence**. Consult some dictionaries and professional literature to define the difference between the following concepts: 'skill' and 'competence'.

8. Dustin started his career as a marketing manager at Uber in New York City doing a part-time job. He has been working there for half a year. Recently, Dustin has

taken a short training course focusing on **professional competence** and how they influence **on-the-job performance** at the workplace. Read what he has learned.

In some ways, a **skill** and a **competency** are similar. On a basic level, they both identify an **ability** that an individual has acquired through **training** and **experience**. But the two concepts are quite different in terms of the function they perform within the **talent-management process**.

Skills define specific learned activities, and they range widely in terms of complexity. For example, ‘mopping the floor’ and ‘performing brain surgery’ can both be classified as skills. Knowing which skills a person possesses helps us to determine whether their training and experience has prepared them for a specific type of workplace activity. In other words, skills give us the ‘*what*’. They tell us *what* types of abilities a person needs to perform a specific activity or job.

Though skills give us the ‘*what*’, but don’t give us the ‘*how*’. For example: *How* does an individual perform a job successfully? *How* do they behave in the workplace environment to achieve the desired result? This is where competencies come in. Competencies take ‘skills’ and incorporate them into on-the-job behaviours. Those behaviours demonstrate the ability **to perform** the job requirements **competently**.

Think of skills as one of three **facets** that make up a competency. The other two are knowledge and abilities. To succeed on the job, employees need to demonstrate the right mix of skills, knowledge, and on-the-job ability.

9. Here are some key terms that are related to Dustin’s speech. The letters in the words are mixed. Change the order of the letters to make the proper words and word combinations. You may need to add the hyphen (‘-’) in some cases.

1. lentta anamentmeg sropces _____
2. tngraini _____
3. pomyetenctl _____
4. isaebliit _____
5. npexieceer _____
6. countifn _____



We work across the company to bring the Uber brand to life, both inside and outside out walls.

7. rpforem _____

8. no teh jbo heavoribs _____

9. obj meqruirentes _____

10. ndolegekw _____

11. cstiiatiev _____

10. Express your opinion on the following issues.

a) One of the characteristics of skills is variability.

b) Competence is composed of skills, knowledge, and abilities.

c) Identifying competence helps to answer the question ‘How does an individual perform a job successfully?’

11. Make up the list of required skills and competence concerning your speciality. Share the list with your groupmates.

III. Enrich your speech

1. You are going to watch a BBC video episode about Anna where she expresses refusal. Consider the following questions first.



- a) Think of the recent situations when you had to refuse. What were they?
- b) Was it easy for you to say ‘No’? Why?
- c) Did you refuse directly, or did you give any excuses?
- d) Is it necessary to know how to refuse politely in your job setting? Why?
- e) How can people develop their skill of refusing politely?
- f) What phrases do you use when refusing people?

2. Watch the video and be ready to discuss the following questions.

a) What phrases does Anna use to refuse Mr. Lime to have lunch with him?

b) Does this sound polite? Why?

c) Does this affect their further business relations as a manager and a client? Give your arguments.

3. Look at the table of phrases you might find helpful when refusing people. Which ones are formal, less formal, and informal?

Table of Useful Phrases

Refusing
1. Thank you for your offer. But I'm really sorry, I won't be able to.
2. No, but thanks for asking.
3. I'm afraid it is against company policy ...
4. It wouldn't be appropriate.
5. With regret, I'm going to have to say no.
6. It's very kind of you, but ...
7. I appreciate the offer, but ...
8. It's very tempting, but I can't ...
9. I really shouldn't!
10. I can't this time.
11. Actually, I think I'm going to pass on it, if you don't mind.
12. Let me sleep on it.
13. Can you give me a couple of minutes?
14. Not today, thanks.
15. Thank you, but I'm alright.
16. I'm sorry, but I can't make it.
17. Thanks for asking, but I'm busy.

4. Sometimes Dustin also refuses people or people refuse him. Look at different communicative situations and fill in the gaps in the mini dialogues. Address the table below.

Thank you, but I'm alright	Let me sleep on it
It's very tempting, but I can't	It's very kind of you
Can you give me a couple of minutes	Not today, thanks
I'm really sorry	It's a great offer, but
I think I'm going to pass on it	I really shouldn't

1. **Dustin (to his colleague Jane):** ‘Would you like me to drive you home?’

Jane: ‘_____ , but I've already got a lift.’

2. **Dustin (to a client):** “Would you like me to complete the form for you?”

Client: ‘_____ ’.

3. **Waiter (in a café):** ‘Would you like another piece of cake?’

Dustin: ‘_____.’

4. **Brian (at the party):** ‘Stay for another drink!’

Dustin: ‘_____! I’ve got to get up early tomorrow.’

5. **Jane:** ‘Can you help me with my project for Monday meeting?’

Dustin: _____, but I can’t this time. I’ve got to finish something urgently.’

6. **Dustin (to a client):** ‘.... and this offer has some more bonuses...’

Client: ‘_____ I’m not interested.’

7. **Dustin (to a client):** ‘We could also arrange five monthly payments...’

Client: ‘Actually, _____ if you don’t mind.’

8. **Mr. Roberts:** ‘I’m not sure if I can offer you a full-time position. Would you consider a part-time role instead?’

Dustin: ‘_____!’

9. **Mr. Roberts:** ‘Do you want to be involved in the project?’

Dustin: ‘I’m not sure. _____.’

10. **Seller (in a pizza cafe):** ‘Are you looking for a great takeaway?’

Dustin: ‘Oh, _____.’

5. Make up and role-play a dialogue on one of the following situations. Use the phrases from the table in Task 3. Work in pairs.

1. The group of peers smoke cigarettes behind the university every day. Liza, one of your best friends hangs out regularly. You have been invited to come along many times but have never come before. One day you decide to go and find her after studies. By the time you arrived, you found Liza with a cigarette in her mouth. You were shocked a little bit. You knew she smoked, but this was the first time you have seen her do so. Next thing you know, she hands you one lit up for you.

2. Your boss asks you to become a team leader of a new long-rung project. This is your last year at university, and you are quite busy with your end-of-course written assignment. Besides, this is your part-time job, you are mostly in the office in the second half of the day, excluding the weekend. On a Friday evening, all the colleagues meet to play poker at the nearest bar. The atmosphere is friendly, everyone is happy to be there, and your boss gives a proposal to manage the project.

3. On summer holidays you usually spend a few weeks on some professional training, related to your job. Last summer you took the course in e-business and was awarded the certificate. This summer you would like to take a course on e-commerce. You took the short demo-version and realised that you had already got this information within the previous course. But you confirmed your participation in the organising committee by e-mail.

IV. Develop your communication skills

1. **Motivation** is a key factor contributing to people's professional development. According to humanist psychologist Abraham Maslow, our actions are motivated in order to achieve certain needs. Maslow first introduced his concept of a hierarchy of needs in his 1943 paper 'A Theory of Human Motivation' and his subsequent book 'Motivation and Personality'. This hierarchy suggests that people are motivated to fulfill basic needs before moving on to other, more advanced needs. Look at the five different levels of Maslow's hierarchy of needs and distribute the needs below according to these levels



personal worth / community groups / food / personal growth / water / family /
 the need for appreciation and respect / health and wellness / social groups /
 romantic attachments / breathing / self-esteem / shelter / finding a job /
 safety against accidents and injury / love /the recognition of others / clothing /
 friendships / churches / full use and exploitation of talents / financial security

2. Which level does the need for professional development occupy? Give your arguments.

3. You are going to watch the video about tips for **personal growth** and **professional development** with the representative of Marketing 360® – a marketing platform that is used by over 20,000 small businesses to manage and grow their business. Watch the video and say which of these tips were mentioned.



- schedule things that make you happy;
- follow inspiring people;
- move further;
- try new things;
- take some training course regularly;
- compete with somebody;

- spend time on personal development;
- stay focused and have a to-do list;
- manage your time;
- set high goals;
- visualise success;
- participate in debates.

4. Watch the video again and say which tip from Task 3 is being described in each situation below.

- a) ‘... by embracing change and trying new things, not only are you levelling up your game and getting better and developing yourself further, but you are actually getting one step closer to success’.
- b) ‘Hey, what can I do better?’
- c) ‘If you don’t have goals that you’re reaching for, and processes of reaching those goals, then you start to feel stuck.’
- d) ‘There are studies that show when you start your day disorganised and you don’t have a task list of things to do, you’re not nearly as productive’.
- e) ‘Follow people that you wanna be, right?’

5. What else can be done to **follow the tips** recommended in the video? Make up the list of activities and share with your groupmates.

6. There is some information on different **aspects of professional development**. Find out the details and choose the appropriate headline for each part.

What does CPD look like?

The CPD cycle.

What is professional development?

Training and its benefits.

What are the benefits of CPD?

What is CPD?

(1) _____

The aim of personal and professional development is to help you to manage your own learning and growth throughout your career.

Professional development can: increase your confidence and **credibility**; improve efficiency; develop your ability to influence and lead; enable networking; keep your knowledge and skills current; help you to achieve career goals; enable you to become a

better employee. Professional development is something to be valued, **cherished** and actively pursued. It is proven to enable career development and progression, allowing you to excel and shine within your current role and as you progress.

(2) _____

Continuing Professional Development (CPD) is a process of building, maintaining and enhancing your knowledge and skills. CPD helps you to plan your development, review what you have learnt and evaluate the effectiveness of your activity. Your commitment to CPD is important as the activities you choose will help to **underpin your validity** and competence as a professional.

The Chartered Institute of Personnel and Development (CIPD) describes professional development in this way: '*Continuing Professional Development (CPD) is a combination of approaches, ideas and techniques that will help you to manage your own learning and growth. The focus of CPD is firmly on results – the benefits that professional development can bring you in the real world. Perhaps the most important message is that one size doesn't fit all. Wherever you are in your career now and whatever you want to achieve, your CPD should be exactly that: yours.*'

(3) _____

CPD is not always formal and linear; activities can range from formal educational activities such as instructor-led training courses, **workshops** or seminars to more informal **approaches** such as work-based learning or mentoring. CPD can also include self-directed study such as e-learning courses and structured reading. It's a record of what you experience, learn and then apply.

(4) _____

CPD helps to ensure you have the knowledge and skills necessary to succeed as a professional. It helps you to build professional confidence and, in turn, the reputation of the profession; adapt positively to change by continuously updating skills support any career goals by focusing on relevant training and development; be more productive and efficient by reflecting on your learning and highlighting gaps in your knowledge and experience and planning action accordingly.

(5) _____

Any professional must take ownership of their career and development. The Continuous Professional Development Cycle includes the following steps: identifying your development needs through planning and then carrying out your learning activities, **reflecting on** your learning and then applying it and sharing it with others. It can also be as simple as asking yourself these three questions:

- a) Where am I now?
- b) Where do I want to be?
- c) How am I going to get there?

Professional development is something that can, and invariably does, happen in a variety of ways. Professional development isn't always a **linear** activity; in fact, almost 80 % of your development will be completed in the workplace by undertaking activities that might include special projects, secondments or activities that are new to you.

(6) _____

Training is teaching, or developing in oneself or others, any skills and knowledge that relate to specific useful competencies. Training has specific goals of improving one's capability, capacity, productivity, and performance. In business, training is the investment of resources in the employees of a company, so they are better equipped to perform their job. The types of resources invested may include time and money to develop, implement, and evaluate training programmes.

The well-trained employee acquires an advantage for him- or herself. By participating in training, employees can deepen or expand their existing skill set and increase their understanding of the organisation. In addition, a well-trained employee may be able to take advantage of internal promotion opportunities and becomes more marketable if he or she leaves the company. Other potential benefits are as follows: increased job satisfaction and morale among employees; increased employee motivation; increased efficiencies in processes, resulting in financial gain; increased capacity to adopt new technologies and methods; increased innovation in strategies and products; reduced employee turnover; enhanced company image, e.g., building a reputation as a 'great place to work'. Training provides greater skill and knowledge to employees, which, actually, leads to better job performance.

7. Read the text again and underline the information that you consider to be topical;

circle

the material that is new for you; tick  the parts that you have known before. Share the results with your groupmates.

8. Look at the words and word combinations in bold and think about their meaning based on the text context. Share your thoughts with your groupmates.

9. Discuss the following questions.

- a) What is the potential of professional development?
- b) What are the characteristics of professional development?
- c) Do you completely agree with the definition of the concept of CPD?

- d) What is the difference between formal and informal formats of CPD?
- e) What is CPD Cycle?
- f) How is training described from the perspective of business?
- g) What benefits do well-trained employees get?

V. Assess your progress

Do the following tasks to assess your progress on the lesson. Then check your answers. The keys are provided at the end of the book.

1. In Uber, where Dustin works as a marketing manager, there are two training options for the employees. Fill in the gaps to learn more about professional development opportunities in this company.

<i>businesses</i>	<i>productive</i>	<i>performance</i>	<i>training</i>
<i>concentrate</i>	<i>concepts</i>	<i>trainees</i>	<i>competencies</i>

The goal of training is for the trainee to acquire relevant knowledge, skills, and (1) ____ from the trainer because of being taught vocational or practical skills. More generally, training is aimed at improving the trainee's capability, capacity, and (2) ____.

Generally, (3) ____ is categorised as **on-the-job** or **off-the-job**.

On-the-job training takes place in a normal working situation, using the actual tools, equipment, documents, or materials that (4) ____ will use once they are fully trained. On-the-job training is not limited too but is most used for technical or skills training.

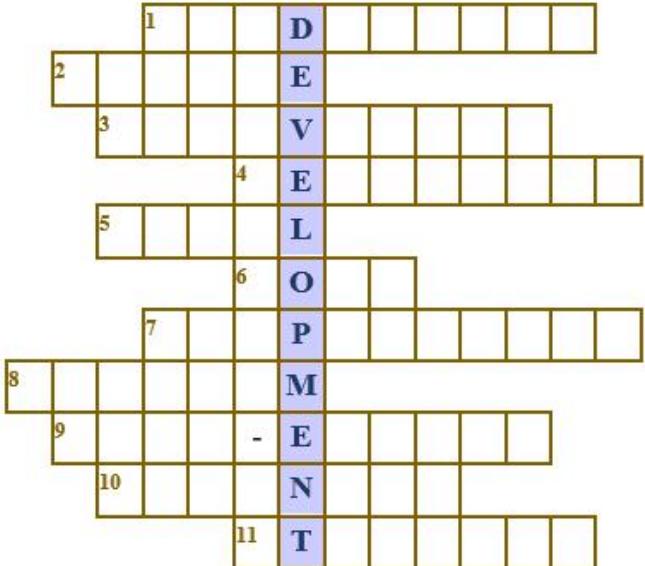
Off-the-job training takes place away from the normal work situation, and as a result, the employee is not a directly (5) ____ worker while such training takes place. (6) ____ often cite this as one of the disadvantages of off-the-job training. However, this type of training has the advantage of allowing people to get away from work and (7) ____ more thoroughly on the training itself. Off-the-job of training has proven highly effective in helping people acquire and master new (8) ____ and ideas.

2. Agree or disagree with the statements below. You may refer to Task 1.

- a) Training is about acquiring skills only.
- b) On-the-job training can be held away from the office.
- c) On-the-job training involves the usage of equipment.
- d) Any training is aimed at developing the trainee's emotional intelligent.
- e) Off-the-job training is organised away from the office.

3. Use the information about professional development from this lesson and your background knowledge and do the crossword below.

- the state or position of being a leader;
- to have a strong desire to achieve or to become something;
- the reason why somebody does something or behaves in a particular way;
- the practice of helping and advising a less experienced person over a period of time, especially as part of a formal programme in a company, university, etc.
- the ability to do something well;
- to develop and improve something, especially a skill, over a period of time;
- in a way that shows enough skill or knowledge to do something well or to the necessary standard;
- to do something, such as a piece of work, task or duty;
- a feeling of being happy with your own character and abilities;
- the process of learning the skills that you need to do a job;
- a plan that is intended to achieve a particular purpose.



4. Get ready to speak on the following topics.

- personal vs professional vs continuous professional development;
- elements of CPD;
- motivation as a key factor for professional development;
- training and its forms;
- the benefits of CPD.

VI. Evaluate your achievement

Reflect on the value of the lesson. Answer the questions and fill in the table below. Address the given sections of the lesson for revision any time you need.

- What new have you learnt in class?
- What information do you find the most topical?
- What were the challenges for you and what did you do to move through them?
- Would you like to learn any extra information on the topic?

Skills	Options			Section of the lesson
	Yes	No	Not	

		<i>sure</i>	<i>for revision</i>
1. I can explain the meaning of the concepts: <i>professional development (PD)</i> and <i>continuous professional development (CPD)</i> .			I/IV
2. I can identify the difference between <i>personal development</i> and <i>professional development</i> ; <i>skills</i> and <i>competence</i> .			I/II
3. I can state the topicality of professional development.			II
4. I can specify the elements of professional development, ways to develop personally and professionally.			II/IV
5. I can refuse politely in different situations.			III
6. I can speak about <i>motivation</i> from the perspective of professional development.			IV
7. I can define the concept of <i>training</i> as an element of professional development, elicit its forms, identify its benefits.			IV
8. I feel confident about using related vocabulary.			II/IV/V

Module III Final Project

For a final project, you are offered to design a training course for Information Technology/Economics specialists. The requirements are the following.

1. You are supposed to cover such issues as:
 - target audience;
 - learners' needs;
 - training goals;
 - course overview and content;
 - course format;
 - duration and schedule;
 - admission requirements;
 - tuition;
 - skills gained;
 - endorsement.
2. The language of the training course is English.
3. The presentation of the training course should be accompanied by a poster.
4. A time limit is up to 7 minutes.



The poster can be created in an electronic or printed form. Follow the link to see the basic rules for creating a poster:

<https://www.monash.edu/rlo/assignment-samples/science/poster-presentation>



The examples of relevant training courses are available on the links below.

1. <https://www.exitcertified.com/it-training/google-cloud/data-analysis/data-engineering-56025-detail.html>



2. <https://atton-institute.com/training-courses/uae/dubai/digital-marketing/social-media-marketing-certified-professional.html>



3. <https://www.ox.ac.uk/admissions/graduate/courses/msc-economics-development>



4. <https://www.bestpracticetraining.com/training-courses/technical-it-training/comptia-training/comptia-securityplus>



Module IV ‘Job Hunting’

Looking for a Job

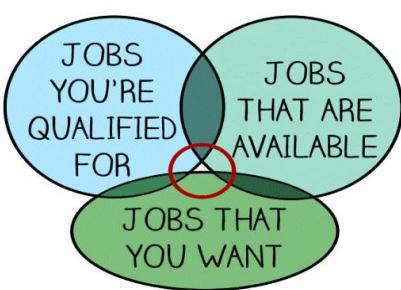
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Aims

- be able to use proper language for job interviews;
- be able to identify the stages in the job application process;
- be able to research yourself and highlight your skills.



I. Expand the idea



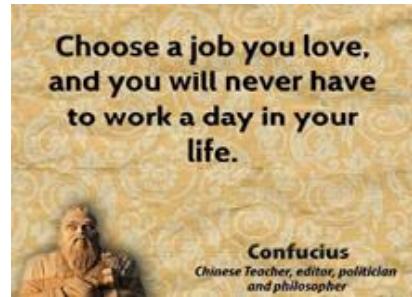
Most of us spend between 60-80 % of our waking hours working, so it is important to find a job that brings true satisfaction. Share your opinion on the questions

below.

- a) How important is employment in a person's life?
- b) What can motivate young people to be employed?
- c) Do you have any real-life experience of job-hunting?
- d) Are there any rules of job-hunting?
- e) What ideas and quotations below do you support?

The study shows that employment is good for our health and wellbeing. It contributes to our happiness, helps us to build confidence and self-esteem, rewards us financially.

An important thing for an undergraduate to consider is when to start looking for a first entry-level job. The employers say the sooner the better.



Experience is vital in building a career but to gain experience you need a job. But job-hunting can be a challenging process, and it can be even more difficult for those who do not know where to start.

II. Enlarge your vocabulary

1. The number of people who are fully satisfied at the workplace is limited, that is why it is important to find a job that **brings true satisfaction**. Look at the adjectives that can help you to define the job you are looking for. Group them according to their positive and negative **features**. Work in pairs.

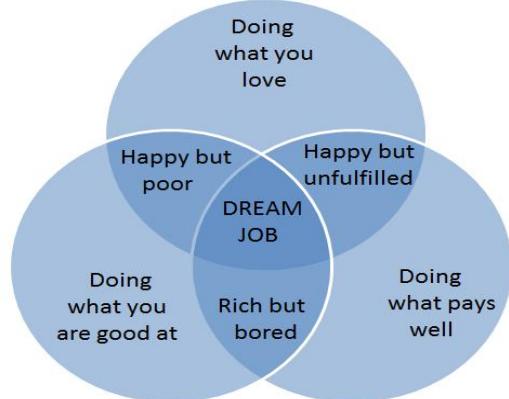
challenging	motivating	well-paid	tiring	collaborative	rewarding
demanding	competitive	boring	creative	monotonous	employee-friendly
telecommuting	easy	freelance	part-time	full-time	flexible hours
routine	tedious	unfulfilling	repetitive	badly paid	clerical
prestigious	multitasking				non-

2. Look through the **job characteristics** in Task 1 again and match them with the pictures below. There could be more than one option. Work in groups.



3. Share your opinion on the questions below.

- What job features will make you happy at work? You may refer to Task 1.
- What is more important for you: high salary and good perks or relations with colleagues and work-life balance?
- What work would you never agree on?
- Study the diagram on the right and find the place where your dream job is.



4. To do effective **job market research** we should take into consideration some aspects. The Internet has become an important tool for job hunters, but experts advise to spend no more than 50 % of your total **job-hunting** efforts online. To find out about other available methods of job-hunting match the options with the suitable descriptions. Work in pairs.



1. cold-calling

2. an internship

3. work shadowing

4. networking

5. a recruitment agency

6. a job fair

- | |
|---|
| a) one of the most popular work-based learning activities. It involves brief visits to a variety of workplaces, during the time you observe, and ask workers questions. |
| b) means developing a broad list of contacts – people you've met through various social and business functions and encouraging them to assist you in looking for a job. |
| c) one of the best types of work experiences for entry-level job seekers because employers say experience is the most important factor in whether you're hired. It involves working in your expected career field, either during a semester or over the summer. |
| d) means phoning a company to enquire about job opportunities which have not been advertised. The aim is to get an invitation to send a résumé. |
| e) a business that is paid by employers to find suitable candidates for specific positions. Job seekers can also approach them. |
| f) an event at which people (especially students) looking for employment can meet potential employers and get information about types of work. |

5. Share your ideas on the following questions.

- What are the most effective methods of job-hunting? Name at least three of them.
- Have you ever tried any of these search tools before? Were they successful?
- Which methods from Task 4 would be more efficient for an undergraduate to consider when looking for a job?

6. Alice is applying for a software engineering internship programme at Google. To find out how to start looking for a job match the stages in the job application process (1-7) with Alice's steps she has already completed (A-G).



- research the market;
- create a résumé;
- research yourself;
- write a cover letter;
- read job adverts;
- attend an interview;
- send a follow-up letter.

A.

Part-time Internship at Google

As a key member of our team, you will work on a specific project critical to Google's needs. You will design, test, deploy and maintain software solutions, grow and evolve during your internship. Coding experience in Java, C++, and Python is required. You have to be able to work part-time alongside your studies. You have to show interest and ability to learn other coding languages as needed. You also have to speak English fluently.

B.

2019 – present, the University of Leeds

- B.Sc. in Computer Science

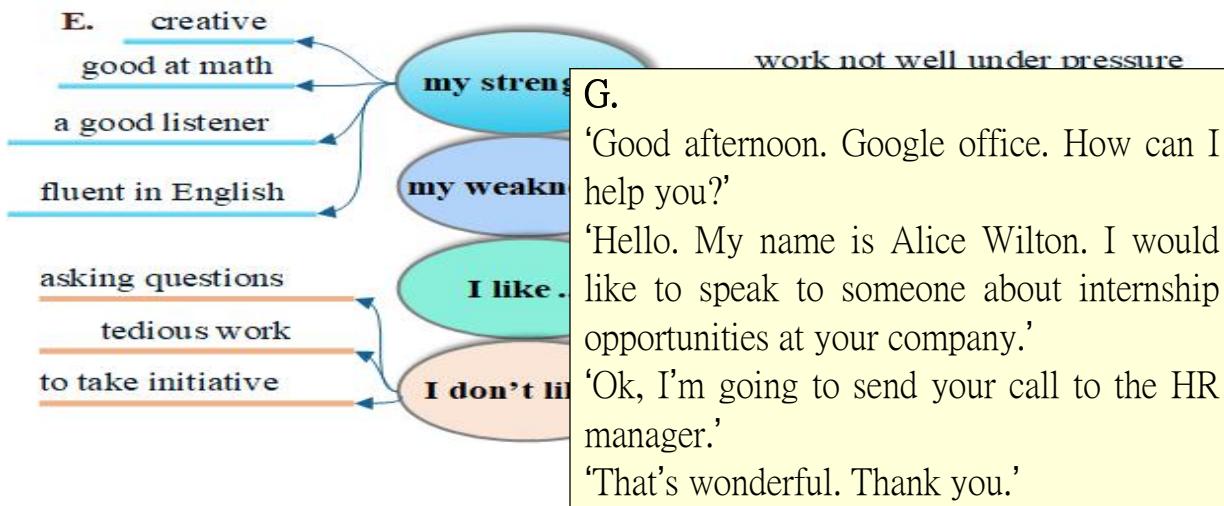
Summer 2020, part-time job at EPAM

- took part in developing large software systems
- coding in Java
- bug fixing

C.

- Alice, what is the main weakness of yours?
- I could be better at working under pressure. I sometimes find it difficult to stay calm and think clearly when I need to adapt to a new situation.

D. I am writing to thank you for the opportunity of an interview today. It was a pleasure of mine to learn more about your company's innovative strategy and core values. I believe I would be a perfect candidate for this position, offering quick learning and flexibility.



F.

I am writing to apply for the position which was advertised last week on your company's website. I am a third-year student at the University of Leeds, pursuing a bachelor's degree in Computer Science. This part-time software engineering programme at your company will help me to grow and ...

7. Help Alice to put the stages in the job application process in Task 6 in the logical order. Which steps are very important to complete? Which ones are not always necessary?

8. To find out if Alice is a **suitable candidate** for a vacancy at Google decide which of her aspects listed below will contribute to meet the requirements and get the job. Do you think Alice has a good chance of getting the job? Why (not)? Work in pairs.

- Alice is hoping to be employed for a full-time job.
- Alice is a third-year student at the University of Leeds.
- She is earning a B.Sc. in Computer Science.
- She is shy to ask questions and does not like tedious work.
- Alice has some work experience in IT.
- She has no coding experience in Python and C++.
- Alice is fluent in English.
- Alice is creative and likes working with people.
- She is good at math.

j) Alice is not good at planning and does not work well under pressure.

9. It is very important to highlight your valuable qualities to an employer when job-hunting. Look at the **personal characteristics** in the box and match them with the corresponding questions. Take turns to ask and answer the questions. Which personal characteristics best describe you? Work in pairs.

1. Do you always do what you say you will do?	a) creative
2. Are you good at getting other people to agree with you?	b) decisive
3. Are you able to plan ahead successfully?	c) flexible
4. Are you good at making up your mind quickly?	d) organised
5. Are you able to cope with last-minute changes?	e) persuasive
6. Are you good at coming up with imaginative solutions?	f) reliable

10. To evaluate Alice as a potential candidate, complete her job profile below. Then get ready to present your profile in the group.

Job profile	Alice	Me
1. Education/degree		
2. Skills/experience		
3. Personal characteristics		
4. Strengths/weaknesses		
5. Languages		
6. Likes/dislikes in terms of work		

11. Dustin has some experience in job-hunting. He believes that before looking for a job it is very important to work out your **transferable skills** – the soft skills that are useful for a particular job. Match the skills with the examples of professional behaviour. Work in pairs.



- 1. teamwork
- 2. analytical skills
- 3. creativity
- 4. communication
- 5. flexibility
- 6. organisational skills
- 7. leadership skills
- 8. interpersonal skills

- a) identify a mistake;
- b) explain an idea;
- c) work with difficult people;
- d) motivate a team;
- e) meet a deadline;
- f) generate new ideas;
- g) embrace change;
- h) support a co-worker.

12. Share your opinion on the questions below.

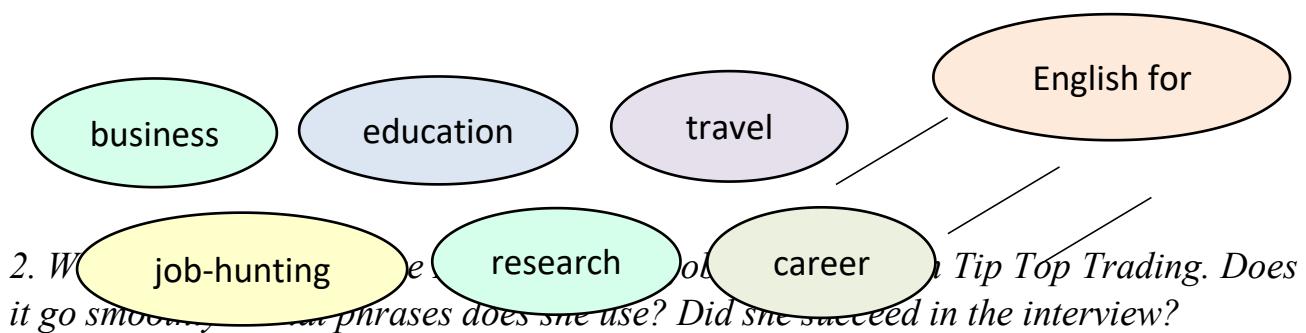
- What skills in your opinion do employers value in applicants? Why?
- What hard and soft skills will give you as a candidate better chances to be employed in the field of your study (IT/digital economy)?
- What transferable skills can help you to study at university/to get a job/to build a successful career?

III. Enrich your speech

1. You are going to watch a BBC video episode related to proper language for job interviews. Consider the following questions first. Use the prompts given below.

- Do you think the English language is an important skill for life?
- Assess your English skills on a scale of 1 (the lowest) to 5 (the highest). Use the table on the right.
- How can people improve their language skills?
- How can the English language help a person in life?

Assessment Table					
	1	2	3	4	5
• Reading skills					
• Listening skills					
• Writing skills					
• Speaking skills					



3. Agree or disagree with the following statements. Work in pairs.

- Before an interview, Anna feels a little bit nervous.
- Paul does not have problems finding Anna's CV.
- Anna does not have enough qualifications to work in Tip Top Trading.
- As a treasurer, Anna didn't have to deal with finances.
- Anna admits that she is not a punctual person.
- The interview is interrupted several times by a company's employee.

4. There is a table of phrases below that can be used to describe your personal qualities and skills at a job interview. Find the phrases that best highlight your personal characteristics, skills, qualifications, strengths, etc. Work in pairs.

Table of Useful Phrases

<i>Phrases for describing yourself</i>	<i>Phrases for describing your profile</i>
<ul style="list-style-type: none"> I consider myself a hardworking and determined person. I am able to solve problems quickly. I am a good listener. I am good with computers. 	<ul style="list-style-type: none"> I am particularly proud of how I organise the finances. I enjoy working with people. I work well under pressure. I can manage my time well.
<i>Phrases for describing your qualifications</i>	<i>Phrases for describing your skills</i>
<ul style="list-style-type: none"> A good example that comes to mind is when I was involved ... I have a good knowledge of math. I am great at analysing data. 	<ul style="list-style-type: none"> Timekeeping is important to me. I am great at multitasking. I can decide on priorities. I can conduct a survey.
<i>Phrases for describing your strengths</i>	<i>Phrases for describing your weaknesses</i>
<ul style="list-style-type: none"> My biggest strength is that I am a good troubleshooter. I've always been good at generating ideas. I believe my strongest trait is attention to detail. 	<ul style="list-style-type: none"> Sometimes I find it difficult to express my ideas clearly. I'm always working on my organisational skills. I tend to spend too much time on making a decision.

5. Read the episodes from Alice's and Dustin's job interviews and complete the gaps with the most appropriate words/word combinations from the box. Work in pairs.

on time manage important to consider that comes to mind
 particularly proud of get along well make decisions

Alice
Alice, tell me about yourself.
– I (1) _____ myself a hard-working person. I can (2) _____ my time well by planning out. I am never late and I (3) _____ with co-workers.
Are you good at planning?
– Timekeeping is (4) _____ me. I always try to complete my

Dustin
Dustin, your qualifications look impressive but what sales experience can you bring to our company?
– Well, a good example (1) _____ is when I was involved with a campaign to promote and sell a new range of clothes. I loved doing it.
Could you give me an example of good team working during your time there?

work (5) _____. At university, I never handed my assignments in late.

– I'm (2) _____ how I organised the finances for the debating society. We had a very small budget and I had to (3) _____ on what to buy.

6. Take turns to ask and answer the questions from the table below to make a profile about your groupmate's personal and professional characteristics in terms of professional behaviour. Then get ready to speak about this person in the group.

Common interview questions
a) Why did you choose to study your degree subject?
b) What do you enjoy most/least about your time at university?
c) What are looking for in a job?
d) What are you good at?
e) What is the weakness of yours?
f) How can you describe yourself in three words?
g) What languages do you speak?
h) What do you like doing in your spare time?
j) How do you work in a team?

IV. Develop your communication skills

1. You are going to watch a video episode 'What is it like to work for Google'. Before you watch discuss with your groupmates the meaning of the collocations in the box. If needed, use the dictionary. Then watch the video and decide which idea (a or b) best describes why people love to work for Google.

- to fall in love
- to look for the leapfrog innovation
- to break preconceived notions
- to be at the forefront of technology
- to go beyond the skillset
- to push boundaries
- to bring viewpoints together
- to solve problems
- to make rules

1. Google is a place where ...
 - a) you never imagine yourself getting bored.
 - b) you are happy but unfulfilled.
2. At Google you ...
 - a) are only doing what are you good at.
 - b) can really go beyond your skillset.
3. Everybody at Google is ...
 - a) encouraging and reassuring.
 - b) competitive and uncooperative.

4. Google is a company ...

- a) where people question and challenge you.
- b) where people value you.



5. Google wants you to be ...

- a) a spectator.
- b) an innovator.

2. Read some speaker's quotes from the video and using the collocations from Task 1 fill in the gaps. Work in pairs.

Speaker 1: Google is a place that – I just fell _____ with the culture.

Speaker 2: So, you have to be willing to let all your _____ be broken at any moment.

Speaker 3: Google is so much _____ of technology and the way that our culture is built we are always looking _____ innovation.

Speaker 4: You are going to make your own _____ sometimes, and this is part of the fun.

Speaker 5: So, you can really go _____ your _____ that you think you have at the moment and push the _____.

Speaker 6: There's a lot of debate, but it's really to bring those different _____, and that's what we want our products to represent.

Speaker 7: So, when I show up at work, I'm able to do all the things that I love: solving hard _____ and working for the people that I manage.

3. Express your ideas on the questions below.

- a) What is it like to work at Google in your opinion?
- b) What are the advantages/disadvantages of working for Google?
- c) Would you like to work for a company like this? Why (not)?

4. Young candidates often ask how to **get started in their careers** and how to land their first job. Read some pieces of advice from recent graduates and illustrate key tips that can be useful for an undergraduate when looking for a **first entry-level job**.

Finding a Job as a Fresh Graduate

There are many ways to **research the market** for your first job. The first place where you can ask for a job is the organisation where you are undergoing an **internship** or **work shadowing**. Work for a month or two, mainly learning how to apply your knowledge and skills in real life. That is the best opportunity to show what you are made of. If you do it right, they will ask you to stay.



Kevin, Newport



Before **applying for a job**, you need to understand yourself. Sincere **self-evaluation** is a key to understanding which area is appropriate for you. First and foremost, you must answer the question ‘Who Am I’. Knowing who you are will help you in determining what you want and don’t want in a career.

Amelia, Kent When you **find a vacancy**, you are to prepare a **résumé**. You should take into consideration your abilities and talents. Try to write only **relevant information**, tell about your education, **experience**, additional knowledge, and **skills**. Don’t forget to write about your personal strengths and **accomplishments**.



Iris, Perth

During an **interview** use an opportunity **to sell yourself** and ask a lot of interesting questions relevant to the company’s business. It is important to spend time **preparing for an interview** to have good knowledge of what the company does. Also, show that you can be **an asset**, you have knowledge, skills, drive, energy, abilities. You want to present yourself as someone who can help them to solve their problems. New grads have all that and are quick learners by definition.



Elsie, Lancashire

for an interview to have good knowledge of what the company does. Also, show that you can be **an asset**, you have knowledge, skills, drive, energy, abilities. You want to present yourself as someone who can help them to solve their problems. New grads have all that and are quick learners by definition.

Companies are no longer satisfied with **traditional job interviews**. Instead, they require candidates **to submit to** a series of tests, role-playing, and decision-making exercises. These tests are not about basic **technical skills**. Rather, employers want to evaluate candidates on **transferable qualities** as follows: Are you creative? Can you take responsibility? Are you capable of learning? Can you lead? How will you function under pressure? Most important, will you fit the corporate culture?



Harry, Bristol



Emma, Devon

Professional networking sites like LinkedIn have become popular with employers. According to the recent study carried out by The Tera Group, 60 % of hiring managers say they’re less likely to give you an interview if they can’t find you online. Make yourself visible to employers online. Use **social media platforms** like LinkedIn and Twitter to boost your **public profile** and highlight your skills. Set up a personal professional website or Facebook page that has links to your CV, a short **video bio**, examples of your work.

Being offered a job is exciting. Before you **accept the offer** ask to look over the **employment agreement** and make sure you understand it. Think about whether it covers important things such as **flexible working hours** and the



William, Dundee

opportunity to learn new skills. If you are not completely happy, it could be worth trying **to negotiate the pay**, leave, or training before you **sign the contract**.

5. Read the questions related to an effective job-hunting process below and choose the best idea (a, b, c, or d) for each situation. Address the text, if needed. Work in pairs.

1. Who is intended to benefit from the advice given in Task 4?

- a) graduates who have just finished their studies;
- b) graduates who change their jobs regularly;
- c) graduates who are not happy with their current job;
- d) graduates who are interested in establishing a career.

2. Why are companies no longer satisfied with traditional job interviews?

- a) because companies want to evaluate candidates on transferable skills;
- b) because companies want to measure candidates' technical skills;
- c) because companies want to know if candidates have relevant knowledge;
- d) because companies are looking for candidates with experience.

3. What is the best way to look for a job as a fresh graduate?

- a) an internship;
- b) a recruitment agency;
- c) friends;
- d) cold-calling.

4. What is LinkedIn?

- a) a job opening;
- b) a job application platform;
- c) a social media platform;
- d) a company department.

5. What does *accomplishments* in Paragraph 3 refer to?

- a) work skills;
- b) work experiences;
- c) work qualifications;
- d) work achievements.

6. What is an effective résumé?

- a) is over detailed and full of important personal information;
- b) is always one page;
- c) is about your professional strengths and weaknesses;
- d) contains both personal strengths and key accomplishments.

7. What does *transferable qualities* in Paragraph 5 refer to?

- a) tech skills;
- b) career assets;
- c) work experiences;
- d) soft skills.

5. Develop the strategy of a successful **job-hunting process**. You may use the key words/word combinations from the box below. Work in groups. Then present your ideas in class.

interview	dream job	contract	job sites	résumé	selling
points	hard/soft skills	market research		internship	self-
evaluation					
social media	Internet	job offer	want-ads	education	
experience					

The strategy of a successful job-hunting process

Step 1	
Step 2	
Step 3	
Step 4	
Step 5	
Step 6	

6. Share your opinion on the following questions.

- a) What advice would you give to someone who is job-hunting?
- b) In your opinion what will be the most challenging for you as a freshman in finding your first-entry job?
- c) How difficult is it to find a job in your field of study in your country?



V. Assess your progress

Do the following tasks to assess your progress on the lesson. Then check your answers. The keys are provided at the end of the book.

1. Dustin is seeing his friend William who works at the Human Resources Department. He is describing the recruitment process from the employer's point of view. Fill in the gaps with the words/word combinations from the box.

agency	recruitment	interview	vacancy	cover letter
Human Resources	apply for		candidates	experience

The Human Resources department (HR) plays a significant role in the (1) _____ process of every organisation. When a company needs to (2) _____ new people, it is the responsibility of the HR department to place the information about a (3) _____ in the public domain through various media such as job sites, want-ads, job fairs, etc. People who are interested can then (4) _____ the job by sending in a (5) _____ and a résumé, containing the details of their education, and (6) _____. We also ask (7) _____ to complete a standard application form. The company's (8) _____ department then selects the most suitable applications and prepares a shortlist of applicants, who are invited to attend an (9) _____. Another way for us to hire people is to use the services of a recruitment (10) _____ who will provide us with a list of suitable candidates. The advantage is that we do not have to organise the costly and time-consuming process of recruitment.

2. Read the dialogue between two friends and answer the questions.

- a) What is Ally doing at the moment?
- b) What is she interested in?
- c) What is Ally good at?
- d) What transferable skills does Ally possess?

Dan: Hey Ally. How are you? I have not seen you for ages.

Ally: I am fine, Dan. I am looking for a job at the moment.

Dan: Yeah? And how is it going?

Ally: Well, I am a bit lost, to be honest. I have got a few ideas, but I am not sure what kind of work I want to do. There are so many vacancies on the job market, so I feel bewildered.

Dan: I see. In my experience, you have to start with identifying what you want to do, what you like and dislike to do in terms of your professional behaviour, and only then start looking for job openings. Research yourself. Think about what you are interested in.

Ally: Well, I am interested in software development, coding, and programming languages. And I like working with people.

Dan: So, you would probably enjoy a job that includes all of these things. On the other hand, it is important to think about your transferable skills, things that you are good at.

Ally: But how do I work out my transferable skills?

Dan: Oh, Ally, you are good at so many things. Think about something you have done, and it was successful.

Ally: Hmm, I think I can do that. Well, timekeeping is important to me. I am always on time with my homework assignments and I am excellent at meeting deadlines.

Dan: So, obviously, you have excellent organisational skills. Think about something else.

Ally: As you know, it is easy for me to embrace change and I am good at generating new ideas.

Dan: So, it shows that you are a creative and flexible person. Now I think you understand better what you should be looking at when job-hunting.

Ally: Thanks a lot, Dan. I appreciate your help.

3. Match the words/word combinations that are similar in meaning.

1. to recruit	a) occupation
2. employment	b) to employ
3. an applicant	c) a candidate
4. a job opening	d) a résumé
5. a CV	e) a vacancy
6. skills	f) an achievement
7. a co-worker	g) to search
8. HR department	h) a colleague
9. to look for	i) expertise
10. an accomplishment	j) Personnel department

4. Get ready to speak on the following topics.

- the job that I want: the key characteristics a dream job should possess;
- the stages in the job application process;
- ways to research the market for job openings;
- my strengths and weaknesses, likes, dislikes, preferences, and interests in terms of professional behaviour;
- my profile: education, qualifications, transferable skills, experience;
- the strategy of a successful job-hunting process.

VI. Evaluate your achievement

Reflect on the value of the lesson. Answer the questions and fill in the table below. Address the given sections of the lesson for revision any time you need.

1. What new have you learnt in class?
2. What information do you find the most topical?
3. What were the challenges for you and what did you do to move through them?
4. Would you like to learn any extra information on the topic?

	<i>Options</i>	<i>Section of</i>

<i>Skills</i>	<i>Yes</i>	<i>No</i>	<i>Not sure</i>	<i>the lesson for revision</i>
1. I can explain the role of employment in a person's life.				I
2. I can define the stages in the job application process.				II
3. I know how to do effective job market research.				II/IV
4. I can describe the job that I want.				II/ IV
5. I can research myself and identify my strengths and weaknesses, likes and dislikes, interests related to professional behaviour.				II/III
6. I can highlight my education, experience, and qualifications.				II/III
7. I can talk about my transferable skills.				II
8. I know the strategy of a successful job-hunting process.				II, IV
9. I can use proper language at an interview to talk about my personal and professional profile.				III
10. I feel confident about using related vocabulary.				II//IV

2

Writing a CV/Résumé. Cover Letter

- Aims**
- be able to structure a CV/résumé;
 - be able to write a cover letter;
 - be able to persuade people.

Your résumé says **a lot** about you, it determines whether you will be called **in** for an interview or **not**.



I. Expand the idea

A successful career starts with an impressive résumé. How to create a résumé that stands out, speaks to your personal and professional strengths, makes employers take notice, guarantees you an interview. Share your opinion on the questions below.

To succeed in today's job market, you have to think of your resume as an advertisement targeted towards your future boss.

- a) What does a CV stand for? Are CV and résumé the same?
- b) What is the main purpose of a CV/résumé/cover letter?
- c) Have you ever written a résumé?
- d) What challenges can an undergraduate face writing a résumé?
- e) What ideas and quotations on this page do you support?

A CV (US résumé) is a short written description of your education, qualifications, previous jobs, and sometimes also your personal interests, that you send to an employer when you are trying to get a job.

A CV is a descriptive and in-depth document that lists out the whole course of your career in full detail, while a résumé is a short, concise document presenting key facts about your professional experience, educational background, and skills that are tailored to a particular job opening.

In the UK a CV can be used both for academic purposes and job search. In the USA a CV is used mainly for academic applications such as academic jobs, grants, advanced research, and a résumé – to apply for jobs, internships, etc.

Today there's a lot of debate around cover letters. Many people will say it is not necessary. But a cover letter is a great way to introduce yourself and generate interest from a potential employer. Together with a résumé, they work wonders.

II. Enlarge your vocabulary

CV UK/US /'si:vi:/ abbr
of Curriculum Vitae
from Latin 'course of life'

résumé UK /'rez.ju:.mei/
US /'rez.e.mei/ noun
from French 'to sum up'

1. *Finding a job starts with writing a good résumé, one that can persuade your potential employer that you have the right education, skills, experience, and personality for the job. To find out about résumé structure match the sections with the*

pictures. What sections do you put at the top/at the bottom of a résumé? Work in groups.

a) Languages	b) Awards and honours	c) Publications
d) Personal information	e) Certificates	f) Experience
g) Education	h) Skills	i) Hobbies



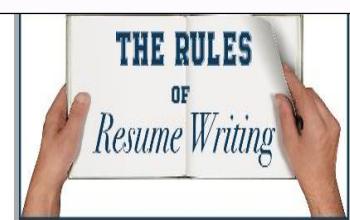
2. Alice wants to find out what **to include** and **exclude** on her résumé for the best chance of getting an interview? But Alice's and Dustin's opinions differ on this matter. Read their ideas about what a résumé should look like and decide which statements you agree or disagree with. Explain your decision.

- 1. All information on a résumé should be in full sentences.
- 2. The longer the résumé, the better.
- 3. You should always tell the truth in a résumé.
- 4. Put the education and experience section at the top of a résumé.
- 5. References do not matter.

Dustin

3. When Dustin had to write his résumé he decided to ask for help at the university career centre to clarify some things. Read the dialogue about **résumé writing rules** and work out the meaning of the words/word combinations in the box below.

- 1. It's a good idea to include a photo in a résumé.
- 2. Foreign languages are important to mention.
- 3. It's better not to highlight your internships.
- 4. Presentation and small mistakes don't matter - it's the content that's important.
- 5. Cover letters are nice to have but are not entirely necessary.



a) an accomplishment	b) GPA
c) a reverse order	d) coursework
e) honours	f) a bullet point
g) recent experience	h) to format

Dustin: Hello, my name is Dustin. I am looking to get some help with my résumé writing.

Miriam: Hello Dustin. I am Miriam, a career counselor at the NYU Career Centre. As you know, résumés are a big part of applying for jobs, and internships! It's a chance to market yourself and give a 'snapshot' of your experiences, abilities, and **accomplishments!**

Dustin: Yes, I completely agree, but writing a résumé can be a little bit challenging and confusing, especially if you don't know where to start.

Miriam: So true, that's why let's go over some tips and tricks on formatting your résumé.

Dustin: How do I choose how to construct my résumé?

Miriam: In terms of format and styles it's up to you. Let's look at a sample résumé and go over it section by section.

Dustin: Ok.

Miriam: Firstly, you should start with the **heading** of your résumé. Put your **contact information** at the top. It should include your name, address, phone number, email address, and any other **personal links** that you might want to include.

Dustin: What about the main sections of my résumé?

Miriam: Your main section is your education. List your degrees in **reverse chronological order**, with the most recent degree first as well as any study abroad experiences you may have.

Dustin: I am an undergraduate and do not have much to put here.

Miriam: Ok, you may include relevant **coursework** and **honours** to highlight specific skills and knowledge. And if your **GPA** (Grade Point Average) is 3.0 or above go ahead and list it in this section as well. If you are a freshman, it is completely okay to include your high school.

Dustin: Ok, thanks. It can help. What else should I include?

Miriam: Next is your experience. There are many types of experiences you can include in your résumé. You can include **full-time** or **part-time** work as well as **internships**, **volunteer work**, leadership activities, and relevant **academic projects**.

Dustin: How big should be this section and how to format it?

Miriam: List your most **recent experience** first. And remember, you don't want to list every experience that you have ever had – only the relevant ones! Each entry should include the following aspects: the name of the organisation, job

title, location, date range, and 2-5 **bullet points**, which we call accomplishment statements.

Dustin: What language should I use?

Miriam: Use **action verbs** to highlight your accomplishments and skills.

Dustin: Anything else?

Miriam: Yes, finally, if there is any additional information that you want to include such as your skills, you can add a section. Feel free to include **IT skills, foreign language skills, research, or transferable skills**.

Dustin: Thanks a lot! It was very helpful!

Miriam: Feel free to come by our office if you need some more help or visit our website. Good-bye.

Dustin: Good-bye. Have a good day!

4. Based on the dialogue from Task 3, complete the information about the **résumé sections**. The first letter for each gap is given. Compare your ideas in the group.

Résumé sections	Information to include into each section
Heading	<i>It should include your (1) n _____ (2) a _____ (3) p _____ number, e-mail address and personal (4) l _____.</i>
Education	<i>List your degrees in (5) r _____ chronological order. You may include relevant (6) c _____ and (7) h _____ to highlight specific skills and knowledge. If your (8) G _____ is 3.0 or above, list it as well. If you are a freshman, it's OK to include (9) h _____ school grades and accomplishments.</i>
Experience	<i>You can include (10) f _____ -time or (11) p _____ -time work as well as (12) i _____, (13) v _____ work and (14) a _____ projects. Use (15) b _____ points to talk about your key accomplishment.</i>
Additional sections	<i>Feel free to include IT skills, foreign (16) l _____ skills, (17) r _____, or (18) t _____ skills.</i>
Résumé language	<i>Use (19) a _____ verbs to highlight your skills and accomplishments.</i>

5. Alice is still applying for a software engineering internship programme at Google. Read her résumé to answer the following questions.

1. How many sections are there in Alice's résumé and what are they?
2. What skills has she mentioned?
3. How does Alice indicate her skill level?
4. What is missing in her résumé?

Alice Wilton

<p>Passionate and highly motivated IT undergraduate from the University of Leeds with experience in the design of software solutions and proven skills in Java and C++. Seeking to work, grow and evolve during an internship programme. Fluent in spoken and written English. Well-organised, with excellent communication and interpersonal skills.</p>		<p>Contact Info</p> <p>Phone 334-456-2150</p> <p>E-mail alice.wilton@email.com</p> <p>Skills</p> <table> <tbody> <tr> <td>Teamwork</td><td>*****</td></tr> <tr> <td>Analytical thinking</td><td>*****</td></tr> <tr> <td>Java</td><td>*****</td></tr> <tr> <td>C++</td><td>****</td></tr> <tr> <td>Python</td><td>***</td></tr> <tr> <td>Operating system software</td><td>**</td></tr> <tr> <td>Database administration</td><td>***</td></tr> <tr> <td>Interpersonal skills</td><td>*****</td></tr> </tbody> </table> <p>Languages</p> <p>English (native) French (fluent) Chinese (intermediate)</p>	Teamwork	*****	Analytical thinking	*****	Java	*****	C++	****	Python	***	Operating system software	**	Database administration	***	Interpersonal skills	*****
Teamwork	*****																	
Analytical thinking	*****																	
Java	*****																	
C++	****																	
Python	***																	
Operating system software	**																	
Database administration	***																	
Interpersonal skills	*****																	
<p>Education</p>																		
2020 – present	<p>B.Sc. in Computer Science The University of Leeds, UK</p> <ul style="list-style-type: none"> • pursued my passion for algorithms through two advanced electives in mathematical modeling • Vice President of the Computing Society Student Organisation • GPA - 3.5 																	
<p>Experience</p>																		
May 2021 – September 2021	<p>Entry-Level Software Developer EPAM, UK</p> <ul style="list-style-type: none"> • developed complex software systems • fixed bugs • maintained software solutions • performed regression testing 																	
<p>Honours</p>																		
Summer 2021	<p>Programming competition: awarded top price for the web app to learn Chinese</p>																	
<p>Certificates</p>																		
October 2021	<ul style="list-style-type: none"> • C++ • Business Intelligence and AI design 																	
January 2022																		
<p>Publications</p>																		
March 2022	<p>University conference: Artificial Intelligence. A Modern Approach.</p>																	
Interests	<p>run weekend computer classes for senior citizens</p>																	
References	<p>available upon request</p>																	

6. To assess Alice's résumé, agree or disagree with the statements below. Explain your point of view.

1. Alice's résumé is clear, well-presented, and easy to read.
2. Alice's résumé is divided into 4 legible sections.
3. Alice's résumé has got too much information, some of it is irrelevant.
4. She uses bullet points to talk about her experience, education.
5. She does not use a photo in her résumé, it's a disadvantage.

7. Discuss in groups Alice's résumé to find out if it is well-written.

- a) What action verbs does Alice use to describe her experience?
- b) How many languages does Alice speak?
- c) Are her skills irrelevant to the vacancy she is applying for?
- d) Is the layout of her résumé attractive and logical?
- e) Does her résumé demonstrate a wide range of transferable skills? If, not what could she add more?
- f) Is her résumé too short? If so, which sections would you add?
- g) Does Alice have enough qualifications to apply for the position of a software engineer at Google? (You may refer to Lesson 1, Section II, Task 6).

8. Share your opinion on the questions below.

1. What information is better not to mention on a résumé?
2. Is information about your hobbies and interests necessary for a résumé?
3. What would you include in the section 'Skills'?

9. Now it is time to write a **cover letter** explaining why you want to get the job. You are going to watch a video episode about a cover letter. Check first if you can answer the questions below. Then watch the video to find out if you got the answers right.

1. Is it always necessary to submit a cover letter with a résumé?
2. How long should a cover letter be?
3. How many concise paragraphs does a cover letter usually consist of?
4. What is the header in a cover letter?
5. What does the opening paragraph include?
6. What is the purpose of the middle paragraph?
7. What should the closing paragraph entail?



10. Match the answers from the video with the questions from Task 9. Work in pairs.

- a) Don't forget a header; date, name, address, contact information.
- b) Dig into your most relevant experience and talk about the specific qualifications and skills that make you the perfect candidate.
- c) Together they work wonders.
- d) To close the curtain, thank the employer.

- e) It shows your personality with three concise paragraphs.
- f) And here's its best friend, the one-page cover letter.
- g) Introduce yourself and tell the employer why you're applying for the job.

11. Read Alice's cover letter where she is applying for an internship programme at Google and answer the question below.

1. How many paragraphs does Alice's cover letter consist of?
2. What does she start with?
3. What is her opening paragraph about?
4. What does Alice include in the middle paragraph?
5. How does she finish her cover letter?

Alice Wilton
123 Main Street, Leeds, UK, 12345 555 555 555 – alicewilton@email.com

May 25, 2021

HR Manager
Google Inc.
UK

Dear Mr. Brown,

I would like to apply for a part-time software engineering internship programme as advertised on your company's website. I am a third-year student at the University of Leeds, receiving a major in Computer Science. I have always wanted to work for a company like Google to hone my programming skills and learn from your team of industry experts. I believe that my qualifications and experience would make me a great candidate for this position.

I am confident that my university course has prepared me for a career in software engineering. As you can see on my enclosed résumé, I have strong research skills and much of my experience has been within a team environment. I am good at math and I have had some experience in software engineering, systems development, and coding.

I would be truly grateful to be invited for an interview to further discuss my application. Appreciate your consideration and look forward to hearing from you.

Sincerely yours,

Alice Wilton

P.S. Attached you will find my résumé, two references and the copies of the certificates.

12. Consider the following statements about cover letters. Share your ideas in the group.

1. Cover letters still matter.
2. Use the same cover letter for every job and company.
3. Make a cover letter all about you.
4. Talk about salary expectations in a cover letter.
5. Repeat information from your résumé.
6. Include a strong call to action in the closing part.
7. Proofread a cover letter before submitting it.

III. Enrich your speech

1. You are going to watch a BBC video episode about Anna where she tries to persuade Tom to change his mind. Consider the following questions first.

- a) Do you think persuading is an important skill? Why?
- b) Is it easy to persuade someone to change his/her mind?
- c) How good are you at persuading people mentioned below? In what situations is it easy/difficult?



• parents	• friends	• groupmates	• co-workers
• siblings	• a boyfriend/girlfriend	• lecturers	• boss

2. Watch the episode. Anna has said 'yes' to the promotion, but Tom thinks she has accepted his marriage proposal. How does Tom react when he finds out what Anna really means? What phrases does Anna use to persuade Tom to change his mind? Did she succeed?

3. Below is the table of useful phrases that can be used to persuade people to change their mind. Which phrases can be used formally/informally? Which phrases will you use to persuade your parents/friends/groupmates/lecturers to change their minds?

Table of Useful Phrases

Persuading people to change their minds	
<ul style="list-style-type: none">• Don't be too hasty.• Don't rush into making a decision.• Believe me, you'll have great time!• Try it. It's your only chance!	<ul style="list-style-type: none">• You'd really be helping me out.• You'd be brilliant at this!• You won't regret it.• You'll never feel sorry about it.

• I've got a small favour to ask you.	• Not even for me/for my sake?
• I'd really appreciate your help with this.	• Why don't you give it a go?
• I ask you to think about it.	
• Come on! There's nothing to lose!	• Please! Just this once!

4. Read the statements below and decide which 5 phrases can be used to persuade people to do something. Work in pairs.

- a) I'd really appreciate your help with this.
- b) Why don't you give it a go?
- c) I'm not very good at that.
- d) Don't be too hasty.
- e) I don't usually do that kind of thing.
- f) You'd be brilliant at it!
- g) Come on! There's nothing to lose!
- h) OK, I'll think about it.

persuade

~~I will tell you~~

5. Put the words in the correct order to make phrases. Address the table in Task 3, if necessary. The first word is capitalised. Work in groups of three.

- a) got a ask you small I've favour to
- b) making Don't decision into a rush.
- c) brilliant at it be You'd
- d) can out We work this.
- e) it give Why don't you a go?
- f) to nothing There's lose.
- g) You'd out be helping me really.
- h) too Don't hasty be.

6. Read the dialogue between two students and complete the gaps with the words from the box. Work in pairs.

brilliant	to lose	favour	feel	give	regret	appreciate	fun
-----------	---------	--------	------	------	--------	------------	-----

Adam: Hello, Max! Have you got a minute? I've got a small (1) _____ to ask you.

Max: OK.

Adam: How would you (2) _____ about participating in a university conference with me?

Max: Participating in a conference? I've never done anything like that before.

Adam: You're a great speaker! And I think you'd be (3) _____ at it.

Max: Oh, I don't know.

Adam: Believe me, you won't (4) _____ it. Look, I wouldn't normally ask, but you're the only person who could do it. Why don't you (5) _____ it a go?

Max: Urgh, but what if I make a bad impression?

Adam: Come on! There's nothing (6) _____!

Max: Mmm ...

Adam: Max, I would really (7) _____ your help with this.

Max: OK, I'll think about it.

Adam: Thanks. It will be (8) _____, I am sure!

7. Choose one of the following situations and role-play it with your groupmates. Be polite, respectful, and persuasive. Work in pairs or in groups of three. Use the phrases from the table in Task 3.

Situation 1

Student A: Call and tell B you can't come to the party on Friday.

Student B and C: Try to get A to come to the party. (Because it's a surprise party for him/her).



Situation 2

Student A: Try to get B to go on a date with your cousin.

Student B: You can't stand A's cousin, but you don't want to offend A.

Situation 3

Student A: Ask B to cover for you at work if the boss is around. You need to pick up some medicine for your mom from the pharmacy.

Student B: A wants you to cover for him/her again. You are becoming fed up with A's behaviour.

Situation 4

Student A: Persuade B to go somewhere this weekend

Student B: You can't, you have other plans to do.

Situation 5

Student A: Ask B and C to give the presentation for you. It's a big favour to ask for, so be polite and persuasive!

Student B: A wants you to give a presentation for him. However, you are not so comfortable with speaking in public.

Student C: A wants you to give a presentation for him, but you are out of time.



Situation 6

Student A: Ask B to give you a ride home.

Student B: A's house is out of the way, and your time is limited.

Situation 7

Student A: Try to convince B that it is OK for you to leave early.

Student B: You are the boss. You are extremely worried about the current project, for which the deadline is the end of the week.

IV. Develop your communication skills

1. To find out what specialists in the UK say about CVs, listen to John Woodrow, a Human Resources professional giving some **advice on writing CVs**. Before you listen match the words in the table with the definitions below.



1. to be tailored to	2. a placement	3. to advertise	4. recruitment
5. a post	6. relevant	7. a reference	8. a candidate

- a) a person who is competing to get a job;
- b) a temporary job for a period which is intended to give you experience in the work you are training for;
- c) made or designed for a particular person, company or purpose;
- d) the process of finding people to work for a company;
- e) to tell people about a vacancy to encourage them to apply for the job;
- f) correct or suitable for a particular purpose;
- g) a written statement by someone who knows you and can describe your personal characteristics and skills;
- h) a job in a company or organisation.

2. Listen to John Woodrow, a Human Resources professional, who works in a UK company and decide whether you agree or disagree with the statements below.

- a) John Woodrow works in the HR department of a large UK-based company and reads hundreds of CVs every year.
- b) His company does not accept CVs, only their own application form which is tailored to their company.
- c) John Woodrow ignores CVs that are too long.
- d) The problem with the first CV is that it includes irrelevant information.
- e) John Woodrow suggests not including placements and internships in a CV.
- f) The second CV has no references.
- g) The second CV has information about the candidate's language skills.

3. Listen to John Woodrow again and choose the most appropriate answers to the questions below. Note that there could be more than one right option. Compare the results with your groupmates.

- 1. How long should your CV be?

a) one-page b) two pages c) three pages d) four pages

2. What are the main features of a well-written CV?

- a) relevant info
- b) clearly written
- c) fancy fonts
- d) keep it simple
- e) a photograph
- f) no mistakes

3. What are the drawbacks of the first CV?

- a) irrelevant info
- b) too short
- c) tiny type
- d) fancy font
- e) a photograph
- f) not enough information

4. What kind of educational background should be included in a CV?

- a) primary school
- b) high school
- c) placements
- d) college
- e) internships
- f) university

5. Why does the second CV look promising?

- a) only one-page
- b) easy to read
- c) little space on the page
- d) references
- e) language skills
- f) well-organised

4. *Read the article about how to write a CV without work experience and illustrate core **CV writing rules**.*

5 Steps How to Write a CV without Work Experience

Whether you're a university student or a fresh graduate, the best way to write a CV with no job experience is to **get some experience**. The second best way is to make the most of the experiences you've got. A CV is a snapshot of the most important things you've accomplished in your professional life. Make sure it is **well-organised**, clearly written, and contains no spelling mistakes.

Format your CV

Your CV needs to be well-presented and **easy to read**.

Make sure it contains only **relevant** information. Most employers usually spend seconds on their first review of a CV, so **break the information** into clearly structured sections, **use bullet points** and a **bold header** to bring forward significant sections.

How to write a CV

- Content
- Personal Details
- Education and Qualifications
- Work Experience
- Hobbies
- References



Personal profile

If you want to **create a strong first impression**, start your CV with a killer personal profile. It is an important tool to

consider when building your CV. A **personal profile**, also called a CV summary, is a short paragraph at the top of your CV. It should work like an elevator pitch: briefly describe your **expertise**, skills, and **achievements** to encourage the hiring manager to read the rest of your CV. Employers should immediately see how you can benefit their company. For students or recent graduates that have little to no job experience, start with the university you graduated from and note any **relevant experience** you gained from coursework, extracurricular activities or volunteer work.

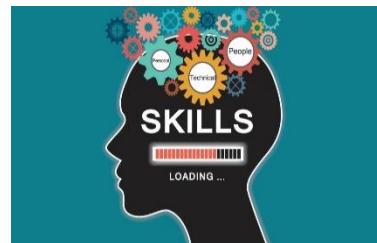
Education



Since you're a university student, your **education** and professional **qualifications** are your strongest selling points and you want to put these sections at the top of a CV. You need to demonstrate the experiences you gained throughout your educational history. Consider adding information about the **academic projects**, research, thesis, **coursework** you have completed during your time at university. Conferences, certificates, and special training are of great importance too.

Highlight skills

The key hard skills may form the body of a CV. Highlight the skills that are relevant to the position you are applying for. Demonstrate your **transferable skills** such as communication, teamwork, leadership, creativity, etc. Think outside your classes and add extracurricular activities, voluntary work, and foreign language skills.



Work experience

Here you should highlight your **professional accomplishments** which are directly connected with the position you are applying for. Consider the periods of **full-time** and **part-time employment**. You can even highlight the work experience you have obtained in school, university. Also, you can add **professional training** and freelance projects. **Internships** and **placements** are of great importance too.

Writing a great CV with **no work experience** is not easy, especially for a university student. If you feel frustrated, angry, or embarrassed, that is OK. Let these emotions motivate you to work harder towards your goals. If you are old enough, focus your efforts on gaining a first **entry-level job**. A great way to start is by getting a **summer internship**.

5. A CV and résumé have some features in common but differ as well. CVs are mainly used to apply for academic positions and research programmes, while résumés are used to apply for jobs and work placements. Share your opinion on the quotations below. Do you agree or disagree with them? Work in groups of three.

<p>'You are not your résumé; you are your work.'</p> <p>- Seth Godin</p>	<p>'Be a Person. Not a Résumé.'</p> <p>- S.V. Sagar</p>
<p>'No one creates a perfect résumé on their first try.'</p> <p>– Matthew T. Cross</p>	<p>'IT'S NOT ABOUT HOW SMART YOU ARE. IT'S ABOUT CAPTURING MINDS.'</p> <p>– Richie Norton</p>
<p>'The challenge of life, I have found, is to build a résumé that doesn't simply tell a story about what you want to be, but it's a story about who you want to be.'</p> <p>– Oprah Winfrey</p>	<p>'I think if you're remarkable, amazing, or just plain spectacular, you probably shouldn't have a résumé at all.'</p> <p>- Seth Godin</p>

6. Express your opinion on the questions below.

- a) How does a CV and résumé differ and what are the key features of each?
- b) What will be the most challenging for you in writing a résumé when applying for a job?
- c) Is there ever a time when it is OK to lie on a résumé?

7. Think of a specific job you would like to apply for and using the models presented in this lesson write a résumé and a cover letter. Remember to highlight only the skills and experience required for the position.

V. Assess your progress

Do the following tasks to assess your progress on the lesson. Then check your answers. The keys are provided at the end of the book.

1. Match the key terms of the lesson with the definitions.

1. a résumé	a) a letter that is written by someone who knows you to describe you and say if you are suitable for a job;
2. a reference	b) a brief written description of your education, qualifications, previous jobs that you send to an

	employer when you are trying to get a job;
3. a bullet point	c) a period during which someone works for a company to get the experience of a particular type of work;
4. experience	d) the process of getting knowledge or skills from doing, seeing, or feeling things;
5. a cover letter	e) to formally send a document to a person or group in authority so that they can make a decision about it;
6. an accomplishment	f) something successful, or that is achieved after a lot of work or effort;
7. an honour	g) to find and correct mistakes in the text before it is printed or put online;
8. to proofread	h) a public award given to students for high academic achievements;
9. to submit	i) a letter that contains information about the thing it is sent with;
10. an internship	j) a series of important items in a document, usually marked by a square or round symbol;

2. Read the top ten résumé writing rules to answer the following questions.

- a) What should you start a résumé with?
- b) What verbs are good to use in a résumé?
- c) How many bullets do you can use per section?
- d) What should you never share in a résumé?
- e) When do you put ‘Education’ section above ‘Experience’?
- f) How should your font look like?

Top Ten Résumé Writing Rules

1. Start your résumé with a short profile to show who you are and what you offer.
2. Consider putting ‘Education’ above ‘Employment’ if you do not have a lot of work experience yet.
3. It’s a good idea to include hobbies if they are relevant to the job.
4. Include references to support your application or say ‘references’ upon request.
5. List your employment history, starting with the present.
6. Never share personal information, such as age, marital status, etc.
7. Begin sentences with action verbs such as ‘achieved’, ‘developed’ or ‘initiated’.
8. Do not include high school if you have college experience.
9. Do not exceed 3 to 5 bullets per section.
10. Your font should be classic, easy to read and look professional.

3. Fill in the gaps in the statements with the words from Task 1.

1. She sent her _____ to 50 companies but didn't even get an interview.
2. We need a _____ from your previous employer.
3. You should use bold type for headings and _____ for noteworthy achievements.
4. Do you have any _____ of working with kids?
5. Winning the award was a major _____ for her.
6. She received the President Medal of Freedom, the country's highest _____.
7. Please send us a _____ with your application form.
8. Sarah _____ books for a small publishing company.
9. All students must _____ their projects by the end of this week.
10. Students with a major in business often do an _____ during their summer break in e-commerce companies.

4. Get ready to speak on the following topics.

- résumé writing rules: goal, structure, main sections, tips;
- cover letter: purpose, main features, challenges.

VI. Evaluate your achievement

Reflect on the value of the lesson. Answer the questions and fill in the table below. Address the given sections of the lesson for revision any time you need.

1. What new have you learnt in class?
2. What information do you find the most topical?
3. What were the challenges for you and what did you do to move through them?
4. Would you like to learn any extra information on the topic?

Skills	Options			Section of the lesson for revision
	Yes	No	Not sure	
1. I can explain the difference between a CV, résumé, and cover letter.				I
2. I can speak about the main sections of a résumé.				II/IV
3. I am able to illustrate core résumé writing rules.				II/IV
4. I can make a positive first impression with my résumé.				II/IV
5. I can write and format my résumé.				II/IV
6. I know the main sections of a cover letter and can structure it.				II
7. I can persuade people to change their				III

minds.				
8. I feel confident about using related vocabulary.				II/IV

Job Interview

3

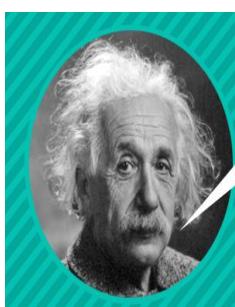
Aims

- be able to prepare for an interview;
- be able to make a positive first impression;
- be able to deal effectively with interview questions.



There is only one interview technique

I. Expand the idea



"You have to learn the rules of the game. And then you have to play better than anyone else."

The secret of acing a job interview is to stop believing in luck and start believing in yourself. Share your ideas on the questions below.

- a) Have you ever been interviewed for a job?
- b) How would you feel about going for an interview?
- c) How can you prepare for an interview?
- d) What ideas and quotations on this page do you support?

If you are invited to an interview, you have made it to the shortlist. There are many candidates who have similar qualifications, skills, and experience. So, the interview is your opportunity to prove you are the best candidate for the job.

"It does not make sense to hire smart people and tell them what to do; we hire smart people so they can tell us what to do!"

- Steve Jobs -



The science is simple here – the more you prepare for an interview, the more comfortable you will be when you walk in, and the better you will do. Going into an interview blind is equivalent to walking into an exam without even looking in a

"An interview is like a minefield"

textbook. There will be no other time to make

- Michelle Williams -

a good first impression and be selected in front of the rivals.

II. Enlarge your vocabulary

1. Alice is invited to an interview at Google. She and Dustin are discussing the tips how to prepare for an interview.

- Which tips do you think are important for Alice to take?
- Rank the tips listed below in terms of importance.



- prepare a list of questions to ask at the interview;
- do some research into the company you are applying to;
- decide what you are going to wear;
- practise greeting your interviewer to make a positive first impression;
- bring a copy of your résumé and get ready to discuss it in detail;
- find out the type of interview you will be going to attend;
- print the directions to the interview to be in time;
- practise the answers to common interview questions.

2. Dustin is sharing his ideas how to get ready for an interview. To find out which steps from Task 1 he refers to, match the pictures with the tips. There is one extra picture. Which one? Work in groups of three.



3. Alice has been invited to a panel interview. But there are also other types of interviews. To find out about other **interview types** match the options on the left with the most appropriate descriptions.

Type	Description
1. Panel interview	a) this type is the most popular type of interview conducted by almost all companies during their recruitment process. It

	includes the interviewer and interviewee with many questions asked and answered.
2. Traditional interview	b) this is an approach used by interviewers to assess your performance in a particular key area or skill that is attributable to the job description.
3. Competence-based interview	c) this type of interview might include a group of interviewers who interview one candidate at the same time, and then they will make the hiring decision.
4. Phone interview	d) the interviewer uses several questions to set a candidate off-balance. The purpose of this interview is to find out how the candidate handles stress.
5. Stress interview	e) this type of interview is conducted when the recruiter wants to shortlist the number of candidates to the next steps. The goal is to clarify the basic skills and experience of the candidate.

4. Read the questions the candidates were asked at the interview and decide which interview type they were attending in each situation.



a) One of the interviewers was interrupting me all the time and then he rolled his eyes and said: ‘How do you feel this interview is going?’



b) The interviewer asked a lot of questions where I had to provide specific examples of my professional behaviour: ‘Describe a time when you solved a difficult problem at work’



c) There were 3 interviewers, and each was asking specific questions about my skills, qualifications, experience as follows: ‘What is an accomplishment of yours? Tell us about your last job’.



d) During the interview I was asked a lot of general interview questions such as ‘Why should we hire you?’

What do you know about yourself?’

What do you know about the company? Tell us

e) The interview



did not last long. They clarified just a few things about my qualifications and previous work experience: ‘What additional training have you attended? Do you have any experience working with our company products?’

5. Which interview type would be easy/challenging/stressful for you to attend? Why?

6. Interviewers **employ** different **methods** during a job interview to obtain information about a candidate. Which methods do you think are

acceptable/unacceptable? Which ones would be the most challenging for you? Share your ideas in the group.

- a) to make a five-minute speech;
- c) to complete a probation period;
- b) to tell a joke;
- d) write a series of tests;

7. An interview usually proceeds through several steps. Look at the stages of an interview and decide which questions from the list below you may expect to be asked during each section of an interview? Work in groups of three.

Nº	Interview stages
1.	Arrival and meeting.
2.	The interviewer asks general questions about the candidate's life.
3.	The interviewer reviews the résumé.
4.	The candidate is asked what he/she knows about the job and the company.
5.	The candidate asks questions about the job and the company.
6.	The interviewer places one or two tricky questions at the end of the interview.
7.	The interviewer thanks the interviewee for the time spent.

- a) What can you tell us about yourself?
- b) How do you work with 'difficult' people?
- c) What will be my responsibilities in this position?
- d) Where do you see yourself in five years' time?
- e) What do you know about our company's products?
- f) What are you good at?
- g) What is the weakness that you have?
- h) What do you most/least enjoy about your time at university?
- i) What skills do you have relevant to this job?
- j) Did you have any trouble finding our building?

8. An interviewer usually asks questions that can help to identify candidate's skills, experience, personality, interests, and ambitions. Group the questions from Task 6 into the categories below.

Questions about education	Questions about experience/skills	Questions about character
---------------------------	-----------------------------------	---------------------------

1. _____	2. _____	3. _____
----------	----------	----------

9. Which questions from Task 6 would be easy for you to answer at a job interview? Which questions would you not welcome to be asked? Why?

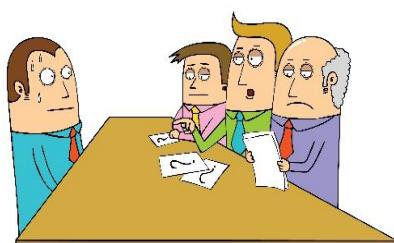
10. Read Alice's and Dustin's interview answers and decide which questions from Task 6 they are answering? Which answers do you consider professional and appropriate? Which ones are not? Why? Give your reasons.

Alice	Dustin
1. During my summer job at EPAM, I took part in developing large software systems. I was coding in Java and fixing bugs. So yes, I can say that I have experience in developing software systems and good coding skills.	1. Hello, I'm Dustin. I've just turned 20. I'm a freshman at New York University where I've enrolled in the marketing and communication department. My major is online marketing. I like hanging out with friends and watching movies.
2. Currently I am pursuing a bachelor's degree in Computer Science at the University of Leeds. I put a lot of effort into everything I do. I love thinking outside the box and learning something new with cutting-edge technology.	2. I would say I am good at convincing people. I enjoy working with people. I like helping customers and talking to them. That's why I want to start my career at your company as a sales representative.
3. Well, I've never really thought about it. I would like to be the best in my professional career in the future. But I suppose five years is a long time without a change, so I'd try to get a promotion if I could.	3. I tend to be a bit over detail-oriented. I try to accomplish everything and just want everything to be perfect, but then I realise that it makes me submitting projects late.

11. A job interview can be a nerve-racking experience, especially if you do not feel prepared. **Responding to questions** effectively is your opportunity to demonstrate that you are the right person for the job. Take turns to practise answering questions from Task 6. Be confident, not arrogant and give examples. Work in pairs.

12. The questions that are listed below are **the toughest ones** asked by employers. How would you answer these questions? Work in groups of three.

- a) If you would have dinner with anyone in the world dead or alive, who would it be?



- b) How would your peers describe you?
- c) What did you learn at university that did not come from a textbook?
- d) If you could pick one person as your role model, who would it be and why?
- e) What would you do in one weekend with \$ 1,000?
- f) Where do you want to be in five years?

III. Enrich your speech

1. You are going to watch a BBC video episode about Anna where she attends a job interview. Consider the following questions first.

- a) Do you think structuring answers and giving reasons is an important skill in life?
- b) In what situations is it important to structure answers and give reasons? Use the prompts below.



- at the meeting;
- at visa application centre;
- at the dean's office;
- at passport/customs control;
- at English/math class;
- at the family dinner;
- at the party;
- at the exam.

2. Watch the episode. How does Anna handle an interview? Is she prepared for an interview? What phrases does she use to structure her answers? What goes wrong? What are her chances to be employed?

3. Below is the table of phrases that can be used to structure your answers and give reasons. Which phrases do you use a lot, which ones are new to you?

Table of Useful Phrases

Personal opinion	Sequence	Result	Reason
In my opinion, ...	Firstly,	So, ...	For ...
In my view, ...	Secondly, ...	As a result, ...	That's why ...
To my mind, ...	Above all, ...	Therefore, ...	Also, ...
To my way of thinking, ...	What is more, ...	Thus, ...	Because, ...
In the first place,	Furthermore, ...	Hence, ...	Since ...
I believe that ...	Besides, ...	Due to, ...	As ...

*4. It is very important to understand what is **appropriate** and **inappropriate** to say at a job interview. Read the questions below and fill in the gaps with the words from the box. Choose the most suitable answer for each question and explain your choice. Work in groups of three.*

opinion recently secondly firstly believe above thinking more
place

1. What is your main weakness?

- a) In my _____ I'm a workaholic. I work long hours, so I have little time for anything else.
- b) In the past I've struggled with time management, but _____ I took a course that has resulted in significant improvements in this area.
- c) I do not have much experience, but I _____ that I learn quickly and ready to work long hours.

2. Why do you want to work for us?

- a) Firstly, I love your company products, _____ I really need to work.
- b) Well, _____, it is well paid. Secondly, my brother works here.
- c) This position matches my skills and interests. What is _____, I like your company culture and philosophy.

3. Where do you see yourself in five years' time?

- a) Oh, I want to hold a managerial position. But _____ all I want to start my own business.
- b) In the first _____, I prefer not to look too far ahead.
- c) To my way of _____, five years from now I will have more education and have a more responsible position at work.

5. Take turns to answer the questions from the table. Structure your answers and give reasons. Address the table, if needed. Work in pairs.

Give your reasons	
1. Why is it better to speak more than one language?	2. Why do a lot of young employees prefer telecommuting?
3. Why do students invent absurd excuses?	4. Why is pursuing a degree in IT so prestigious today?
5. Why do applicants feel stressed when attending an interview?	6. Why is it important to get your first entry-level job as soon as possible?
7. Why do students hate getting up early in the morning?	8. Why is it essential to get ready for an interview?

6. Practise a job interview. Give reasons and structure your answers. Mingle with the group to ask and respond to the following questions.

- a) Why did you choose to study your degree subject?
- b) What is the most challenging aspect of your degree course?
- c) What is your favourite subject at university? Why?
- d) How would your friends/co-workers describe you?
- e) Tell me what your dream job is.
- f) What motivates you in terms of work?

Reason 1
Reason 2
Reason 3

IV. Develop your communication skills

1. You are going to watch a video episode with Jerold who looks at **tips for job interviews**. First, check the meaning of the words/word combinations below. Use the dictionary, if necessary. Then listen and decide whether you agree or disagree with the statements below.



<i>to get feedback appropriate</i>	<i>a response</i>	<i>appearances</i>
<i>career prospects</i>	<i>a panel interview</i>	<i>initiative</i>

a) T

his video episode is about interview challenges.

- b) If you want to impress the interview panel, practise the answers to common interview questions.
- c) Practise the questions again and again until you are happy with your responses.
- d) Appearances do not matter in a job interview.
- e) Smile and make an eye contact with the interviewers.
- f) At an interview, you should speak clearly and fast.

2. Listen again and complete Jerold's notes.

How to prepare

- a) _____ the answers to common interview questions;
- b) answer the questions and get some _____ from your friends;
- c) research the company you are _____;
- d) do some online _____ to find out what kind of company they are;
- e) research the latest _____ in the relevant business area;
- f) this information will show that you have _____.

How to impress

- a) It is important that you look smart and _____;
- b) do not forget to speak _____ and not too fast;
- c) make sure your clothes are _____;
- d) first _____ are important;
- e) give yourself time to think about your _____;
- f) ask questions about professional development and career _____.

3. *It is very important to make a positive first impression. You never get a second chance. You want to look smart and professional. What do you have to do when you have a job interview? Make the right choice. Divide the tips into one of the two categories below. Work in groups of three.*

- ask questions;
- highlight your strengths;
- criticise your current job;
- say things that are untrue;
- show your interest in the company;
- show initiative;
- give standard answers;
- fidget;
- develop your answers with details;
- smile all the time;
- keep your phone turned off;
- always agree with an interviewer;
- ask about career development;
- avoid eye contact;
- arrive just in time;
- ask for refreshments.

DO	DON'T

4. *Role-play the situation. Your friend is scheduled for an interview. He/she is very nervous and does not know where to start. Advise him/her how to get ready for an interview how to make a good first impression, and handle interview questions. Use the ideas from the*



lesson and your background knowledge.

5. Watch or read three job interview episodes. The applicants are applying for the same position. Assess the candidates basing on the questions below.

- a) What are the candidates' strong and weak points?
- b) What should they do to improve their performance at the interview?

Interview 1

Susan: Hello. I am Susan Thompson, HR manager.



Mary: Hi. I am Mary Hansen, and I am applying for one of your kitchen jobs.

Susan: Mary, do you have any experience working in the kitchen?

Mary: No, but I want to learn. I work hard and, besides, I cook a lot at home.

Susan: Okay, well, tell me about yourself.

Mary: Well, firstly, I love to learn new things. Secondly, I am very organised. Above all, I am good at following instructions.

Susan: That's great! Why did you leave your last job?

Mary: It was a nightclub, and I need to work during the daytime.

Susan: I see. Well, what hours can you work?

Mary: Um, from 8:00 am until 5:00 pm.

Susan: Okay, do you have any questions for me, Mary?

Mary: Yes, what kind of training is needed?

Susan: Not a lot. Most new workers can learn everything on the first day. Do you have any other questions?

Mary: No, I don't think so, but I've heard a lot of good things about your company, and I would really like to work here.

Susan: Well, I have a few more interviews today, but I will call you tomorrow if you get the job.

Mary: It was nice to meet you!

Interview 2

Sarah: Sorry, I'm late. Are you Susan? I'm here for the job interview.



Susan: Hi, I'm Susan Thompson, HR manager. You're 10 minutes late!

Sarah: The traffic was terrible!

Susan: Ok, tell me about yourself.

Sarah: My main hobbies are watching classical movies, riding my motorcycle and ...
I have two granddaughters. They're so cute!

Susan: Do you have a résumé with you?

Sarah: No, but I turned it in with my application.

Susan: Okay, all right. It says here that you only had your last job for a couple of months. Can you tell me why it was so short?

Sarah: You know, I hated that place. My supervisor was such a jerk! All he did was keep complaining about my work.

Susan: Oh, what was the problem?

Sarah: They had all these rules! I followed the most important ones the best I could, but he would get mad if I didn't follow all the rules all the time!

Susan: I see. Well, can you tell me why you want to work here?

Sarah: Somebody told me you guys have a good healthcare policy here. Well I have some health issues and I need the money.

Susan: Okay. I think I've heard enough. Do you have any questions to me?

Sarah: No, I think I am good. When will I know if I get the job?

Susan: We'll call you tomorrow.

Sarah: Okay. Looking forward to hearing from you.

Interview 3



Susan: Adam?

Adam: Right here.

Susan: Hello, I'm Susan Thompson, HR manager.

Adam: Hello, I'm Adam. Here is my r résumé.

Susan: Great, thanks. Have a seat, please. So, tell me about yourself.

Adam: Well, I consider myself hardworking and determined. Also, I'm never late and I get along very well with co-workers. I have two years of experience working in a kitchen as well. I understand that good quality is very important to your company. What is more, I want to work here because I like your products and I would be very happy to work for this company.

Susan: That's great. It says here that your kitchen experience was in a small café. Have you ever had experience working in a large commercial kitchen before?

Adam: No, but I think it would be very interesting. Besides, I learn quickly.

Susan: Very good. Do you have any questions to me?

Adam: Yes, what is the most important part of this job?

Susan: Well, quality is very important to our company. Employees must follow instructions to get the best product possible.

Adam: I think I can do that. I believe in doing things the right way.

Susan: Great. Well, it's been nice meeting you. We'll make phone calls tomorrow and let you know if you get the job.

Adam: It's been nice to meet you too. I really hope you call me.

Susan: We'll let you know tomorrow. Good-bye.

6. Discuss the interviews to evaluate the candidates. Consider the questions below. Work in groups and present your final decision. Explain your choice.

- a) What are Mary's main weaknesses? What are her chances to be employed?
- b) Name the three mistakes Sarah has made at the interview.
- c) What are Adam's strengths and weaknesses?
- d) Who would you hire if you were the employer?

7. In Module III 'Career Path' you have already discussed work ethic for an employee. Read the article below that illustrates **work values** an employer is looking for in an applicant when making a hiring decision.

Work Values

If you are interested in turning your job-hunting process into a **job offer**, it is important to know exactly what employers look for when hiring new employees. During an interview, the hiring manager will ask questions about hard and soft skills to determine if you are a **good fit** for a company. Employees who demonstrate a good **work ethic** are considered to be valuable assets.

Employers value employees who understand and possess a willingness to **work hard**. But it is also important to **work smart**. This means completing tasks effectively and finding creative ways to save time. Besides, employers appreciate employees who **come to work on time**, are responsible for their actions and behaviour.



"Look for 3 things in a person.
Intelligence, Energy, Integrity.
If they don't have the last one, don't
even bother with the first two."

- Warren Buffett -

Employers seek employees who **take the initiative** and have the motivation. A positive attitude is valued too. Being **open to changes** provides an opportunity to complete work assignments more efficiently. While

employees often complain that changes at the workplace don't make sense or make their work harder, often these complaints are due to the **lack of flexibility**.

Employers respect employees who maintain a **sense of honesty** or **integrity** above all. Good **relationships** are built on trust. Employers want to know that they can trust what you say and what you do.

Employers hire applicants who have a **positive attitude**, are not afraid to ask questions, can **take the lead**, and most important, keep up with the **advancements** in the field. All these will make you a vital

"A can-do attitude, a positive personality, and a strong work ethic are still the primary ingredients for success at Nordstrom"
- R. Spector -



asset for the company's success.

8. Look at **the work habits** and decide which ones you support at the workplace and which ones you disapprove of. Work in groups of three.

Professional Work Habits	Unprofessional Work Habits
making excuses; always say thank you; one person speaks at a time; be supportive of all opinions; gossiping; think how it can be done, not how it can't; keep your promises; talking too much; be flexible in your thinking; what is said here, stays here; not meeting deadlines; complaining; over-promising; do your best; address people by name.	

9. Share your opinion on the statements and quotes below. Support your point of view with facts and details.



'Responsibility educates.'

-Wendell Phillips

'Action and flexibility create opportunity.'

-Garrison Wynn-

'A Team is not a group of people who work together.
A Team is a group of people who Trust each other.'

- Simon Sinek-

'Talent is a gift.
But your attitude,
work ethic and
character are things
you have to develop
yourself.'
- R. Harkness -

We are respectful
We have fun
We love what we do
We work hard and smart
We do great things
We communicate and listen
We are helpful
We stay positive
We strive for excellence
— We are a TEAM —

Self-confidence is the best outfit.
The best way to gain it
is to do what
you are afraid to do.

Ethics: A group of
moral principles or
set of values that
define or direct us to
the right choice

Hard work beats talent.

10. Share your opinion on the following questions.

- a) What the top three work habits would you value the most in your employees if you were an employer?
- b) What would you consider appropriate/inappropriate to say at an interview?
- c) What tricky questions would you ask a candidate?
- d) What type of interview would you prefer to conduct as an employer? Why?

V. Assess your progress

Do the following tasks to assess your progress on the lesson. Then check your answers. The keys are provided at the end of this book.

1. Read the interview. Fill in the gaps in the dialogue using the words from the box below.

Interviewer: Good afternoon. You must be Mr. Wang?

Interviewee: Yes, good afternoon.

Interviewer: (1) _____ to meet you! I'm Mrs. Clark, the bank manager. Please, have a seat.

Interviewee: Thank you.

Interviewer: So, tell me a little bit about yourself, Mr. Wang.

Interviewee: Well I grew up in China and (2) _____ accounting, then I worked at an accounting firm there for two years before coming to the States. I (3) _____ well with others. I like to challenge myself to improve my

studied	strength	pleased	work	skills	do better	pressure
weaknesses	experience	to meet	position	overtime	goals	
skills.						

Interviewer: That's great! As you know, this job is for a bank teller. What would you say are your strengths (4) _____ that might help you to succeed in this job?

Interviewee: My biggest (5) _____ is my attention to detail. That has helped me a lot in this line of work. Also, I work well under (6) _____.

Interviewer: Wonderful. And what would you say are some of your (7) _____?

Interviewee: One of my biggest weaknesses is asking for help when I need it. I'd like to (8) _____ at that.

Interviewer: I appreciate your honesty, Mr. Wang. What can you tell me about some of your (9) _____ over the next few years?

Interviewee: My primary goal is to gain more work (10) _____, so a position like this will help me to meet that goal. I'd also like to learn about different aspects of banking.

Interviewer: I think those goals are very smart. Thank you. Those are all the questions I have for you today. Do you have any questions for me?

Interviewee: Can you tell me about the working hours?

Interviewer: We'd like whoever fills the (11) _____ to work nine to five each weekday. There may be some occasional (12) _____. Do you have any other questions?

Interviewee: Not at the moment, thank you.

Interviewer: It was great (13) _____ you. Thanks for coming in today.

Interviewee: Thank you. It was a pleasure meeting you as well.

2. *Read about Alice's job interview experience and based on this paragraph, decide if the following statements are true or false.*

- a) Alice found out about the vacancy while cold-calling the company.
- b) To look professional Alice wore a black skirt and a shirt to an interview.
- c) Alice was very nervous at the interview because she was not sure how to answer questions.
- d) She was asked a lot of questions about her expertise and competencies.
- e) She is waiting for a call from the company.

I always wanted to work for Google. So, when a few months ago I saw an advert on the company's website for a software engineering internship programme, I decided to apply. I filled out the application form, created my résumé, and sent everything off.

A few days later I received a phone call from the company to invite me for an interview. I was so excited and thrilled, but very nervous. So, I started to get ready for the interview. I practised some common interview questions until I was happy with responses and asked my roommate to play the role of an interviewer. I wanted to look professional and smart for the interview. I wore a suit and a white shirt. I wanted to make a good first impression. I greeted the interviewer with a smile and a firm handshake. At the interview, they asked me a lot of questions about my skills and previous work experience related to the position. I was also asked to take part in decision-making exercises. I was well-prepared, so I think the interview went well. Afterwards, the interviewer shook my hand and said that they would call me back within a week. I am looking forward to hearing from them. Hopefully, I will get this job.

3. *Put the pieces of advice into the correct phase of an interview. Use the information from this lesson and your background knowledge.*

1. Before the interview	a) provide a good final impression with a nice handshake; b) do some research into the company you are applying to; c) send a follow-up letter or e-mail;
2. During the interview	d) thank the interviewer for the time spent; e) speak clearly and take time to think about your responses; f) don't forget to ask questions at the end of the interview;

3. After the interview	g) arrive in time and turn off your phone; h) be friendly, polite and remember to smile; i) practise the answers to common interview questions.
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4. Get ready to speak on the following topics.

- pre-interview preparation tips;
- interview types: main characteristics and challenges;
- interview strategy: stages, common interview questions, do's and don'ts;
- work values an employer is looking for in a candidate.

VI. Evaluate your achievement

Reflect on the value of the lesson. Answer the questions and fill in the table below. Address the given sections of the lesson for revision any time you need.

1. What new have you learnt in class?
2. What information do you find the most topical?
3. What were your challenges and what did you do to move through them?
4. Would you like to learn any extra information on the topic?

Skills	Options			Section of the lesson for revision
	Yes	No	Not sure	
1. I can explain why preparation is vital for success at a job interview.				I
2. I can prepare for an interview.				II/IV/ III
2. I can speak about different types of interviews.				II
3. I am able to make a positive first impression.				II/IV/ III
4. I can deal effectively with common interview questions.				II/III/ IV
5. I can structure my answers and give reasons.				III
6. I can speak about work values an employer is looking for in an applicant.				IV
7. I feel confident about using related vocabulary.				II/IV

Module IV Final Project

For a final project you are offered to role-play **the situation ‘At the interview’**. Think of a specific job you would like to apply for. The requirements are as follows:

1. Student A. You are the applicant. You are attending a panel interview in the field of IT/digital



economy. Bring a résumé with you and answer the interviewers' questions. Remember to highlight only your skills, experience, and accomplishments that are relevant to the job you are applying for. Make a positive first impression, be confident, and enthusiastic.

2. Students B and C. You are the interviewers. Ask questions related to the job the candidate is applying for. Use the applicant's résumé. Be respectful and polite.

3. The language of the project is English.

4. A time limit is 5-7 minutes.

5. You have 2 options to present an interview. You can role-play it in class live or video record it and then demonstrate it in the group.

6. The interview will be evaluated in the group and the candidate's performance will be rated on the scale from 1 (the lowest) to 5 (the highest). This is a learning experience for your groupmates, so your honest feedback is important.

Job Interview Evaluation Form

Professional appearance	Applicant is dressed appropriately, neat, and tidy, looks smart and professional.	1 2 3 4 5
Professional behaviour	Applicant has a good manner, makes an eye contact, smiles, makes a good first impression, does not fidget, is friendly, polite, and confident.	1 2 3 4 5
Communication skills	Applicant uses proper language, listens, gives himself time to think about his/her responses, structures his answers with relevant information, creates a good relationship with the interviewers.	1 2 3 4 5
Background and experience	Applicant is able to describe his/her professional skills, latest experience, and accomplishments that are relevant to the position he/she is applying for.	1 2 3 4 5
Questioning skills	Applicant asks the right questions, questions are relevant to the position, shows an interest in the company, uses initiative.	1 2 3 4 5
Candidate's résumé	Applicant's résumé is well-presented, logical and easy to read, entails only the information that is important and relevant to the position, is proofread and contains no mistakes.	1 2 3 4 5

Wordlist

Module I: Lesson 1 (*Higher Education Today*)

A-level *n*

living expenses *col, pl*

affordable *adj*

loan *n*

apply to (university/company) *v*

major (in) *n v*

apprenticeship *n*

maturity *n*

aspire <i>n</i>	Master of Arts (M.A.) <i>col</i>
assignment <i>n</i>	Master of Science (M.Sc.) <i>col</i>
Bachelor of Arts (B.A.) <i>col</i>	mingle with <i>v</i>
enroll on (a course) <i>v</i>	minor (in) <i>n v</i>
blended learning <i>n</i>	obsessed (with) <i>adj</i>
Bachelor of Science (B.Sc.) <i>col</i>	occur <i>v</i>
Centralised Testing (CT) <i>col</i>	on a cost-free basis <i>col</i>
contribute to <i>v</i>	online course <i>col</i>
credit <i>n</i>	part-time <i>adj</i>
cutting-edge <i>n</i>	postgraduate (course) <i>n adj</i>
dilemma <i>n</i>	prosperous <i>adj</i>
diminish <i>v</i>	pursue (a degree) <i>v</i>
distance learning <i>col</i>	receive (a scholarship) <i>v</i>
Doctor of Philosophy (Ph.D.) <i>col</i>	semester <i>n</i>
enhance <i>v</i>	Scholastic Aptitude/Assessment Test (SAT) <i>n</i>
facilitate <i>v</i>	senior <i>n</i>
faculty <i>n</i>	scholarship <i>n</i>
first-year student <i>col</i>	sophomore <i>n</i>
freshman <i>n</i>	term <i>n</i>
full-time <i>adj</i>	tertiary education <i>col</i>
gap year <i>n</i>	think outside the box <i>col</i>
gender <i>n</i>	topical <i>adj</i>
graduate (from university) <i>n v</i>	tuition fees <i>n</i>
graduation <i>n</i>	undergraduate (course) <i>n</i>
grant (a scholarship) <i>n v</i>	upon the results <i>col</i>
hands-on <i>adj</i>	vary <i>v</i>
higher education establishment <i>col</i>	vocational training <i>col</i>
inclusiveness <i>n</i>	workload <i>n</i>
intensive course <i>col</i>	work placement <i>col</i>
junior <i>n</i>	

Module I: Lesson 2 (*My University*)

academic/academician <i>n</i>	examination card <i>col</i>
academic excellence <i>col</i>	exchange programme <i>col</i>
acquire <i>v</i>	expertise <i>n</i>
alumnus (alumni <i>pl</i>) <i>n</i>	extracurricular <i>adj</i>
amenities <i>n, pl</i>	facilities <i>n, pl</i>
a plethora of <i>n</i>	framework <i>n</i>
applicant <i>n</i>	gym <i>n</i>
assistant professor <i>col</i>	implement <i>v</i>
associate professor <i>col</i>	lab <i>n</i>
at the disposal <i>col</i>	lecture theatre <i>col</i>
a wealth of <i>n</i>	medium of teaching <i>col</i>

be engaged in <i>v</i>	obligatory <i>adj</i>
be in charge <i>v</i>	on campus
biodiversity <i>n</i>	pass-fail system <i>col</i>
BSUIR <i>n</i>	promote <i>v</i>
business incubator <i>col</i>	qualification <i>n</i>
canteen <i>n</i>	qualify for <i>v</i>
catch up with <i>v</i>	question card <i>col</i>
Chancellor <i>n</i>	reading hall <i>n</i>
collaborative <i>adj</i>	Rector <i>n</i>
compulsory <i>adj</i>	rest and relaxation (R&R) <i>col</i>
crucial <i>adj</i>	societal <i>adj</i>
curriculum <i>n</i>	speciality <i>n</i>
dean <i>n</i>	state-of-the-art <i>adj</i>
department chairman <i>col</i>	strive for <i>v</i>
dignity <i>n</i>	sustainable <i>adj</i>
dormitory/dorm <i>n</i>	vibrant <i>adj</i>

Module I: Lesson 3 (*Student Life*)

allot (enough time) for <i>v</i>	in the long run <i>col</i>
assistance <i>n</i>	keep the balance <i>col</i>
boost <i>n v</i>	keep track <i>v</i>
burnout <i>n</i>	keep up with <i>v</i>
chaotic <i>adj</i>	long-term (goal) <i>adj</i>
chunk <i>n</i>	meet a deadline <i>col</i>
confidence <i>n</i>	non-negotiable <i>adj</i>
course coordinator <i>col</i>	obstacle <i>n</i>
cram <i>v</i>	off campus <i>n</i>
crunch time <i>col</i>	pass (an exam) <i>v</i>
cut back <i>v</i>	persist in <i>v</i>
dedicate <i>v</i>	procrastination <i>n</i>
drop out of (college) <i>v</i>	procrastinator <i>n</i>
eliminate (destructions) <i>v</i>	pursue (one's goal) <i>v</i>
empowering <i>adj</i>	put effort into (education) <i>col</i>
excel in <i>v</i>	sacrifice <i>v</i>
fail (an exam) <i>v</i>	seek <i>v</i>
fall behind (the group) with (studies) <i>v</i>	seminar <i>n</i>
fascinating <i>adj</i>	set (one's goals) <i>v</i>
focus on <i>v</i>	short-term (goal) <i>adj</i>
fulfill (one's objectives) <i>v</i>	skip (classes) <i>v</i>
get behind (schedule) <i>v</i>	student council <i>col</i>
get involved <i>col</i>	student placement <i>col</i>
give up <i>v</i>	survey <i>n</i>
group monitor <i>col</i>	to-do list <i>col</i>

hang out with (friends) *v*
hesitate *v*

tutorial *n*
underestimate *v*

Module II: Lesson 1 (*Youth Issues*)

academy	worry <i>col</i>	insult <i>v</i>
adolescent	<i>n</i>	integrity <i>n</i>
affordable housing	<i>col</i>	instance <i>n</i>
amass	<i>v</i>	intervention <i>n</i>
anxiety	<i>n</i>	lay off <i>v</i>
bar from	<i>v</i>	live up to standards <i>col</i>
be blamed (in)	<i>v</i>	loneliness <i>n</i>
behavioural problem	<i>col</i>	mindset <i>n</i>
body image	<i>n</i>	obesity <i>n</i>
brainstorm	<i>n v</i>	offend <i>v</i>
bullying	<i>n</i>	outsource <i>v</i>
burn (out)	<i>v</i>	pace <i>n v</i>
carry out	<i>v</i>	parental pressure <i>col</i>
crucial	<i>adj</i>	passion <i>n</i>
counselor	<i>n</i>	patch <i>n v</i>
deal with	<i>v</i>	racism <i>n</i>
depict	<i>v</i>	rampant <i>adj</i>
depression	<i>n</i>	respect <i>n, v</i>
destructive	<i>adj</i>	self-absorption <i>n</i>
disability	<i>n</i>	slap <i>n v</i>
disorder	<i>n</i>	slut-shaming <i>adj</i>
disrupt	<i>v</i>	smooth <i>v adj</i>
drop out	<i>v</i>	stereotyping <i>n</i>
embrace	<i>v</i>	substance abuse <i>col</i>
empathy	<i>n</i>	threaten <i>v</i>
envy	<i>n v</i>	thrive <i>v</i>
exaggerate	<i>v</i>	tolerance <i>n</i>
expectation	<i>n</i>	tough <i>adj</i>
expose	<i>v</i>	treat <i>n v</i>
face (a problem)	<i>v</i>	trouble <i>n v</i>
failure	<i>n</i>	uplift <i>n v</i>
feel empowered	<i>col</i>	violence <i>n</i>
gory	<i>adj</i>	vulnerable <i>adj</i>
hardship	<i>n</i>	witness <i>n v</i>
identify	<i>v</i>	

Module II: Lesson 2 (*Tech Addiction*)

acknowledge *v*

gravitate *v*

addiction <i>n</i>	harm <i>n</i>
assign <i>v</i>	immersive <i>adj</i>
assort <i>v</i>	impact <i>n v</i>
attention span <i>col</i>	inability <i>n</i>
attribute <i>n v</i>	keep one's word <i>col</i>
betting <i>n</i>	keep track <i>col</i>
cognitive <i>adj</i>	Kindle <i>n</i>
compulsive <i>adj</i>	manualisation <i>n</i>
conscious <i>adj</i>	medicalise <i>v</i>
consequence <i>n</i>	mental health <i>col</i>
cyber relationship <i>col</i>	narrow band <i>col</i>
deliberately <i>adv</i>	nomophobia <i>n</i>
digital detox <i>col</i>	notification <i>n</i>
dopamine <i>n</i>	outcome <i>v</i>
drop in <i>v</i>	overuse <i>v</i>
elicit <i>v</i>	overwhelming <i>adj</i>
equate <i>v</i>	ridiculous <i>adj</i>
evidence <i>n</i>	restrain <i>v</i>
excessive <i>adj</i>	reward <i>n v</i>
fear of missing out (FOMO/FoMo) <i>col</i>	roam <i>v</i>
footage addiction <i>col</i>	take advantage of <i>col</i>
foster <i>v</i>	tap <i>n v</i>
grapple with <i>v</i>	trading stocks <i>col, pl</i>
	trivialise <i>v</i>

Module II: Lesson 3 (*Generation Gap*)

achievement <i>n</i>	grown-up <i>n</i>
alignment <i>n</i>	grumble (over) <i>v</i>
anticipate <i>n</i>	gulf <i>n v</i>
appreciate <i>v</i>	hierarchical <i>adj</i>
approximate <i>v adj</i>	hierarchy <i>n</i>
assumption <i>n</i>	insight <i>n</i>
Baby Boomers <i>col, pl</i>	Millennials <i>n, pl</i>
bargain <i>n</i>	misaligned <i>adj</i>
bias <i>n</i>	miscommunication <i>n</i>
birth cohort <i>col</i>	mutual <i>adj</i>
bridge the gap <i>col</i>	overlap <i>n v</i>
cater for <i>v</i>	pattern <i>n</i>
chomp <i>v</i>	personable <i>adj</i>
clash <i>n v</i>	personalisation <i>n</i>
clump up <i>v</i>	profiling <i>n</i>
conduct <i>v</i>	prominence <i>n</i>
conservative <i>adj</i>	promotion <i>n</i>

counterpart <i>n</i>	recognition <i>n</i>
court <i>n v</i>	reliant <i>adj</i>
cross-pollination <i>n</i>	relinquish <i>v</i>
daunting <i>adj</i>	resistant <i>n</i>
digital-native <i>adj</i>	self-reliance <i>n</i>
divisive <i>adj</i>	skeptical <i>adj</i>
emphasis <i>n</i>	time off <i>n</i>
entrepreneurial <i>adj</i>	top-down <i>adj</i>
exhibit <i>n v</i>	Traditionalists (The Silent Generation) <i>n, pl</i>
formality <i>n</i>	umbilical cord <i>n</i>
Generation Z <i>col</i>	Xennials (Gen Xers) <i>n, pl</i>
genuinely <i>adv</i>	Youngster <i>n</i>
gridlock <i>n</i>	

Module III: Lesson 1 (*Being a Successful Specialist*)

abide <i>v</i>	meet goals <i>col</i>
adaptable <i>adj</i>	nurture <i>n</i>
administration department <i>col</i>	open-mindedness <i>n</i>
agenda <i>n</i>	passionate <i>adj</i>
be devoid of <i>v</i>	people-focused <i>adj</i>
Board of directors <i>col</i>	perseverance <i>n</i>
business card <i>col</i>	preference <i>n</i>
Chief Executive Officer <i>col</i>	prod <i>v</i>
circumstance <i>n</i>	production and quality assurance
commitment <i>n</i>	department <i>col</i>
conscience <i>n</i>	proficiency <i>n</i>
conviction <i>n</i>	property <i>n</i>
co-worker <i>n</i>	reasonable <i>adj</i>
customer service department <i>col</i>	responsibility <i>n</i>
decisive <i>adj</i>	rigid <i>adj</i>
dedicated <i>adj</i>	satisfaction <i>n</i>
define <i>v</i>	self-aware <i>adj</i>
employee <i>n</i>	self-esteem <i>n</i>
encourage <i>v</i>	self-motivated <i>adj</i>
experienced <i>adj</i>	skill set <i>col</i>
finance department <i>col</i>	strengthen <i>v</i>
get on with <i>v</i>	superior <i>n</i>
get rid of <i>v</i>	supply chain management department <i>col</i>
hands-off <i>adj</i>	top-down leader <i>col</i>
human resources department <i>col</i>	trait <i>n</i>
humble <i>adj</i>	trustworthy <i>adj</i>
information technology department <i>col</i>	unbiased <i>adj</i>
leadership <i>n</i>	willingness <i>n</i>

marketing department *col*

Module III: Lesson 2 (*My Speciality: Economist in IT*)

accountant <i>n</i>	fiscal <i>adj</i>
actuary <i>n</i>	grapple with <i>v</i>
affect (the world) <i>v</i>	impact <i>n, v</i>
analytical <i>adj</i>	incentive <i>n</i>
bring into <i>v</i>	indicator <i>n</i>
business/finance reporter <i>col</i>	innovation <i>n</i>
causal <i>adj</i>	interdisciplinary <i>adj</i>
challenging <i>adj</i>	major <i>n, adj</i>
client meeting <i>col</i>	marketplace <i>n</i>
computational <i>adj</i>	market research analyst <i>col</i>
chief economist <i>col</i>	marketeer-programmer <i>n</i>
correlation <i>n</i>	newly-minted <i>adj</i>
current <i>adj</i>	non-standard <i>adj</i>
decision-making <i>n</i>	perform (a task) <i>v</i>
detail-oriented <i>adj</i>	personal finance advisor <i>col</i>
digital economy <i>col</i>	platform company <i>col</i>
digital marketing <i>col</i>	prioritise <i>v</i>
economics mindset <i>col</i>	priority <i>n</i>
economics professor <i>col</i>	return (a call) <i>v</i>
economies of scale/scale economies <i>col</i>	risk management <i>col</i>
economist <i>n</i>	statistician <i>n</i>
economist-programmer <i>n</i>	technology/tech company <i>col</i>
electronic economics <i>col</i>	technology/tech economist <i>col</i>
evolve <i>v</i>	technology/tech sector <i>col</i>
financial analyst <i>col</i>	toolkit <i>n</i>

Module III: Lesson 2 (*My Speciality: IT Professional*)

absent-minded <i>adj</i>	hesitation <i>n</i>
accrue <i>v</i>	immoral <i>adj</i>
advent <i>n</i>	initiative <i>adj</i>
arrogant <i>adj</i>	intricate <i>adj</i>
aspiring <i>adj</i>	investigate <i>v</i>
be capable of <i>v</i>	IT help desk technician <i>col</i>
challenging <i>adj</i>	IT project manager <i>col</i>
colleague <i>n</i>	IT security specialist <i>col</i>
communicative <i>adj</i>	mobile application developer <i>col</i>
competent at <i>adj</i>	network specialist <i>col</i>
competitive <i>adj</i>	proliferation <i>n</i>
computer operator <i>n</i>	rely on <i>v</i>

computer programmer <i>col</i>	remote <i>adj</i>
conscientious <i>adj</i>	reputable <i>adj</i>
curious <i>adj</i>	requirement <i>n</i>
database administrator <i>col</i>	responsible <i>adj</i>
demanding <i>adj</i>	selfish <i>adj</i>
do for a living <i>col</i>	share (experience) <i>v</i>
emergence <i>n</i>	sneaky <i>adj</i>
escalate <i>v</i>	software engineer <i>col</i>
evaluate <i>v</i>	sophistication <i>n</i>
familiarity <i>n</i>	studious <i>adj</i>
flexible <i>adj</i>	systems analyst <i>col</i>
free will <i>col</i>	take into account <i>col</i>
get satisfaction from <i>col</i>	tangible <i>adj</i>
good at <i>adj</i>	troubleshoot <i>v</i>
graphic designer <i>col</i>	video game developer <i>col</i>
hardware engineer <i>col</i>	web developer <i>col</i>
have a good eye for <i>col</i>	work-flow <i>n</i>

Module III: Lesson 3 (*Professional Development*)

ability <i>n</i>	job requirement <i>n</i>
approach <i>n</i>	marketable <i>adj</i>
ask for <i>v</i>	mentor <i>n</i>
attend <i>v</i>	mentoring <i>adj</i>
attendance <i>n</i>	motivate <i>v</i>
break out of (a comfort zone) <i>v</i>	motivating
comfort zone <i>n</i>	motivation <i>adj</i>
competence <i>n</i>	on-the-job (behaviour) <i>adj</i>
competently <i>adv</i>	peer connection <i>n</i>
concentrate <i>v</i>	personal development (PD) <i>col</i>
concentration <i>n</i>	personal growth <i>col</i>
concept <i>n</i>	practice <i>n</i>
conference <i>n</i>	practise <i>v</i>
continuing professional development (CPD) <i>col</i>	practitioner <i>n</i>
contribution <i>n</i>	productive <i>adj</i>
employee development (ED) <i>col</i>	productivity <i>n</i>
esteem <i>n</i>	professional degree <i>col</i>
expand <i>v</i>	recognise <i>v</i>
experience <i>n v</i>	reflect on <i>v</i>
expert <i>n</i>	self-actualisation <i>v</i>
exploit <i>v</i>	set (high goals) <i>v</i>
exploitation of (talent) <i>n</i>	skill <i>n</i>
feedback <i>n</i>	strategy <i>n</i>
	tactics <i>n</i>

implementation *n*
increase *n v*
inspiration *n*
inspire *v*
inspiring *adj*

trainer *n*
underpin *v*
validity *n*
workshop *n*

Module IV: Lesson 1 (*Looking for a Job*)

accept (job) *v*
agreement *n*
apply for (job) *v*
application process *col*
appropriate *adj*
asset *n*
break notions *col*
bring satisfaction *col*
candidate *n*
cold-calling *n*
competitive *adj*
Curriculum Vitae (CV) *col*
employ *v*
employer *n*
employment *n*
employment agreement *col*
entry-level job *col*
evolve *v*
feature *n v*
first-entry job *col*
follow-up letter *col*
highlight *v*
Human Resources Department *col*
internship *n*
job advert *col*
job fair *col*
job hunt *col*
job hunter *col*
job-hunting *n*
job market research *col*
job opening *col*
job search *col*
job seeker *col*
job sites *col*
land (job) *v*
leapfrog innovation *col*

negotiate (pay) *v*
networking *n*
obstacle *n*
perk *n*
Personnel Department *col*
persuasive *adj*
position *n*
push boundaries *col*
recruitment *n*
recruitment agency *col*
relevant (information) *adj*
require *v*
research (market) *v*
persuasive *adj*
résumé *n*
reward *n*
rewarding *adj*
self-evaluation *n*
selling points *col*
sign (contract) *v*
submit (document) *v*
suitable (candidate) *adj*
support (co-worker) *v*
tedious *adj*
telecommuting *n*
time-consuming *adj*
transferable skill *col*
unfulfilling *adj*
vacancy *n*
value *v*
want-ads *n*
wellbeing *n*
work experience *col*
work shadowing *col*
work under pressure *col*

Module IV: Lesson 2 (*Writing a CV/Résumé. Cover Letter*)

academic project <i>col</i>	hone (skills) <i>v</i>
accomplishment <i>col</i>	honour <i>n</i>
action verb <i>col</i>	indicate <i>v</i>
advertise <i>v</i>	job title <i>col</i>
application form <i>col</i>	layout <i>n</i>
Artificial Intelligence (AI) <i>col</i>	legible (section) <i>adj</i>
available upon request <i>col</i>	list <i>v</i>
award <i>n v</i>	look forward to <i>col</i>
bullet point <i>col</i>	Maintain (software) <i>v</i>
bold <i>adj</i>	matter <i>v</i>
call to action <i>col</i>	obtain (experience) <i>v</i>
career centre <i>col</i>	personal profile <i>col</i>
career counselor <i>col</i>	persuade <i>v</i>
certificate <i>n</i>	post <i>n</i>
complete (a form) <i>v</i>	professional training <i>col</i>
consider for (position) <i>v</i>	promising <i>adj</i>
concise (document) <i>adj</i>	proofread <i>v</i>
confusing <i>adj</i>	publication <i>n</i>
convince <i>v</i>	reference <i>n</i>
coursework <i>n</i>	regret <i>v</i>
cover letter <i>col</i>	research skills <i>n</i>
determine <i>v</i>	reverse chronological order <i>col</i>
drawback <i>n</i>	sample <i>n</i>
elective <i>n</i>	section <i>n</i>
employment history <i>col</i>	senior (citizen) <i>adj</i>
enclosed (résumé) <i>adj</i>	significant <i>adj</i>
entail <i>v</i>	selling point <i>col</i>
favour <i>n</i>	skill level <i>col</i>
fill in (position) <i>v</i>	snapshot <i>n</i>
font <i>n</i>	submit (document) <i>v</i>
format <i>v</i>	voluntary work <i>col</i>
Grade Point Average (GPA) <i>col</i>	tailor to <i>v</i>
hasty <i>adj</i>	take notice of <i>col</i>
heading/header <i>n</i>	

Module IV: Lesson 3 (*Job Interview*)

ace (interview) <i>v</i>	make an impression <i>col</i>
advancement <i>n</i>	make a speech <i>col</i>
address by name <i>col</i>	make excuses <i>col</i>
appearances <i>n</i>	overtime <i>adj</i>

career development	<i>col</i>	outfit	<i>n</i>
career prospects	<i>col</i>	panel interview	<i>col</i>
competency-based interview	<i>col</i>	performance	<i>n</i>
complaint	<i>n</i>	phone interview	<i>col</i>
complete (test)	<i>v</i>	prepare for (interview)	<i>v</i>
conduct (interview)	<i>v</i>	previous (experience)	<i>adj</i>
determined	<i>adj</i>	probation period	<i>n</i>
do research	<i>col</i>	prove	<i>v</i>
essential	<i>adj</i>	refreshment	<i>n</i>
fidget	<i>v</i>	research (company)	<i>v</i>
flexibility	<i>n</i>	response	<i>n</i>
get feedback	<i>col</i>	respond to (questions)	<i>v</i>
get a promotion	<i>col</i>	responsibilities	<i>n</i>
gossip	<i>v</i>	review (CV)	<i>v</i>
handle (questions)	<i>v</i>	rival	<i>n</i>
handle stress	<i>col</i>	role model	<i>col</i>
hire	<i>v</i>	self-confidence	<i>n</i>
hiring decision	<i>col</i>	set (smb) off-balance	<i>col</i>
hiring manager	<i>col</i>	schedule for	<i>v</i>
impress	<i>v</i>	show (initiative)	<i>v</i>
intelligence	<i>n</i>	stress interview	<i>col</i>
interrupt	<i>v</i>	take the lead	<i>col</i>
interview	<i>n v</i>	tip	<i>n</i>
interview panel	<i>col</i>	tough (question)	<i>adj</i>
interviewee	<i>n</i>	tricky (question)	<i>adj</i>
interviewer	<i>n</i>	vital	<i>adj</i>
in/on time	<i>adv</i>	work ethic	<i>col</i>
job offer	<i>col</i>	work values	<i>col</i>
keep a promise	<i>col</i>		

Answer Key

Module I: Lesson 1 (*Higher Education Today*)

V. Assess your progress

1.

- 1. terminology
- 2. gap year
- 3. facilities
- 8. B.Sc.
- 9. stands for
- 10. B.A.

2.

- a) biology
- b) philosophy
- c) bioethics

- 4. apprenticeships
- 5. are funded
- 6. transfer
- 7. degree
- 11. majored
- 12. minor
- 13. master's
- 14. Ph.D.

3. *Sample answers:*

<i>Higher Education System</i>			
<i>Aspect</i>	<i>Country</i>		
	<i>the RB</i>	<i>the UK</i>	<i>the US</i>
Levels of HE & Length of Study	Specialist: 4 years Magistr: 1-2 years Candidate of Science: 3 years	Bachelor: 3 years Master: 1 year PhD: 3 years	BA: 4 years MA: 2 years PhD: 5-7 years or longer
University Organisation & Approach to Studying	HEIs are made up of faculties which provide different specialities; Fundamentality	HEIs are made up of 'colleges' which are dedicated to a specific subject; Depth	HEIs have different 'schools', or departments, which house a number of related majors; Breadth
Course of Study	An academic year is divided into two terms	An academic year is divided into two semesters as well with a rather lengthy break beginning in mid-December	An academic year consists of three terms, which usually run from the beginning of October to the end of June or the beginning of July
Assignments & Grades	on some subjects, students are assessed according to their participation in the course, on the others, on the final credit or exam mark	based mostly on the final exam	based on overall performance on all assignments
Cost of Study	Lower than moderate	Moderate	High

Module I: Lesson 2 (*My University*)

V. Assess your progress

1.

- | | | |
|------------------|---------------|-------------|
| a) chancellor | d) expertise | g) dorms |
| b) dignity | e) facilities | h) catch up |
| c) collaborative | f) implement | i) alumni |

2. *Sample answers:*

a) *What can help you to stay motivated while studying online?*

Routines that break up our days, weeks, and months.

b) *What should your workspace be like?*

It should be comfortable and dedicated.

c) *When can you catch up with friends?*

When you are less productive.

d) *Why is it essential to take a break from work?*

It helps you to maintain focus and is good for your health and wellbeing.

e) *How can you collaborate with your group mates?*

Your lecturer will arrange online meetings.

3.

- | | |
|---------------------|----------------|
| a) collaborative; | i) seminar; |
| b) sustainable; | j) obligatory; |
| c) framework; | k) acquire; |
| d) essential; | l) promote; |
| e) alumni; | m) campus; |
| f) lecture theatre; | n) assess; |
| g) lab; | o) canteen; |
| h) dorm; | p) curriculum. |

f	r	a	m	e	w	o	r	k	o	l	a	b
		a	c	q	u	i	r	e	b	s	s	
	e	s	s	e	n	t	i	a	l		s	u
c	o	l	l	a	b	o	r	a	t	i	v	e
u										g	s	t
r	c	a	m	p	u	s			a	s	a	
r					p	r	o	m	o	t	e	i
i									d	o	r	m
c		c	a	n	t	e	e	n	r		a	
u			l						y		b	
l	e	e	c	t	u	r	e					l
u			m			t	h	e	a	t	r	e
m			n		d	i	g	n	i	t	y	
s	e	m	i	n	a	r						

Module I: Lesson 3 (*Student Life*)

V. Assess your progress

1.

1. e; 2. c; 3. b; 4. a; 5. d

2.

- | | |
|---------------|----------------|
| a) persist in | f) enroll on |
| b) meet | g) fall behind |

- c) has failed
- h) pass
- d) drop out
- i) keep up
- e) hangs out
- j) get behind

3. Sample answers:

a) What is the most difficult part of university life?

It is striking the right balance between your studies and social life.

b) What should you keep in mind while budgeting your time?

Your time budget should allow for flexibility.

c) What can help you to eliminate distractions in your studying?

Setting goals will give you a direction and destination for your academic and social life.

d) What symptoms indicate that you need some more sleep?

People who don't get enough sleep are more likely to be irritable and less likely to be alert.

e) What sleeping routine is the most productive?

Going to bed and waking up at the same time each day and having 7-9-hour sleep are the best recommendations.

Module II: Lesson 1 (*Youth Issues*)

V. Assess your progress

- | | | |
|--|--|--|
| <i>1.</i> | <i>2.</i> | <i>3.</i> |
| 1. are facing
2. peers
3. interpersonal communication skills
4. depression
5. experience
6. cyberbullying
7. eat up
8. body image issues
9. pressure | Time management D
Body Image A
Substance Abuse E
Need in community and society C
Parental pressure B | 1. True
2. True
3. False
4. True
5. False
6. True |

10. burning themselves out
11. academic problems
12. materialism
13. result in

Module II: Lesson 2 (*Tech Addiction*)

V. Assess your progress

- | | | |
|-----------------------|-----------|-----------------------------|
| <i>1.</i> | <i>2.</i> | <i>3.</i> |
| 1. out-of-control | 1. NM | 1. addicted to the Internet |
| 2. stress | 2. T | 2. control their/this |
| 3. Internet addiction | 3. F | habits/addictions |
| 4. early adulthood | 4. F | 3. China, Korea, and |
| 5. diagnosis | 5. T | Taiwan |
| 6. recovery time | 6. F | 4. therapy... medication |
| 7. lifelong | 7. NM | |
| 8. chat rooms | 8. T | |
| 9. gaming | 9. F | |
| | 10. T | |

Module II: Lesson 3 (*Generation Gap*)

V. Assess your progress

- | | | |
|-------------------|-------------------|-------------------------|
| <i>1.</i> | <i>2.</i> | <i>3.</i> |
| Traditionalists 4 | Traditionalists 4 | 1. bridging |
| Baby Boomers 3 | Baby Boomers 2 | 2. multiple |
| Generation X 1 | Generation X 5 | 3. different context |
| Milleneals 5 | Milleneals 1 | 4. conservative |
| Generation Z 2 | Generation Z 3 | 5. liberal tendencies |
| | | 6. misunderstanding |
| | | 7. job responsibilities |
| | | 8. counterpart |
| | | 9. as reliant |

Module III: Lesson 1 (*Being a Successful Specialist*)

V. Assess your progress

- 1.*
1. bad-mannered

2. ignore
3. ethics
4. impolite
5. environment
6. relationships
7. polite
8. formal

2. *Sample answers:*

f) *How many times did Eric apply for a visa?*

He applied for a visa 9 times.

g) *When did Eric come to the USA?*

He came to the USA in the mid '90s.

h) *When did he found the communication platform Zoom?*

He founded the communication platform Zoom in 2012.

i) *How many companies use Zoom nowadays?*

More than 750,000 companies use Zoom nowadays.

j) *What is Zoom used for?*

Now, Zoom is used to keep their teams connected through video and audio conferencing, collaborative workspaces, chat, and more. People can easily work from home or stay connected while working remotely or across several office locations.

3.

1. d; 2. g; 3. e; 4. f; 5. a; 6. h; 7. c; 8. b

Module III: Lesson 2 (*My Speciality: Economist in IT*)

V. Assess your progress

1.

1. actuary
2. statistician

2.

1. tech companies
2. technology

3.

1. True
2. True

- | | | |
|--------------------|----------------------------------|----------|
| 3. accountant | 3. business models | 3. False |
| 4. finance advisor | 4. marketplaces | 4. True |
| 5. assignment | 5. platform companies | 5. False |
| 6. engagement | 6. to do technical
innovation | |
| 7. impact | 7. operating | |
| 8. propriety | 8. current | |
| 9. obtain | 9. incentives | |
| 10. current | 10. macroeconomist | |
| | 11. chief economist | |
| | 12. microeconomist | |

Module III: Lesson 2 (*My Speciality: IT Professional*)

V. Assess your progress

1.

- | | |
|--------------------------|-----------------|
| 1. career path | 8. define |
| 2. demanding | 9. competent at |
| 3. challenging | 10. experience |
| 4. get satisfaction from | 11. full time |
| 5. skill | 12. apart from |
| 6. qualifications | 13. efforts |
| 7. motivating | 14. salary |

2. *Sample answers:*

f) *How did Jody start her career?*

She started off the way a lot women did 20 years ago – at a helpdesk.

g) *Where did she start to work as an IT specialist?*

She started to work in IT in high school.

h) *What is she responsible for?*

She manages five separate teams, varying from database and middleware technologies to client and retail technologies.

3.

- | | |
|------------------------|----------------------|
| 1. security specialist | 6. computer operator |
| 2. web designer | 7. game developer |

- 3. network specialist
- 4. graphic designer
- 5. software engineer
- 8. computer programmer
- 9. hardware engineer
- 10. systems analyst

Module III: Lesson 3 (*Professional Development*)

V. Assess your progress

<i>1.</i>	<i>2.</i>	<i>3.</i>
1. competencies	1. False	D – leadership
2. performance	2. False	E – aspire
3. training	3. True	V – motivation
4. trainees	4. False (not mentioned)	E – mentoring
5. productive	5. True	L – skill
6. businesses		O – hone
7. concentrate		P – competently
8. concepts		M – perform
		E – self-esteem
		N – training
		T – strategy

Module IV: Lesson 1 (*Looking for a Job*)

V. Assess your progress

<i>1.</i>	<i>2.</i>	<i>3.</i>
1. recruitment	a) Ally is looking for a job.	1. b
2. employ	b) She is interested in software	2. a
3. vacancy	development, coding, and	3. c
4. apply for	programming languages.	4. e
5. cover letter	c) Ally is good at time keeping	5. d
6. experience	and meeting deadlines.	6. i
7. candidates	d) She has excellent	7. h
8. Human Resources	organisational skills,	8. j
9. interview	creativity, and flexibility.	9. g
10. agency		10. f

Module IV: Lesson 2 (*Writing a CV/Résumé. Cover Letter*)

V. Assess your progress

<i>1.</i>	<i>2.</i>	<i>3.</i>
1. b	a) Start with a short profile.	1. résumé

- | | | |
|-------|--|-------------------|
| 2. a | b) Begin sentences with action verbs. | 2. reference |
| 3. j | c) Do not exceed 3-5 bullet points. | 3. bullet points |
| 4. d | d) Never share personal information. | 4. experience |
| 5. i | e) Put ‘Education’ section above | 5. accomplishment |
| 6. f | ‘Experience’ if you do not have a lot of | 6. honour |
| 7. h | experience yet. | 7. cover letter |
| 8. g | f) Your font should be classic, easy to read | 8. proofreads |
| 9. e | and look professional. | 9. submit |
| 10. c | | 10. internship |

Module IV: Lesson 3 (*Job Interview*)

V. Assess your progress

- | | | |
|----------------|------|------------|
| 1. | 2. | 3. |
| 1. pleased | a) F | 1. i, b, g |
| 2. studied | b) F | 2. e, f, h |
| 3. work | c) F | 3. a, d, c |
| 4. skills | d) T | |
| 5. strength | e) T | |
| 6. pressure | | |
| 7. weaknesses | | |
| 8. do better | | |
| 9. goals | | |
| 10. experience | | |
| 11. position | | |
| 12. overtime | | |
| 13. to meet | | |

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TOPICAL ISSUES THROUGH COMMUNICATION

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