

**ФИЛИАЛ МГУ ИМЕНИ М.В.ЛОМОНОСОВА
В ГОРОДЕ ДУШАНБЕ**

**ГУМАНИТАРНЫЙ ФАКУЛЬТЕТ
КАФЕДРА «ЛИНГВИСТИКА»**

**УЧЕБНОЕ ПОСОБИЕ ПО ПРАКТИЧЕСКОМУ КУРСУ
АНГЛИЙСКОГО ЯЗЫКА**

**THE OUTLOOK OF GLOBAL LABOUR MARKET AND SOCIAL
ISSUES**

ДУШАНБЕ - 2019

Учебное пособие по практическому курсу английского языка «**The outlook of global labour market and social issues**» утверждено на заседании Научно-методического совета Филиала МГУ имени М.В.Ломоносова в городе Душанбе Протокол № 10 от 31.05.2019года.

Рецензенты:

д.ф.н., профессор Джамshedов П.Дж. (кафедра английской филологии Филологического факультета РТСУ);

д.ф.н., профессор Балхова С.Я. (кафедра «Лингвистика» Филал МГУ имени М.В.Ломносова в городе Душанбе).

Учебное пособие «**The outlook of global labour market and social issues**» предназначено для студентов гуманитарных направлений подготовки, в частности «Международные отношения» и «Лингвистика» и представляет собой реализацию способа обучения, при котором осуществляется упорядоченное систематизированное обучение иностранному языку как средству общения в рамках коммуникативного системно-деятельностного подхода.

Цель учебного пособия заключается в формировании у студентов общекультурных и профессиональных компетенций, позволяющих решать социально-коммуникативные задачи в различных областях бытовой, культурной, профессиональной и научной деятельности, при общении с зарубежными партнерами, а также для дальнейшего самообразования. В ходе изучения английского языка студенты усваивают знания языка в объеме активного владения на продвинутом уровне.

Учебное пособие состоит из двух модулей: модуль «**Global labour market**» и модуль «**Social issues**», представляющий интерес для студентов направлений подготовки «Международные отношения» и «Лингвистика».

© Сабирова С.Г., Хасанова Т.Г., Сирота О.С.

Отпечатано в издательском отделе Филиала МГУ имени М.В.Ломоносова в городе Душанбе Заказ № 74. Тираж 100 экз.

СОДЕРЖАНИЕ

| | |
|--|------------|
| ПРЕДИСЛОВИЕ | 4 |
| MODERN TRENDS IN HR MANAGEMENT | 5 |
| MAN AT WORK | 33 |
| APPENDIX 1 | 51 |
| APPENDIX 2 | 59 |
| SAMPLE 1 - 4 | 61 |
| APPENDIX 3 | 64 |
| PRESENTATION | 67 |
| HR: ПРОСТО КАДРОВИК ИЛИ НЕЧТО БОЛЬШЕЕ? | 70 |
| WILL WE EVER LIVE IN A FAIR SOCIETY? | 72 |
| THE RICH AND THE POOR | 72 |
| WHAT IS CRIME? | 84 |
| CHARITY | 90 |
| STOPPING CORRUPTION | 99 |
| APPENDIX 2 | 105 |
| VOCABULARY FILE | 107 |

ПРЕДИСЛОВИЕ

Предлагаемое учебное пособие по английскому языку рассчитано на студентов направлений «Международные отношения» и «Лингвистика», обучающимся по программе бакалавриата и изучающим английский язык как основной иностранный.

Пособие «The Outlook of Global labour market and social Issues» разработано в соответствии с рабочими учебными программами по дисциплинам «Иностранный язык» и «Практический курс 1-го иностранного языка» по направлениям подготовки 41.03.05 «МО» и 45.03.02 «Лингвистика» Филиала МГУ им. М.В.Ломоносова в г. Душанбе, составленной кафедрой «Лингвистика».

Пособие состоит из двух самостоятельных, полноценных тематических модулей - «Work and Career» и «Social Issues». Учебный материал пособия рассчитан на 126-144 аудиторных часов, результаты освоения которого будут получены в ходе проведения промежуточного (рейтинг) и итогового (зачет, экзамен) контроля.

Пособие состоит из двух модулей «Work and Career» и «Social Issues». Пособие отличают стройность и логичность предъявления материала. Такое построение позволяет преподавателю в пределах одного занятия решать сразу несколько задач обучения иностранному языку — изучения и закрепления наиболее значимой лексики оригинального, в том числе и научного текста; развития навыков чтения, понимания и (в случае производственной необходимости) перевода; развития навыков устного и письменного реферирования, и навыков говорения.

Методическая ценность и новизна предлагаемого пособия видится в подобранных составителями содержательных текстах, которые затрагивают проблемы окружающей среды, глобального потепления, развития туристической области и др. По окончании каждого модуля студенты должны разработать собственные проекты - 1. По решению одной из экологических проблем; 2. по развитию устойчивого туризма в Республике Таджикистан – с использованием нормативно правовой базы каждой отрасли, оценкой имеющегося опыта и перспектив. Именно этот компонент свидетельствует о принципиальной новизне пособия на современной отечественной образовательной площадке.

Пособие «The Outlook of Global labour market and social Issues», будучи, на мой субъективный взгляд, весьма интересным для широкого круга специалистов, можно отнести к числу тех, которые сейчас принято называть интеллектуальными. Оно рассчитано на учащихся, заинтересованных в глубоком знании английского языка. Эта глубина достигается, в первую очередь, усвоением большого (если не сказать огромного) лексического материала и приобретением навыка чтения сложных текстов во всей полноте и во всех оттенках их смыслового содержания.

MODULE GLOBAL LABOUR MARKET
MODERN TRENDS IN HR MANAGEMENT

Lead-in:

- 1. Work in pairs. Interview your partner about what his or her dream job was when he or she was a child. Together with your partner, come up with the qualities needed for your dream jobs. Report the qualities to the class, but do not tell what the jobs are. Guess other pairs' dream jobs.**
- 2. Discuss in groups: What are the qualities, necessary to work as an HR manager? What does the job involve?**
- 3. Work in groups. Role-play the following situation: You are the board of directors of a company. You would like to employ an effective HR manager. Come up with the list of questions to the candidate for this position. Interview your teacher/ a fellow student for this position. Would you employ him/her? Comment on the reasons.**

LISTENING

From BEC Higher 2. Past papers. pp. 50-51

VOCABULARY FILE 1 (Listening. Kevin and Juliet)

1. to be fresh in one's mind
2. to relate sb to the established criteria
3. to judge sb's suitability WF
4. to let one's personal opinion get in the way *Your social life must not get in the way of your studies.*
5. to be hopeless
6. to be eager to do sth
7. to hold down a job (a position) PHV
8. personality profile
9. to show sth up *phr* (=to make it possible to see or notice sth that was not clear before) PHV
10. to highlight attitudes
11. to operate in groups
12. to be convinced by sth
13. a case study DEF
14. to show sb in real-life situation
15. to give sb insights into sth PREP
16. to attach values to sth PREP
17. to work smth through logically PHV

18. to involve (a job) =to be part of it
19. to be crucial for sth (the position/job)
20. to shape/define how the company develops
21. to take responsibility for
22. to follow the project through all the stages
23. to be good at sth (interviewing) PREP
24. to conduct an interview COL
25. to have direct contact with sb
26. specifications for the post
27. input into/to =ideas, advice, effort that you put into a job PREP+WF
28. to go for sb *phr* (to choose) PHV
29. a track record DEF
30. to lack some of the wider knowledge
31. to be a quick learner
32. a can-do approach COL
33. to be stressed out
34. to hold/balance various factors in one's head simultaneously
35. to fit it all together in one's mind

4. You will hear two managers, a man called Kevin and a woman called Juliet, discussing candidates they have just interviewed for a job. For each question (1-8), mark one letter (A, B or C) for the correct answer.

1. Having interviewed all the candidates, Kevin says it's difficult to
 - a. remember particular individuals.
 - b. maintain objective standards about them.
 - c. relate them to CVs.
2. Kevin and Juliet agree that Michael White is unsuitable because he
 - a. has changed his job so often.
 - b. doesn't have the right qualifications.
 - c. Showed the wrong attitude in the interview.
3. Juliet says the psychological profile test is useful for showing how people will
 - a. respond to working in teams.
 - b. react to tight deadlines.
 - c. develop as managers.
4. Why does Kevin think the case study exercise is a reliable test?

- a. It puts candidates in a realistic situation.
 - b. It shows what priorities candidates have.
 - c. It requires candidates to think quickly.
5. The most important aspect of the job that the candidates have been interviewed for is
- a. setting up a new department.
 - b. co-ordinating different projects.
 - c. implementing policy changes.
6. Kevin and Juliet wanted the Development manager to be present because he
- a. needs more experience at interviewing.
 - b. will be working with the successful candidate.
 - c. Was the person who wrote the job description.
7. The deciding factor in choosing Elaine Harris for the job is her
- a. attitude to work.
 - b. knowledge of business.
 - c. specialized experience.
8. What does Juliet think is the most difficult about interviewing candidates?
- a. remaining enthusiastic throughout the process
 - b. having to think about different things at the same time.
 - c. weighing up the consequences of her decisions.
- 5. Listen again. Write down the words and phrases which would help you speak about the job of an HR manager. How can you group this vocabulary?**
- 6. Use the vocabulary you have chosen to discuss challenges of a) the job in general, b) graduate recruitment**

READING

From BEC Higher 3. Past Papers, pp. 22-23.

VOCABULARY FILE (Recruitment in the UK)

1. to have a growing role
2. recruitment staff
3. to be in the role (for some time)
4. to build up workplace knowledge
5. a high turnover DEF / COL
6. blue chips DEF
7. (little) continuity (in how companies operate) = when sth continues for a long period of time without being changed or stopped WF

8. to operate (about a company)
9. to maintain contact with sb
10. a university career department
11. a depth of understanding DEF
12. to work on the recruitment and selection side
13. traditional human resources skills
14. good interviewing technique COL
15. observation skills
16. common sense
17. objectivity
18. patience
19. listening skills
20. take a strategic view
21. to look more widely at sth
22. to be represented in the marketplace (company)
23. identify with sb (the target audience) PREP
24. middle management
25. to be seconded to sth =to send someone to do someone else's job for a short time PREP
26. secondment WF
27. job-seeking graduates
28. to be revolutionized by sth (*the Internet, privatized career services*)
29. career services
30. rocketing numbers in higher education
31. to be questionable WF
32. a high-flyer IDIOM
33. to see sth as a sideways move = if you are moved sideways at work, you are given a job that is different but is at the same level as your old job
34. to carry/acquire kudos = the fame and public admiration that a person receives as a result of a particular achievement or position in society
35. retention of staff WF
36. to be of crucial importance
37. to specialize in sth PREP
38. a new breed of sb
39. see sth as one's vocation
40. a transitory career move COL

41. to be attracted to the profession
42. an obvious follow-on from sth
43. (do sth) in your capacity as sth PREP
44. to see oneself as the interface between sth and sth
45. a tug of war IDIOM
46. trainee WF
47. to turn sb/sth down in favour of sb/sth PHV
48. to market sth
49. to reach potential employees
50. (despite) intense competition COL
51. to build up a specialism =a particular activity or subject that you know a lot about
52. to pass on one's knowledge and expertise to sb PREP + WF
53. HR professionals
54. to reach board level =a group of people in a company or other organization who make the rules and important decisions
55. to receive acknowledgement COL
56. to be judged by sth
57. to add value to the business
58. to be an asset to sb/sth
59. to establish a rapport with sb COLL
60. to bring out the best in sb COL + PHV
61. to be at stake PREP
62. to adopt broader approaches
63. to give smth value
64. to relate to smb/sth
65. to apply specialized knowledge
66. to take advantage of new promotion opportunities
67. recruitment policy
68. to compete effectively
69. to be keen for promotion
70. to perceive as key to smth
71. to become central to

7. Read the article about recruitment in the UK. For each question mark a letter (A, B, C, or D).

Graduate recruitment has a growing role. But companies need to know whether their recruitment staff who interview candidates for jobs really know what they are doing.

Carl Gilleard, chief executive of the Association of Graduate Recruiters (AGR), acknowledges that in a perfect world, the people who recruit graduates would have been in the role for some time building up workplace knowledge. He says the reality is that the high turnover of graduate recruitment managers in most blue chips means there is little continuity in how companies operate. “There’s the difficulty in maintaining important contact with university career departments, for example”, he explains. “You need a depth of understanding to appreciate where the company is coming from and how it’s progressing”.

We can identify two specialisms within the recruiter’s role. Those that work on the recruitment and selection side need traditional human resources (HR) skills such as good interviewing technique, observation, common sense, objectivity , patience and listening skills.. But increasingly there are those who take a strategic view and look more widely at how their company is represented in the marketplace. It’s a clear advantage if you can identify with your target audience.

Many young members of middle management are seconded into HR for a year because their firms feel they can identify with job-seeking graduates. Yet in an industry that has been revolutionized by the internet, privatized career services and rocketing numbers in higher education, it is questionable how relevant these managers’ experiences are. Some high-flyers see a secondment to HR as a sideways move; a firm’s HR function might not carry the same kudos as, say, the finance department, although, obviously the recruitment and retention of staff is of crucial importance.

Georgia de Saram, specializing in graduate recruitment in a law firm, is one of a new breed of young dynamic recruiters who see HR as their vocation rather than a transitory career move. “I was attracted to the profession because I enjoy working with people and it’s an obvious follow-on from my anthropology degree”, she says. “In this capacity, you get to know people and they know you even though the might not know other people in the firm.” As a recruiter, she sees herself as the interface between graduates and the firm that’s looking to attract them. “It’s such a tug of war between law firms for the best trainees – often they’ll turn you down in favour of an offer they’ve received from elsewhere. You need to be good at marketing your firm, to know what interests graduates and how you can reach potential employees, whether that’s through virtual law fairs or magazines.”

A recent AGR survey suggests that the sectors in which there is less turnover of graduate recruitment managers are more successful in recruiting the graduates they want. The legal sector’s sophisticated understanding of the market, for example, means they manage to recruit exactly the right number of trainees despite intense competition and thousands of applications. The people recruiting them seem to build up a specialism and then pass on their knowledge and expertise to those new to the graduate recruitment sector.

Jackie Alexander, an HR partner at PricewaterhouseCoopers, feels that HR professionals are finally reaching board level and receiving the sort of acknowledgement they deserve. “They are judged by

the value they add to the business”, she says, “and, as a professional services firm, the right people are our biggest asset”. As Georgia de Saram points out: “From our company’s point of view, if I can’t establish a rapport with a candidate and bring out their best, it might not be just their future but also ours that is at stake”.

1. According to Carl Gilleard, many recruiters lack
 - a. detailed knowledge of their sector.
 - b. appropriate academic qualifications.
 - c. understanding of graduates’ expectations.
 - d. experience of the companies they work for.

2. What change in the recruitment process is mentioned in the third paragraph?
 - a. Recruitment are re-training.
 - b. Broader approaches are being adopted.
 - c. Traditional abilities are being given less value.
 - d. Different interview processes are being used.

3. On what ground are certain managers seconded to HR department?
 - a. It is believed that they will relate to potential recruits.
 - b. It is thought that they will benefit most from new developments.
 - c. It is assumed that they will be able to apply specialized knowledge.
 - d. It is expected that they will take advantage of new promotion opportunities.

4. Which of the following areas does Georgia de Saram mention as an aspect of her work?
 - a. representing her company effectively to its recruits.
 - b. increasing recruitment numbers at her company.
 - c. encouraging a wide range of company recruits.
 - d. influencing her company’s recruitment policy.

5. What was revealed about law firms in a survey?
 - a. They are competing more effectively than before against other sectors.
 - b. They prefer to retain trainees for extended periods whenever possible.
 - c. They have managed to employ particularly knowledgeable HR staff.
 - d. They appeal to those HR managers who are keen for promotion.

6. What point is made about recruitment in the final paragraph?
 - a. New levels of qualification are being developed for it.
 - b. It is now being perceived as key to increased profitability.
 - c. Higher numbers of managers are being attracted to it.
 - d. It is becoming central to a business’s survival.

8. **Choose the vocabulary from the text which will be helpful to talk about challenges of graduate recruitment. Use the vocabulary chosen to discuss the role of HR in the company.**
9. **Use the vocabulary you have chosen to give advice to graduates looking for a job.**

VOCABULARY FILE (Interview tips)

1. a career counselor =someone whose job is to give people advice about what jobs and professional training might be suitable for them COL + DEF
2. to stress the positive aspects
3. to apply for a job COL + PREP
4. current job COL
5. the job in question
6. advertisement for the job
7. qualities that may be required
8. leadership ability WF
9. supervisory skills WF
10. interpersonal skill
11. problem solving skills
12. analytical skills
13. one's chance to shine
14. to be relevant to sth (the new position you are applying for) PREP
15. to emphasize sth (the positive reasons)
16. to join a company
17. to avoid sth (aspects such as shorter hours)
18. to endear sb to a prospective employer
19. to impress sb with sth
20. to give sb a rundown of sth
21. to tread carefully
22. opportunities for personal growth/new challenges

Part 2

23. to be the sort of person
24. to aim to succeed at sth
25. to be determined
26. to get the job done
27. a good fit between sth and sth PREP

- 28. to bring fresh experience to the company
- 29. to imply sth
- 30. to work for (a company) PREP
- 31. to receive/undergo training COL
- 32. to gain work related experience COL
- 33. to live up to sb's expectations COL
- 34. to look for a new challenge
- 35. to fit into the organizational structure PREP
- 36. to fit the bill IDIOM
- 37. to be at a comparable level to your new job
- 38. to be a step up the ladder COL
- 39. to be ready for a more demanding position

Part 3

- 40. small/medium/large company
- 41. a close atmosphere with a good team spirit
- 42. the stability of working for sth (a large and established company)
- 43. challenging work
- 44. a fair rate of pay for the job
- 45. nice colleagues
- 46. good career prospects COL
- 47. good team atmosphere
- 48. opportunity to learn new skills
- 49. to apply old skills
- 50. to give sth away (details/information) =to tell someone something that you should keep secret PHV
- 51. to weaken one's negotiating position COL
- 52. to have a few/several irons in the fire IDIOM
- 53. to look for a chink in sb's armour IDIOM
- 54. to handle criticism COL
- 55. to get feedback on sth COL
- 56. to have regular staff appraisals DEF
- 57. to have a staff development plan
- 58. to delegate whilst maintaining overall control of the task
- 59. to bring in the project on time/to budget

Part 4

- 60. to run a meeting COL
- 61. to start with/to stick to an agenda COL
- 62. to work in an air of cooperation
- 63. to move off at a tangent = to suddenly start thinking or talking about a subject that is only slightly related, or not related at all, to the original subject IDIOM
- 64. to bring sb back (to the item discussed) PHV
- 65. to do whatever it takes
- 66. to do disagreeable things first WF
- 67. to get sth out of the way
- 68. to put sth off PHV
- 69. to encounter problems COL
- 70. to solve/resolve a dispute/conflict/problem COL
- 71. to get on top of you =if your work or a problem gets on top of you, it begins to make you feel unhappy and upset PREP
- 72. to handle sth with care
- 73. to put yourself in favorable light COL
- 74. to be dismissive
- 75. to correct deficiency
- 76. to fix remuneration
- 77. a modest rise in salary
- 78. to be in line with sb's salary range PREP
- 79. to be substantially lower
- 80. to want/give a substantial salary rise COL
- 81. to appear to be greedy
- 82. to prejudice oneself

10. Act as career counselors*. Below you will find typical interview questions. Also you will find some tips to candidates on how to answer these questions effectively. Choose the vocabulary to discuss effective interview strategy.

Questions and Tips:

Part 1

- 1) Why do you want this job?**

Think carefully about this question. Stress the positive aspects which have attracted you to applying for this position. Do not mention the negative aspects of your current job or the job in question.

2) What qualities do you think will be required for this job?

Their advertisement for the job may help you a little bit, but you should also think of the other qualities that may be required. These may include leadership ability, supervisory skills, communication skills, interpersonal skills, problem solving, analytical skills, etc.

3) What can you contribute?

This is your chance to shine. Tell them about your achievements in your previous position(s) which are relevant to the new position you are applying for.

4) Why do you want to work for this company?

Emphasise the positive reasons why you want to join their company, but avoid aspects such as more money or shorter hours. These would not endear you to a prospective employer.

5) What do you know about this company?

This is your chance to impress the interviewer with your knowledge of their company. Give them a run down of their products/services, sales figures, news, company figures, customers, etc.

6) What can we (the new company) offer that your previous company cannot offer?

Tread carefully here! Again do not mention money. Stress opportunities for personal growth, new challenges, etc.

Part 2

7) You have not done this sort of job before. How will you cope/succeed?

Say that you are the sort of person who aims to succeed at everything you do and that you are very determined and will do whatever it takes to get the job done.

8) Why should we employ you?

The answer to this question will be based on your previous experience and achievements which relate to the company. At the end you could add that you think there is a good fit between you and the job, and do ask the interviewer for their opinion.

9) What do you like and dislike about the job we are discussing?

Likes: stress things such as a new challenge or the opportunity to bring fresh experience to the company. Dislikes: Imply there is nothing to dislike about the job, which is why you are so interested.

10) What do you think of the last company you worked for?

You should stress the positive aspects of your last company saying that they were a good company to work for. Tell them about the training you received or the work related experience you gained.

11) Why did you join your previous company? Did they live up to your expectations? Why are you leaving now?

Always be positive about your reasons for joining and leaving a company. Be very careful that you do not say anything negative about your present employer. If you do, the new company will wonder what you will say about them when you leave. You might want to stress that you are looking for a new challenge and that you feel that the company who is interviewing you fits the bill!

12) Explain the organisational structure in your last company and how you fitted into it?

This sort of question may be used to find out whether your old job is at a comparable level to your new job. If the new job being discussed would be a step up the ladder you will need to show that you are ready for a more demanding position. You may be able to show that you have already had many of the responsibilities and the necessary skills which would be required for the next step.

Part 3

13) Do you prefer to work in a small, medium or large company?

Remember where you are! If the company interviewing you is a small to medium sized company say that you enjoy a close atmosphere with a good team spirit. At a large company say that you enjoy the stability of working for a large and established company.

14) What would your ideal job be?

Again, remember where you are! Describe the job in terms of the criteria they have used to describe their job. An ideal job might include things like challenging work, a fair rate of pay for the job, nice colleagues, good career prospects, good team atmosphere, opportunity to learn new skills, apply old skills, etc.

15) Are you considering any other positions at the moment?

If you are say so, but do not give too many details away - it will weaken your negotiating position later. If you do not have any other job offers at the moment just say that you have a few irons in the fire.

16) How could you improve yourself?

Do not mention anything negative about yourself - the interviewer is looking for a chink in your armour.

17) How do you handle criticism?

Your answer should be along the following lines: "I always think that it is important to get feedback on how I am performing so that I can improve any areas which my manager/supervisor highlights. Do you have regular staff appraisals and a staff development plan?"

18) What sort of manager are you? / What makes a good manager?

You should say that it is someone who listens to other people and can delegate whilst maintaining overall control of the task at hand, bringing in the project on time and to budget. Good planning skills are essential.

Part 4

19) How do you run a meeting?

You could say that you must start with an agenda and stick to it. You could add that you would try to get the views and ideas from everyone present, working in an air of co-operation. If people moved off at a tangent you would bring them back to the item being discussed.

20) What do you dislike doing?

Say that you are prepared to do whatever it takes to get the job done well and on time and try to do disagreeable things first to get them out of the way rather than putting them off.

21) What problems did you encounter in your last job? What annoyed you about your last job?

Stick to the problems that you were able to solve, i.e. "I had problem X, which I later managed to resolve by doing Y". Show that you are a person who can solve problems rather than someone who lets things get on top of them.

22) Have you ever been fired?

If you have, you will need to handle this question with great care. Try and put yourself in as favourable light as possible without being too dismissive. If you have later been able to correct any deficiency which resulted in you being fired you should tell the interviewer.

23) What did you earn in your last job?

You have to be very careful when answering this question because once an interviewer knows your current salary they will try and fix your next remuneration based on this figure. This may be satisfactory if you only wanted a modest rise in salary and your current salary is in line with their salary range, but, what if your current salary is substantially lower than the rate for the job, or if you want a substantial salary rise? In these cases you would be best advised to say that you do not really want to prejudice yourself by being too high or too low. Ask if you can discuss this later after the responsibilities for the job have been discussed; you may also want to ask them what the range for the job is (if you do not already know).

24) What level of salary are you looking for now?

Be very careful when you answer this question - you do not want to appear to be greedy. If you are applying for a specific vacancy you could ask them what the salary range is. Once they have answered you could say "I think my experience would place me at the top end of your range, don't you?" If they ask you this question fairly early on in the interview you could delay answering by saying "It is hard to discuss salary without first knowing a little bit more about the job and the responsibilities."

Discuss with your partner whether an interview is enough to understand whether the candidate is the right person for the job. Give reasons.

READING

VOCABULARY FILE (Executive Tests Now Plumb New Depths of the Job Seeker)

1. to plumb =to succeed in understanding sth completely

2. upper-echelon job candidates
3. to grade sb on intangible qualities
4. to land a job
5. stimulations of real-life situations
6. to be worth the cost
7. a record of accomplishment
8. to propel sb up the career ladder
9. white-collar jobs
10. to run a gantlet of sth (paper-and-pencil tests, role-playing exercises etc)
11. decision-making stimulations
12. brain-teasers
13. to put sb through a long series of interviews
14. clerical workers
15. to lead and coach
16. to have a sense of urgency
17. to function under pressure
18. to fit the corporate culture
19. to get more careful about hiring
20. to have sb's mettle measured with sth
21. patterns of behavior
22. to emerge
23. senior executives
24. to be judged failures
25. high failure rates for sb
26. a sense of the limitations (in the usual job interview)
27. a competent person
28. to size sb/sth up
29. an 'in basket' test

11. Read the text about other ways to assess the applicants. Some sentences have been cut out from the text. Find the parts of the text where they belong.

1. *Rather, employers want to grade upper-echelon job candidates on intangible qualities.*
2. *With advice on how to land a better job about as common as a 10-dollar bill, many are learning to play the interview game.*
3. *Say goodbye to all that.*

4. *The answers, psychologists say, would reveal much about a candidate's management style and about himself.*
5. *The most elaborate form combines written tests and interviews with simulations of real-life situations.*
6. *The reason for the interrogations is clear: so many new hires turn out badly.*
7. *Some companies that have tried testing potential recruits say it is worth the cost.*

Executive Tests Now Plumb New Depths of the Job Seeker

By JUDITH H. DOBRZYNSKI

Members of America's professional and managerial classes have always left college and graduate school confident of at least one thing: Unless they let their driver's licenses lapse, they had taken their last test. Charm, cunning and a record of accomplishment would propel them up the corporate ladder.

A growing number of companies, from General Motors and American Express to Norwest Mortgage and Supervalu, are no longer satisfied with traditional job interviews. They are making applicants for many white-collar jobs -- for top executives on down -- run a gantlet of paper-and-pencil tests, role-playing exercises, decision-making simulations and brain-teasers. Others put candidates through a long series of interviews by psychologists or trained interviewers, a bit like oral exams.

This is not, rest assured, about math or grammar or any of the basic technical skills for which many production, sales and clerical workers have long been tested. Is she creative and entrepreneurial? Can she lead and coach? Can he work in teams? Is he flexible and capable of learning? Does she have passion and a sense of urgency? How will he function under pressure? Most important, will the potential recruit fit the corporate culture?

These tests, which can take from an hour to two days, are all part of a broader trend. "Companies are getting much more careful about hiring," said Paul R. Ray Jr., chairman of the Association of Executive Search Consultants.

Ten years ago, candidates could win a top job with simply the right look and with enthusiastic answers to questions like "Why do you want this job?" Now, many can expect to have their mettle measured with questions and exercises intended to learn how they get things done.

They may, for example, have to describe in great detail not one career accomplishment but many -- so that patterns of behavior emerge. They may also face questions like "who's the best manager you ever worked for and why?" or "What is your best friend like?"

About 35 percent of recently hired senior executives are judged failures, according to the Center for Creative Leadership in Greensboro, N.C., which surveyed nearly 500 chief executives. Academic literature cites even higher failure rates for all executives.

What has brought many employers around to testing is a sense of the limitations in the usual job interview. With so little information on which to base a decision, "most people hire people they like, rather than the most competent person," said Orv Owens, a psychologist in Snohomish, Wash., who sizes up executive candidates.

Research has shown, he added, that "most decision-makers make their hiring decisions in the first five minutes of an interview and spend the rest of the interview rationalizing their choice."

"People study a few books or tapes, and they interview very well," said Patricia Ann Capelli, senior vice president for human resources at the Pershing Division of Donaldson, Lufkin & Jenrette Securities Corporation and a recent convert to the Caliper test.

In testing's simplest form, candidates take a written test or series of tests lasting one to two and a half hours. The cost to the company would be about \$225 to \$300.

At the next level, psychologists or trained interviewers talk to candidates for an hour or more, sometimes more than once. Frequently, they will ask candidates what they would do in a specific situation and why. They will also ask a question several times in different ways.

A candidate might confront an "in basket" test, where he was given an office with 25 to 30 letters, files and reports, and told to work through the tasks and the problems they present.

"Testing has saved us an enormous amount of money," said James L. Clayton, chief executive of Clayton Homes, who a few years ago gave Caliper his own test to determine whether the Caliper system worked. Mr. Clayton asked 25 of his top-performing employees and 25 who were not doing well to take the two-hour exam. When Caliper identified more than 90 percent correctly, Clayton began using the test, along with multiple interviews, to select employees from executive assistants to senior officers.

Now, Mr. Clayton said, "we are hiring better people and we are seeing lower turnover."

At Norwest Mortgage, which started using Hay McBer's interviewing techniques early this year, it is too soon to prove results. But Kathy M. Murphy, an organization manager there, said she was hearing feedback from "managers saying 'this really works.'"

13. Before you are invited for a job interview you submit a CV* and application/covering letter*. Using the active vocabulary to discuss how to compose an effective CV.

READING

From Longman Exam Skills. New Proficiency Reading. p.57.

VOCABULARY FILE (How to write successful CV)

1. BrE curriculum vitae (CV); AmE resume or résumé DEF
2. job applicants DEF + WF
3. to send a hard copy CV
4. to send your CV by e-mail
5. the bare bones of smth COL + IDIOM
6. to remain unchanged
7. a smart curriculum vitae
8. to live up to one's meaning
9. to trace 'the course of your life'

10. a rambling warts-and-all self portrait
11. to make smth succinct
12. a recruitment consultant DEF
13. a (astute/experienced) line manager
14. to make or break a CV
15. to sift through hundreds of applications PHR
16. to stand out PHV
17. attainments = *formal* someone's attainments are the things they have done and the skills they have learned WF
18. to win/earn/score Brownie points IDIOM
19. to highlight the key achievements
20. to implement new ideas COL
21. to save company resources
22. to bin sb's CV
23. relative ease and speed of e-mails
24. to take extra care to do sth
25. to avoid embarrassing mistakes COL
26. a plain, easy-to-read document
27. to be like a miniskirt: long enough to cover the essentials but short enough to maintain interest
28. beware GRAMMAR [intransitive, transitive only in imperative and infinitive]
29. to be strict about sth
30. to check qualifications and experience
31. to escape the critical eye of sb
32. to take a moment to do sth [opportunity]
33. there is no harm in doing sth PREP
34. to put sb/sth to the test COL + PREP
35. to put sth away for some time
36. final read
37. to leap off the page (about strengths) IDIOM

14. Read the text and complete the gaps with the correct paragraphs.

Job applicants still send hard copy CVs, but most are sent by e-mail. The bare bones of a solid CV nevertheless remain unchanged and presentation is as relevant as ever to reaching the interview. On paper or on screen, a smart curriculum vitae should live up to its meaning and trace ‘the course of your life’ – with special emphasis on the working part of it.

1. _____

‘Make your covering letter succinct’, says Sue Champion, a recruitment consultant for Office Team. ‘Some CVs read like *War and Peace*. If you waffle, the recipient will not want to read on’. No one knows better than a line manager what makes or breaks a CV.

2. _____

‘CVs are more interesting to employers if they highlight the key achievements in your career,’ says Ms Champion. ‘Include examples of how you have saved or made money for your company, or have implemented new ideas.’ If you show that you can save company resources, an astute line manager is going to think twice before binning your CV. Because of the relative ease and speed of e-mails, extra care needs to be taken to avoid embarrassing mistakes. ‘Some people refer in their covering letter to an attachment and then forget to include it’, says Ms Champion.

3. _____

A CV for the twenty-first century should be a plain, easy-to-read sales document, says Mr. Wamsley, another recruitment consultant, adding: ‘A good CV should be like a miniskirt: long enough to cover the essentials but short enough to maintain interest.’ But beware, many human resources departments are strict about checking qualifications and experience.

Not much escapes the critical eye of an experienced line manager. So, it is a good idea to take a moment to ask yourself why you would want to employ you if you were an employer. In fact, if the job really means that much to you, there is no harm in asking a recruitment consultant to offer a critique of your CV. Or, be brave and put it to the test by giving a copy to a couple of colleagues or acquaintances – one who barely knows you and one who knows you well.

4. _____

Then, put it away for a day before a final read to ensure that your strength still leap off the page and there are no spelling mistakes.

////////////////////////////////////

- A. Compare their reactions: the fewer questions they need to ask, the better the CV
- B. But its literal translation is not a license to write a rambling warts-and-all self-portrait.
- C. Or, if they do, it’s impossible to open. Ordinarily it is a simple mistake, but some line managers would not see it that way.
- D. This is a breed that regularly sifts through hundreds of applications, and yours needs to stand out. Describe your attainments – perhaps not every Brownie point that you have earned, but more than just job titles and dates of employment.

- 15. Choose the words and phrases from the text to talk about making your CV effective. Using this vocabulary discuss the role of a good CV in finding a job. What about a covering letter? How important is it? What are the tips for writing one?**

Reading

From The Times, January 18, 2007

VOCABULARY FILE (Covering letter)

1. BrE covering letter; AmE cover letter DEF
2. first impressions count COL / SET EXPR
3. to grab sb's attention COL
4. sloppy spelling and punctuation COL
5. to copy a generic e-mail to rival firms
6. to include one's contact details COL
7. to omit sth (a job reference)
8. fall-at-the first-fence bloopers
9. to stand for sth
10. to set the scene for sth IDIOM
11. to scrutinise an application
12. to inquire about the application process
13. to follow up with sth PHV
14. to keep sth punchy
15. to be sufficient
16. to convey sb's motivation, experience and personality
17. to summarise one's suitability for a role
18. to match one's experience to the job advertised PREP
19. to be factual not arrogant
20. not to cross the fine line between sth (expert and muppet)
21. to sell yourself
22. a career coach DEF
23. trade press=specialist publications aimed at people in particular industries or business sectors DEF
24. to meet someone at a networking event
25. to go astray COL MISTAKE
26. to tailor one's letter COL

27. to be impressed by sth
28. research into company's goals, ethos and achievements PREP
29. to deliver excellent client care
30. to go overboard IDIOM
31. spiritual kinship WF
32. to be e-mail aware
33. to require much patience WF
34. a legible handwritten letter
35. the key bullet points
36. to be seen in the first screen
37. to scroll down PHV
38. to use the subject line
39. to put one's key point forward PHV
40. no ifs or buts
41. to point out one's weaknesses WF
42. to attempt to justify yourself
43. to sign off with confidence PHV
44. to be/sound upbeat WF
45. (to try not) to be overly confident

16. Read the text and complete the gaps with the correct headings (A-J).

How to write a covering letter

Clare Dight

COOL, firm handshake or a big wet kiss accompanied by a bum tweak? Either introduction would be remembered at head office, but only one in a good way. And it's much the same with covering letters. Here's how to say "choose me" without leaving your DNA behind.

1. "A covering letter is read before a CV, so make sure that it grabs the reader's attention," says Paul Laurie, the operations manager at the employment consultancy Manpower UK. Sloppy spelling and punctuation, copying a generic e-mail to rival firms, forgetting to include your contact details and omitting a job reference are all common, fall-at-the first-fence bloopers.
2. "Even if you have just been asked to e-mail your CV, always send a covering letter," says Scott Foley, the student recruitment manager at Manchester University. "It introduces why your CV is there and what you stand for. It sets the scene for your CV."
3. If the job advertisement doesn't name a contact, call human resources to find out who will be scrutinising your application. "It's more personal, and if you want to inquire about the application process (later) you have someone to follow up with," Foley says.

4. “Keep it punchy,” Laurie says. Three or four paragraphs should be sufficient to convey your motivation, experience and personality. A covering letter should not replace your CV but summarise your suitability for a role by matching your experience to the job advertised.

5. Don’t cross that fine line between expert and muppet. “There is selling yourself and then highlighting what you have done,” Laurie says. Avoid statements such as “I am the ideal candidate” for example, in favour of “I believe I have the skills and experience that make me a strong candidate”.

6. “Give a reason for writing,” says Lynn Williams, a career coach, even if your application is speculative. Perhaps you recently read something in the trade press or met someone from the firm at a networking event? “It shows that you have been actively looking at the company,” Williams says. If you are applying for a specific role, say so at the start of your letter so that the application doesn’t go astray.

7. Recruiters are impressed by evidence of research into their company’s goals, ethos and achievements, Laurie says. If the company prizes customer service, show that you have delivered excellent client care, but don’t go overboard. One such statement suggesting spiritual kinship is enough.

8. Writing a good e-mail requires just as much patience as a legible handwritten letter. “Make sure that the key bullet points are in the first screen, so that you don’t have to scroll down,” Williams says. “You can also use the subject line to put your key point forward. Say ‘engineering graduate’ for example.”

9. Don’t point out any weaknesses and then attempt to justify yourself. As Williams says: “You are giving them reasons to interview you, not excuses to bin you.”

10. Be upbeat and ask for an interview, Foley says. “I’ll expect your call” sounds overly confident but write that you expect to meet to discuss the role.

- | | |
|--------------------------------------|-------------------------------------|
| 1) Be e-mail aware | 6) Tailor your letter |
| 2) Be factual not arrogant | 7) Get noticed |
| 3) It’s not an optional extra | 8) No ifs or buts |
| 4) Be brief | 9) Dear who? |
| 5) Sign off with confidence | 10) First impressions count. |

17. **Go to appendix for samples of a covering letter. Analyse them according to the criteria given in the text.**

18. **Analyze the template given below and look at how the samples are organised and what structures and clichés are used to realise the main functions of the letter.**

19. Go to appendix 2 for more useful vocabulary

20. Have a look at the example advertisement below; select the linked text to see the points noted by the person who analysed it.

Graduate opportunities

Greater Glasgow Health Board serves a population of 1 million people, [1] treating over 21,000 in-patients and dealing with 2.25 million out-patient attendances annually. As one of the UK's largest Health Authorities we regard our on-going [2] commitment to the training of graduates as crucial to our future success.

Management Trainees

Salary to £19,426

You will be a graduate with a [3] relevant degree, be [4] able to communicate effectively both orally and in writing and possess good interpersonal, statistical and analytical skills. You will also be able to demonstrate the potential to manage physical and human resources in the pursuit of achieving the [5] Board's Organizational Goals.

For our part we will give you a comprehensive two year training in [6] one of the most progressive and innovative organisations in the country which will emphasize 'hands-on' management experience and the [7] application of sound business techniques in the delivery of Health Care. There will also be an opportunity to develop a special interest in [8] Supplies Management. You will be supervised personally by one of the Board's Unit General Managers, and will be assisted with [9] further study, tailored to suit your needs.

If you have the capacity and ability to make a success of the training we are offering, write for further details to the Appointments Section, Greater Glasgow Health Board, 112 Ingram Street, Glasgow G1 1ET.

[10] Great Glasgow Health Board

[11] Our business is health

WRITING

From Objective CAE, p.35.

21. Work with a partner. Read the advertisement for a Business Travel Coordinator and underline all the qualities and skills the company is looking for.

BUSINESS TRAVEL COORDINATOR

Attractive salary

Our client requires an experienced travel professional to provide a planning and arrangement service for all their business travel needs.

Advising personnel on the most economical, safe and practical way to travel, you will make all the necessary arrangements and provide a proactive approach to passports, vaccinations and foreign currency. Your up-to-date knowledge on all travel options will enable you to advise the most economical travel plan, whilst with your excellent organisational skills you will manage our corporate database of travel and related medical/personal details and all liaison with external travel and hire car agencies.

As well as a thorough knowledge of the travel industry you will need to be IT literate, including e-mail and Internet, have good communication skills, be self-motivated, organised and have the ability to work to deadlines. You will be working with a set travel budget, therefore good numeracy is required.

22. Now plan the content of the job application. Discuss your plan with another pair of students and combine the best ideas from both.

23. Write your letter of application.

24. Managing human resources means, along with finding the right people, *motivating them*. In pairs, come up with 3 ways to motivate staff. Which one would work best with you personally?

VOCABULARY FILE (Motivating high-performers)

1. sb's capacity to do sth WF
2. to identify, attract and retain sb (staff)
3. high-quality, high-performing people / high-performer
4. to develop winning strategies
5. to be/become decisive in sth WF
6. to ensure competitive advantage COL + WF
7. limitless energy and enthusiasm WF
8. (qualities) to shine through even on sb's bad days
9. to inspire sb by sth
10. pep talks DEF
11. sheer force of sb's example
12. to push sb to greater heights WF
13. to be attractive to sb
14. to headhunt sb DEF
15. financial impact of sth
16. the cost of expensive training
17. to be blind and indifferent to sth WF
18. (important) motivating factor / motivator / motivating force
19. to take sth for granted IDIOM

20. to get a good financial package
21. to seek motivation (from other sources)
22. empowerment WF
23. to 'own' a project (in a creative sense)
24. to become demotivated WF
25. to provide a platform for self-development
26. to be keen to do sth
27. to offer time for regeneration
28. to vary work
29. to master new skills
30. the provision of a coach or mentor WF
31. to signal sth
32. to have a commitment to sth
33. to fast-track an individual's development
34. to depend on good administrative support
35. to win success
36. to regard sb as special PREP
37. high-performing commodity
38. (to win) loyalty from sb
39. to invest in (people)
40. to create a community of talent
41. to worry competitors

25. Read the text about motivating *high-performers. Change the form of the words given in brackets so that they fit grammatically.**

USE OF ENGLISH

From Market Leader, New Edition, Int., p.70.

An organisation's 1) ... (CAPABLE) to identify, attract and retain high-quality, high-performing people who can develop winning strategies has become decisive in ensuring 2) ... (COMPETE) advantage.

High performers are easier to define than to find. They are people with apparently 3) ... (LIMIT) energy and enthusiasm, qualities that shine through even on their bad days. They are full of ideas and get things done quickly and effectively. They inspire others not just by pep talks but also through the sheer force of their example. Such people can push their organizations to greater and greater 4) ... (HIGH).

The problem is that people of this quality are very attractive to rival companies and are likely to be headhunted. The financial impact of such people leaving is great and includes the cost of expensive training and lost 5) ... (PRODUCT) and 6) ... (INSPIRE).

However, not all high performers are stolen, some are lost. High performers generally leave because organizations do not know how to keep them. Too many employers are blind or 7) ... (DIFFER) to the agenda of would be high performers, especially those who are young.

Organisations should consider how such people are likely to regard important motivating factors.

Money remains an important motivator but organizations should not imagine that it is the only one that matters. In practice, high performers tend to take for granted that they will get a good financial package. They seek motivation from other sources.

... (POWER) is a particularly important 9) ... (MOTIVATE) force for new talent. A high performer will seek to feel that he or she 'owns' a project in a creative sense. Wise employers offer this opportunity.

The challenge of the job is another essential motivator for high performers. Such people easily become 10) ... (MOTIVATE) if they sense that their organization has little or no real sense of where it is going.

A platform for self-development should be provided. High performers are very keen to develop their skills and their curriculum vitae. Offering time for regeneration is another crucial way for organizations to retain high performers. Work needs to be varied and time should be available for creative thinking and mastering new skills. The 11) ... (PROVIDE) of a coach or mentor signals that the organization has a commitment to fast-tracking an individual's development.

Individuals do well in an environment where they can depend on good 12) ... (ADMINISTRATION) support. They will not want to feel that the success they are winning for the organization is lost because of the 13) ... (EFFICIENT) of others or by weaknesses in support areas.

Above all, high performers – especially if they are young – want to feel that the organization they work for regards them as special. If they find that it is not interested in them as people but only as high-performing commodities, it will hardly be surprising if their 14) ... (LOYAL) is minimal. On the other hand, if an organization does invest in its people, it is much more likely to win loyalty from them and to create a community of talent and high performance that will worry 15) ... (COMPETE).

26. Choose the words and phrases from the text which would be useful for speaking about motivating personnel. Use the vocabulary you have chosen to discuss whether motivating high-performers is different from motivating the rest of the staff in the organization and how.

27. Discuss whether motivating students is different from motivating personnel and how.

LISTENING "Investors in people"

VOCABULARY FILE (Investors in people)

1. a climate of fear (in the workplace)
2. to invest in sth
3. staff training and development DEF
4. (regular) briefings DEF
5. (frequent) feedback
6. review meeting about sb's performance DEF
7. to come in for (a lot of) criticism
8. to lose credibility WF
9. status symbol
10. to equip sb with new skills PREP
11. to be dissatisfied with sth PREP + WF
12. to look into sth =investigate PHV
13. to care about sb (staff)
14. induction DEF
15. appraisals DEF
16. to deal with sth (anonymous complaints)
17. to speak about against sth/sb
18. to talk openly about sth
19. to put sb forward =to suggest formally that you or someone else should be considered for a particular job, membership of an organization etc PHV
20. a favourite
21. to pressure sb to do sth (say the right thing)
22. to be committed to sth
23. to fake sth
24. to go for sth =to try to get or win something PHV
25. an employment contract DEF
26. to draw up a contract COL
27. to be intimidated by sb
28. to carry out random spot checks DEF
29. to enter sth on a voluntary basis PREP
30. to maintain (high) standards COL
31. to go through assessment
32. to uphold the principles

- 33. complaints procedure
- 34. to notify sb of sth PREP
- 35. to thoroughly investigate sth

Paper 4 Part 2 (Sentence completion)

28. You will hear part of a radio programme in which people debate the effectiveness of the ‘Investors in People’ scheme. ‘Investors in People’ is a scheme designed to improve conditions and efficiency in the workplace.

1. Find out the meaning of the following words/phrases, which are in the recording. In what context do you think they will occur? Discuss in pairs.

- briefing
- review meeting
- complaints procedure
- letterhead
- appraisals
- assessor
- random spot checks

2. Listen to the recording. For questions 1-9, fill in the gaps with a word or short phrase.

‘Investors in People’ is a scheme which promotes staff training as **1**

Ruth admits that the real reason why some companies want the IIP badge is that it is a **2**

Companies who wish to be part of the ‘Investors in People’ scheme must provide evidence of **3** to the IIP authority.

Chris claims that some companies, in spite of following the required **4** were not truly interested in improving conditions.

The IIP authority investigates every complaint, even the **5** ones.

Ruth argues that it isn’t easy to **6** IIP standards compliance.

Chris mentions one law firm where staff training went on for only **7**

Chris suggests **8** in order for IIP to rebuild its reputation.

Ruth points out that employees can follow the **9** if they feel that IIP standards are not upheld by their company.

29. Now listen again and write down words and phrases from the recording which will help you talk about advantages and disadvantages of different motivation techniques. Now

use the vocabulary you have chosen to discuss the effectiveness of motivators mentioned in the text about high-performers. Choose the most effective one.

Project: AN AUCTION OF IDEAS

In groups discuss major modern trends in the sphere of HR Come up with 5 trends. Share your ideas with the rest of the class. Choose 3 to present at an auction of ideas. Prepare 7-minute presentations.

A MAN AT WORK

Lead-in:

3. **Work in pairs. 1) Discuss what problems a person can face in a new company. Choose a problem you would like to discuss with the rest of the class. 2) Act as career counselors. Listen to other people's problems and give recommendations. 3) Discuss your problem with different groups of career counselors. Choose the best piece of advice you have received. 4) Report this piece of advice to the rest of the class, giving reasons why you have chosen it.**

VIDEO

VOCABULARY FILE (video " How to Fit In at a New Company ")

1. to accept a position (in a new company)
2. to go smoothly
3. a transition into a new job
4. to move into a new role
5. to fail in a job
6. to address sth (problem)
7. to get a clear idea of what expectations for you are
8. to get a real comprehensive clear view of sth
9. to check in with a manager
10. to be reluctant to do sth
11. to take the initiative (on your own) COL
12. to document sth (one's understanding of what is job is all about)
13. to get busy learning one's job
14. to demonstrate to one's manager that you're serious about your career
15. to establish a plan
16. to make a contribution to an organization COL
17. to read the mission statement
18. unwritten rules of conduct WF
19. to come in swinging
20. rules for a newbie: step back, observe, ask questions, listen
21. to figure out sth (what's acceptable within an organization) PHV
22. to look for clues
23. the identity of an organization
24. rigid, structured organization
25. a place where titles mean a lot
26. to be in for sth = if sb is in for sth unpleasant, it is going to happen to them
27. to be laid back

28. credibility
29. to take action COL

VIDEO

How to Fit In at a New Company | Dodging Landmines

Starla Sireno is a trainer and executive Coach at Fearlessness Inc., an executive coaching, training and consulting company that specializes in business communications and leadership development. In the interview Starla is talking about how to get your transition to a new company easier and be successful in your new job.

4. Watch the interview. Then answer the following questions.

1. What is one of the gravest mistakes made by new employees?
2. Starla covers some tips for new employees on how to make your transition easier and less stressful. Make notes on what she says.
3. What questions should you ask yourself to understand the identity of your organization?
4. What does Starla mean by 'cultural change'? Do you think it is difficult to adapt to new cultural situation?
5. Here are some success tips for new employees. Look at headings and comment on them.

Understand the big picture

Dress appropriately

Get to work early

Take notes

Ask questions

Be patient

Ask for help

Be helpful

Keep your desk organized

Ask for feedback

Be friendly

Show appreciation

5. Watch the interview again and choose the vocabulary which will be useful to talk about the recipe for success in a new company. Using this vocabulary talk about problems people face in new companies and best solutions suggested by your group.

6. Do the *vocabulary booster* exercises at the end of the book. Using the vocabulary you have learnt discuss in groups:

What should you do to get ahead in your career? Choose the three most important tips from the list below. Compare your ideas with the rest of the class and try to agree on a final choice.

1. Change companies often.
2. Use charm with your superiors.

3. Attend all meetings.
4. Go to your company's social functions.
5. Be energetic and enthusiastic at all times.
6. Be the last to leave work every day.
7. Find an experienced person to give you help and advice.
8. Study for extra qualifications in your free time.

7. Discuss the following questions in pairs: Do you need to be a leader by nature to move up the career ladder successfully? Why/Why not? Can one learn to be a leader? Share your ideas with the rest of the class.

8. Discuss in groups: which three of the following are the most important qualities for a leader?

1. charisma
2. management skills
3. organisational skills
4. foresight
5. ambition
6. ability to cope with change

READING

Upstream Advanced WB pp.58-59

VOCABULARY FILE (Leadership is a learnable skill)

1. charisma SP/DEF
2. management skills
3. organizational skills
4. foresight WF
5. ability to cope with change PREP
6. to struggle through sth (change) PREP
7. to embrace sth = to eagerly accept a new idea, opinion, religion etc
8. to promote stability
9. to support change
10. to survive in turbulent times
11. mystical / mysterious
12. (exotic) personality traits COL
13. (the province of) a/the chosen few IDIOM

14. to be a replacement for sth PREP/WF
15. distinctive and complementary systems of action
16. to have one's own function / characteristic activities
17. complex and volatile business environment
18. to be over-managed and underled (corporations)
19. to develop company's capacity to do sth
20. to exercise leadership
21. to sit around waiting for sth (to happen)
22. to (actively) seek out people with leadership potential
23. to expose sb to career experiences (designed to develop sb's potential)
24. to nurture sb
25. to improve sb's ability to lead
26. to combine strong leadership and strong management
27. to balance sth
28. to have a (great) leadership potential
29. an executive job
30. to develop leader-managers
31. fundamental difference between sth and sth
32. to groom sb
33. to cope with complexity
34. emergence of sth (large organizations)
35. to become chaotic
36. to bring order and consistency to sth
37. a key dimension
38. deregulation of markets DEF
39. overcapacity in capital-intensive industries
40. unstable oil cartel DEF (optional for resit)
41. to contribute to a shift
42. to consider an analogy
43. competent leadership
44. to figure sth out
45. to shape sth
46. to create networks of people
47. to accomplish an agenda
48. to establish detailed steps for doing sth

49. to allocate resources
50. (to lead to) constructive change
51. to develop a vision of the future
52. to staff jobs with sb COL
53. to delegate responsibility COL
54. to carry out a plan
55. to monitor implementation/results
56. to align people
57. to be committed to do sth
58. to identify deviations (from a plan)
59. to appeal to human needs
60. basic but untapped human needs, values, emotions

36 Write a summary (50-70 words) on the following topic: “Leadership is a learnable skill”.

Read the essay quickly paying particular attention to the introduction and the first sentence of each paragraph. Which of the following is the core idea of the essay?

- a. Leadership is more important than management
- b. Management is more important than leadership
- c. Management and leadership must complement each other

What Leaders Really Do

They don't make plans; they don't solve problems; they don't even organise people; that's the managers' job. What leaders really do is prepare organisations for change and help them cope as they struggle through it. Only organisations that embrace both the managers' efforts to promote stability as well as those of the leaders' to support change can survive in turbulent times.

Leadership is different from management, but not for the reasons most people think. Leadership isn't mystical and **mysterious**. It has nothing to do with having 'charisma' or other exotic personality traits. It is not the province of a chosen few. Nor is leadership necessarily better than management or a replacement for it.

Rather, leadership and management are two **distinctive** and complementary systems of action. Each has its own function and characteristic activities. Both are necessary for success in an increasingly complex and volatile business environment.

Most corporations today are over-managed and underled. They need to develop their capacity to exercise leadership. Corporations that are aware of this fact don't simply sit around waiting for leaders to come along. They actively seek out people with leadership potential and expose them to career experiences designed to develop that potential. Indeed, with careful selection, **nurturing** and encouragement, dozens of people can play important leadership roles in a business organisation.

But while improving their ability to lead, companies should remember that strong leadership with weak management is no better, and is sometimes actually worse, than the reverse. The real challenge is to combine strong leadership and strong management and use each to balance the other. Of course, not everyone can be good at both leading and managing. Some people have the capacity to become excellent managers but not strong leaders. Others have great leadership potential but, for a variety of reasons, have great difficulty becoming strong managers. Smart companies **value** both kinds of people and work hard to make them a part of the team.

When it comes to preparing people for executive jobs, such companies rightly ignore the recent literature that says people cannot manage and lead. They try to develop leader-managers. Once companies understand the fundamental difference between leadership and management, they can begin to **groom** their top people to provide both.

Management is about coping with complexity. Its practices and procedures are largely a response to one of the most significant developments of the twentieth century: the **emergence** of large organisations. Without good management, complex enterprises tend to become chaotic in ways that threaten their very existence. Good management brings a degree of order and consistency to key dimensions like the quality and profitability of products.

Leadership, by contrast, is about coping with change. Part of the reason it has become so important in recent years is that the business world has become more competitive and more **volatile**. Faster technological change, greater international competition, the deregulation of markets, overcapacity in capital-intensive industries and an unstable oil cartel are among the many factors that have contributed to this **shift**. The result is that doing what was done yesterday is no longer a formula for success. Major changes are more and more necessary to compete effectively in this new environment. And more changes always demand more leadership.

Consider a simple military analogy: a peacetime army can usually survive with good administration and management up and down the hierarchy, coupled with good leadership concentrated at the very top. A wartime army, however, needs competent leadership at all levels. No one yet has figured out how to manage people effectively into battle; they must be led.

These two different functions – coping with complexity and coping with change – shape the characteristic activities of management and leadership. Each system of action involves deciding what needs to be done, creating networks of people and relationships that can accomplish an agenda, and then trying to ensure that those people actually do the job. But each accomplishes these three tasks in different ways.

Companies manage complexity first by planning and budgeting – setting targets or goals for the future (typically for the next month or year), establishing detailed steps for achieving those targets, and then allocating resources to accomplish those plans. By contrast, leading an organisation to **constructive** change begins by setting a direction – developing a vision of the future (often the distant future) along with strategies for producing the changes needed to achieve that vision.

Management develops the capacity to achieve its plan by organising and staffing – creating an organisational structure and set of jobs for accomplishing plan requirements, staffing the jobs with qualified individuals, communicating the plan to those people, delegating responsibility for carrying out the plan, and devising systems to monitor implementation. The equivalent leadership activity, however, is aligning people. This means communicating the new direction to those who can create coalitions that understand the vision and are committed to its achievement.

Finally, management ensures plan accomplishment by controlling and problem solving – monitoring results versus the plan in some detail, both formally and informally, by means of

reports, meetings, and other tools; identifying deviations; and then planning and organising to solve the problems. But for leadership, achieving a vision requires motivating and inspiring – keeping people moving in the right direction, despite major **obstacles** to change, by appealing to basic but often untapped human needs, values and emotions.

By John Kotter, Professor of Leadership at the Harvard Business School

1. Now read the article. For questions 1-7, choose the best answer (A, B, C or D).

- 1) In the first two paragraphs, the writer compares leadership to management in order to
 - A. show that only a few select people can be good leaders.
 - B. indicate that leadership is not impossible without charisma.
 - C. debunk some misconceptions about the two functions.
 - D. stress the necessity of management in the workplace.
- 2) Modern corporations that wish to develop leadership
 - A. take the initiative in the recruitment and training of leaders.
 - B. try to encourage existing staff to become leaders.
 - C. consciously hire fewer managers and more leaders.
 - D. look for people who can be trained to become managers.
- 3) In order to train people to be both managers and leaders, companies must
 - A. avoid misinterpreting recent literature on leadership.
 - B. understand that leadership and management are distinct.
 - C. learn to value managers and leaders equally.
 - D. realise that not almost nobody can be good at both.
- 4) Leadership has recently grown in importance because
 - A. doing business has become more complicated.
 - B. technology has changed beyond recognition.
 - C. the oil market has become unpredictable.
 - D. several markets have become deregulated.
- 5) The writer draws the military analogy in order to
 - A. illustrate the necessity of leadership in times of instability.
 - B. show why it is essential to manage armies effectively.
 - C. give an example of a business that needs to be managed.
 - D. draw a comparison between leadership and management.
- 6) While management sets goals for the near future, leadership
 - A. assists management with planning.
 - B. contributes foresight for the long term.
 - C. tries to change the way we work.
 - D. finds ways to improve management.
- 7) In order to make a vision come true, leadership
 - A. has to become involved in problem-solving.
 - B. evaluates results and changes its plan accordingly.
 - C. concerns itself with people's levels of motivation.
 - D. makes sure management stays in the right direction.

2. Choose the vocabulary from the text which will be useful to talk about *moving up the career ladder*. Using the vocabulary you have chosen speak about how being a leader can help you to progress in your career.

3. Match the highlighted words in the essay with their synonyms below.

- 1 appearance
- 2 cultivating
- 3 appreciate
- 4 change
- 5 magical
- 6 unstable
- 7 prepare
- 8 unique
- 9 hurdles
- 10 positive

4. In your own words, explain the underlined parts. Then use some of them in your own sentences.

Personality traits are the distinguishing qualities and characteristics of a person.

'People who are chosen to be leaders must have certain personality traits.'

5. Find the words in the article that match the definitions below, and then use them in your own sentences.

1. a natural ability to attract and interest other people and make them admire you;
2. rivalry in the marketplace;
3. measure of conformance of a product and service to certain standards;
4. upper level of management that provides vision and direction for the company;
5. list of topics to be discussed or business to be transacted during the course of a meeting, usually sent prior to the meeting to those invited to attend;
6. ability of a business entity to generate net income;
7. the situation in which an industry or factory cannot sell as much as it produces;
8. term that describes a company with significant capital asset (e.g., machinery), such as those in the automobile and airline industries;
9. combined fields of policy and administration and the people who provide the decisions and supervision necessary to implement the owners' business objectives and achieve stability and growth;
10. business environment in which market competitors are controlled more by market forces rather than by government regulation in order to allow freer markets to create a more efficient marketplace.

6. Think of one word only which can be used appropriately in all three sentences.

1

The company has the to build 1,500 trucks a year.

Rollins will be working in an advisory on this project.

The tax on cars is still based on engine

2

In your new job you will perform a variety of

This room may be hired for weddings and other

Computers perform increasingly complex accounting

3

Greenpeace works to awareness of the dangers that threaten our planet today.

She's in London to her new book.

David Cameron is preparing to a new generation of women to key positions in his shadow cabinet in a reshuffle this Autumn.

7. Read the following quotations. Comment on different interpretations of the notion of management and leadership. Then discuss with a partner if these quotations have any ideas in common. Justify your opinion.

“Management is efficiency in climbing the ladder of success; leadership determines whether the ladder is leaning against the right wall.”

Stephen R. Covey (American author, professional speaker, management-expert)

“Management works in the system; leadership works on the system”

Stephen R. Covey

“One of the true tests of leadership is the ability to recognize a problem before it becomes an emergency.”

Arnold H. Glasgow (American thinker and humorist, 1905-1998)

“Management is about arranging and telling. Leadership is about nurturing and enhancing.”

Thomas J. Peters (American writer on business management practices, born November 7, 1942)

“Management is doing things right; leadership is doing the right things.”

Peter F. Drucker^[1] (Austrian writer, management consultant and self-described ‘social ecologist’, 1909-2005)

“Underperforming organizations are usually over-managed and under-led.”

(Warren Bennis, President, University of Cincinnati, University of Maryland Symposium, January 21, 1988)

8. Read the quotation below. What do these words mean?

“One cannot do what one cannot define.”

Can you define the words “management” and “leadership”? Formulate your own definitions and report them to class. Remember to use the ideas from Ex.9 and those from the essay by J. Kotter.

VIDEO

9. Go to www.bnet.com and watch the online video “LEADERSHIP DON'TS” from the bnet video series “Best Practices”. As you watch the episode complete the table below with suitable information. Then answer the following questions?

Do you agree with the speaker’s tips for successful management? Do you find them useful? Can you come up with any helpful hints for good leaders? Give reasons.

| No | Leadership Don'ts | Comments |
|----|------------------------|---|
| 1 | Don't raise your voice | e.g. loud voice is associated with aggression, anger etc. |
| 2 | | |
| 3 | | |

Discussion

10. How important is the ability to be a leader for each of the following people? Why? Discuss in groups.

- a parent
- a teacher
- an army general
- a fitness instructor
- a film director

Career Change

11. Consider the following situation: As a career counselor you recommend a person who has demonstrated leadership qualities in his job to change his/her career. Why? Think of 3 possible reasons.

12. Discuss with a partner:

1. What do you think are the important factors to consider when choosing a job or career?
2. Do you expect to stay in the same job all your life? Why do you think someone might retrain for a different job later in life?

LISTENING

Advanced Expert CAE Coursebook p.15.

Paper 4 (Multiple matching)

13. You will hear five different people talking about career changes they have made. Listen and do the task below. Use the *Help* clues below if necessary. Listen to the recording twice.

TASK ONE

For questions **1-5**, choose from the list **A-H** the reason each person gives for changing career.

- A** I needed a challenge.
- B** I did it for financial reasons.
- C** I was made redundant.
- D** I wanted to do something more exciting.
- E** I witnessed a dramatic event.
- F** I did it for family reasons.
- G** I got the opportunity of a lifetime.
- H** I wanted to do something more worthwhile.

TASK TWO

For questions **6-10**, choose from the list **A-H** what each person dislikes about their new career.

- A** the attitude of colleagues
- B** the drop in income
- C** the insecure nature of the work 6
- D** the strain it puts on the family 7
- E** the lack of support from superiors 8
- F** the demanding workload 9
- G** the stress involved in retraining 10
- H** the amount of traveling involved

HELP

Question 1

The speaker found her previous job superficial and wanted to make a useful contribution to society. Which reason (A-H) matches these ideas?

Question 2

The speaker didn't feel stretched in the navy, but is happy that his present job is demanding. So why did he change?

Question 6

Listen for what the speaker didn't realize about the work of a lawyer.

Question 9

The speaker talks about

14. Listen again and choose the words and phrases from the text which can be used to speak about the reasons for changing the career. Using the vocabulary you have chosen speak about each of the speakers' decision. Do you think it was well-justified? Give reasons.

15. Discuss the following questions:

1 Which person do you think made the most difficult career change? Which do you think was the most rewarding?

2 Which of the jobs would you most and least like to do?

3. Do you agree with the following statement: *If you love your job, it is okay to work overtime.*

READING

Upstream Advanced StB pp.128-129

VOCABULARY FILE (Getting a life)

1. to be on the verge of sth Def/Prep
2. to take a salary cut Def
3. to take toll Def
4. readily Def/wf
5. an employer of choice
6. to be prompted by sth Prep
7. to pilot Def
8. a work-life balance scheme Spell/def
9. to devise Def
10. to raise concern col
11. rigid working time col
12. inflexible core hours wf
13. to come up with suggestions for sth Prep
14. to meet a commitment Def
15. to book half day's leave in advance
16. at short notice Prep
17. to be adamant Def
18. to stifle sth Def
19. a morale
20. incentive Def/Spell
21. to brave the rush our traffic Def/col
22. to get stressed
23. to handle sth
24. to take up an idea Def
25. a backlog Def
26. to be held up by sb Def/Spell
27. a model of good practice for sth
28. to request for sth Def
29. a general felling
30. a ploy Def
31. to arrive well before 9 a.m.

32. to take time out
33. backhanded way of doing sth
34. to commit to sth
35. to cover each other
36. to extend sth across sth/sb
37. general feeling
38. to make all the difference
39. to get control over sb's life

16. You will read an article about today's public sector working hours. Before you read, discuss in pairs the following.

What do you think are the advantages and/or disadvantages of the following aspects of working hours for a) employees? b) employers?

- long hours
- overtime
- 9 to 5
- early starts
- inflexible/rigid working times
- flexi-time
- a four-day week
- irregular hours
- part-time work
- working from home
- time off

Look at the title of the article. Why might employees today need to 'get a life'?

17. Now read the article. Six paragraphs have been removed. Decide which of the paragraphs given below (A-G) fit into the gaps (1-6). There is one paragraph which you do not need to use.

Getting a Life

Matthew Brown on how one council solved its staff turnover problem by giving workers control over their hours.

Six months ago, Carol Wyatt was on the verge of leaving her job as an inquiry officer in the housing benefit department of Merton council, south London. It wasn't that she didn't like it; she had even taken a salary cut to take the post in November last year. But the journey to work was taking its toll.

1_____

Normal flexi-time did not apply to the job and Wyatt told her line manager she wanted to leave. She was not the only one. As the authority's assistant chief executive, Keith Davis, readily admits, the council was hardly what they call an employer of choice.

2_____

Prompted by the public services union Unison, Merton applied for – and won - £50,000 from the government's challenge fund to pilot a 'work-life balance' scheme in three departments, including

housing and council benefits. A programme was **devised** after a series of focus groups, run by consultancy Briony Group, in which employees were asked to say how they would like to work in an ideal world. Staff raised concerns about rigid working times and inflexible core hours and came up with suggestions for a four-day week and homeworking.

3 _____

So what changed? Office hours were extended, so that people can now work any time between 7am and 7pm, and core hours were abolished. Staff can take time off as and when they need it to meet other **commitments**, as long as they make it up and meet their targets. Now as little as half an hour can be taken, even at short notice. Previously, everyone had to book a half day's leave in advance.

4 _____

Other people arrive later in the morning after taking their children to school, or take time out when they have appointments; some people like to work late, when it is quieter; and others work at home some days so that they can be there when the plumber calls, or the new sofa is delivered.

5 _____

Davis is **adamant** that the scheme is not a backhanded way of improving council services and extending working hours. He says: "Of course, there are some basic rules – mainly, that the service comes first. People have to commit to that. But we're finding that staff are working together to cover each other. They come up with the arrangements themselves. There's a lot of self-rostering."

6 _____

Far from taking it away, Davis is now extending the scheme across the authority, introducing six-month trials in three more departments this month. He is even looking at ways of introducing a nine-day fortnight. "Now we're asking: 'Why can't it work?' rather than just saying: 'It can't work.' The only thing that could **stifle** it is lack of imagination."

A. According to deputy benefits manager Rebecca Strang, it was clear within two weeks that the new system was going to work well for all concerned. "It made all our lives easier," she says. "The staff were happier, team **morale** went up, and there was more **incentive** to finish workloads. If the new system was taken away now, there'd be World War III in my office."

B. She had to be in for 9am, when the phones started ringing, but that meant caring for her elderly mother (and her dog) every morning before braving the rush hour traffic. "I used to get quite stressed sitting on the bus, hardly moving, knowing there was nothing I could do about it," she says. "I don't handle that sort of thing too well."

C. Although not all ideas were taken up, the pilot has been an unqualified success: sickness levels in the housing benefit section have dropped by half, productivity is up, a **backlog** of cases has been dealt with – and Wyatt is still there. Merton was recently held up by the government as a model of good practice for public sector employers, and has published a national guide to work-life balance, funded jointly with Unison.

D. A survey published last month rams this point home. It reveals that half the employees interviewed were unaware of the job options on offer to make their lives easier. Managers also confided that while they sympathised with workers' needs, it was difficult to agree to requests for flexible working hours or unpaid leave when staff were often already stretched to the limit.

E. “We had recruitment problems, high levels of sickness and high staff turnover,” he says. “And there was a general feeling that staff morale was low. We felt we needed to do something proactive.”

F. The cynic may think it is all a good management **ploy** to increase working hours and produce a flexible workforce, but that’s not how the union sees it. “The main thing is that it empowers staff,” says Sean Cunnisse, Unison’s branch secretary at the authority. “Although a manager can still say ‘No’, now they have to justify their decision, rather than staff having to justify why they should be allowed time off.”

G. Wyatt now goes to work early, arriving well before 9am to avoid the morning traffic, and leaves mid-afternoon. “It has made all the difference,” she says. “It really does make you feel you’ve got more control over your life. It gives me a chance to organise my working time around my other needs.”

E. Underline the parts of the article which helped you to decide on the missing paragraphs, then compare with a partner.

VOCABULARY PRACTICE

F. Explain the highlighted words in the text.

G. Match the items to form collocations used in the text. What do they mean in the text?

- | | |
|-----------------|----------------|
| 1. on the | a) suggestions |
| 2. taking its | b) notice |
| 3. raised | c) toll |
| 4. came up with | d) verge of |
| 5. meet their | e) targets |
| 6. at short | f) concerns |

TEXT ANALYSIS

H. In pairs, explain the following phrases (taken from the text) in your own words.

- 1 “Now we’re asking ‘why can’t it work?’ rather than just saying ‘it can’t work’ ...” (after gap 6)
- 2 “I don’t handle that sort of thing too well.” (para B)
- 3 “Merton was... held up by the government as a model of good practice ...” (para C)
- 4 “A survey published last month rams this point home.” (para D)
- 5 “The cynic may think it is all a good management ploy ...” (para F)

18. Choose the vocabulary from the text which will be useful to talk about the importance of work-life balance. Using the words and phrases you have chosen discuss how important it is to maintain a work-life balance? Think about: health, family, and friends. Discuss in groups.

19. **Work in pairs. Discuss the following question: What is important for job satisfaction? Come up with three factors. Compare you ideas with the rest of the class. Make a common list of factors; rank them in the order of importance.**

Use of English

20. **Read the following text. Complete the gaps with the words from the box.**

absenteeism colleagues contracts duties flexitime
holiday leave manual maternity morale satisfaction
security sick pay workforce vacation

My working conditions? I'd say they are really good. The working hours are very reasonable – 38 hours a week, Mondays to Fridays only, and I get four weeks paid 1) I always go on a two-week 2) in the summer and I like to take another week to go skiing in the winter. That still leaves a few days if I want to take time off for something else. I think we're even allowed to take unpaid 3) if it's really necessary. They introduced a 4) system last year, so I can start any time between 7.30 and 9.30 in the morning, so I sometimes leave at 4 in the afternoon. Of course this means we now have to clock in and clock out, so we have to do the right number of hours.

Women get generous 5) leave, although that doesn't concern me yet, and there are a lot of women employed half-time, or part-time here, so they have time for their children.

Of course, I am a full-time white-collar worker, hoping to make a career here. My 6) and I have permanent 7) At least we think so, it's hard to be sure about job 8) these days. We are consulted if they want to change our 9) or anything.

The entire 10)..... is well treated, not just us. The company's blue-collar workers, doing 11) jobs, also have good conditions of employment.

It all makes a change from when I was a student, when I did casual, unskilled, seasonal work for a fruit company, paid by the hour, with no 12) or holiday pay or anything. They treated workers really badly, so 13) was low, nobody was motivated, productivity was minimal and there was a lot of 14) and high turnover – I used to see new people almost every day. There was no job 15), and nothing changed if our performance was good or bad, so we all did the minimum.

21. **Choose the vocabulary from the text to discuss the importance of working conditions for job satisfaction.**

22. **Read the text below about unions and replace the underlined words and phrases with the words from the box:**

complaints group negotiations pay stop working

dismissed ignored role unfairly treated
enemy trade staff unprofitable

Worker in many industries are organized into unions which attempt to protect their member's interests. These are known as labour unions in the US, and as trade unions in Britain, because they are largely organized according to 1) area of work or skill: there are unions for railway workers, electricians, bank 2) employees, teachers and so on. In other countries, such as France, unions are largely political: workers in different industries join a union with a particular political position.

The primary 3) function of unions is to attempt to ensure fair 4) wages, reasonable working hours and safe working conditions for their members. Unions take part in 5) collective bargaining with employers. They can also pursue with management the 6) grievances of individual employees, and defend workers who consider that they have been 7) victimized. For example they might insist on the reinstatement of a worker who was unfairly 8) sacked.

When unions are dissatisfied with the results of collective bargaining, their most powerful weapon is to 9) go on strike. Workers on strike sometimes picket their place of work, i.e. they stand outside the entrance, trying to persuade other workers and delivery drivers not to enter. Of course striking workers do not get paid, so unions sometimes take other forms of industrial action such as a go-slow (GB), or slowdown (US), or a work-to-rule, when they begin to obey every rule and regulation, including those which are generally 10) disregarded, which severely reduces the amount of work done.

Labour relations are usually better in companies, or industries, or whole countries, where employers consider unions as necessary partners, to be regularly consulted on matters which concern them. Where both sides treat the other as an 11) adversary, there are likely to be a lot of strikes and disputes. But there will always be problems when employers want to abolish 12) uneconomic jobs and working practices, and workers want to preserve them.

APPENDIX 1

Vocabulary Booster

English Vocabulary in Use Advanced Unit 7 pp.32-33

At work: colleagues and routines

A Colleagues

Look at this extract of someone talking about their job and their colleagues.

Well, Philip is **my opposite number** [has the same position/does the same job as me] in the company's New York office.

He and I have a good **working relationship** [how we communicate and work together]. Last month we got a new boss, who quickly established a good **rapprochement** [*/ræ'pɔ:ʃm/* a good understanding of someone and an ability to communicate well with them] with everyone in the office. I do socialize with my **workmates** [informal: colleagues, especially in non-professional jobs] but we try not to **talk shop** [informal: talk about work].

The company is generally very **hierarchical** [*/,haɪə'rɑ:kɪkəl/* has a structure with powerful and less powerful people]; there's a **pecking-order** [a system where some people have the right to get benefits/promotions before others] for everything. I **do a job-share** [we each have a 50% contract for the same job] with a woman called Rosemary. It suits us both as we each have children to look after.

B Daily work routines

Nancy gets to work at about 8.45. She has to **clock in** and **clock out** [use an electronic card to record the time she arrives and leaves each day]. She works fixed hours; she has a **nine-to-five job**. Brett can come in at any time from eight o'clock till ten in the morning; he **works flexi-time** / he's **on flexi-time**, but his core hours are 10.00 to 12.00 and 2.00 to 4.00. Archie doesn't go to the office at all. He works from home with his computer; he's a **teleworker**. Bert works different times each week; every third week he works nights; he does **shift work** / he's a **shift worker**. Mick has his own company; he's **self-employed** and works from home. His wife works for different companies at different times; she's **freelance** / she **works freelance**.

C During the day (different work-patterns)

Most of the day I do routine tasks, but occasionally there's a crisis or I have to **meet a deadline** [have something finished by a fixed day or time]. At certain times of the year I have a very **heavy workload** [amount of work I have to do] but at other times it can be quite **light**.

I start work at my machine at seven o'clock when I'm on the **day shift**. The job's very **mechanical** [you don't have to think about what you are doing] and **repetitive** [the same thing every day]. All I ever think about is **knocking off** at three [informal: finishing work]. The shift I hate most is the **night shift**. I start at ten and work all night till six in the morning. The job's a bit **monotonous** [boring because it never changes].

I have a **glamorous** job [very exciting, which everyone admires]. I'm a pilot. The hours are **irregular** and **antisocial** [do not enable one to have a normal social life], but I'm not **stuck behind a desk** [informal: sitting in an office all day] and there's a lot of variety. The **stress levels** can be quite high when you know people's lives depend on you. I feel sorry for people who are **stuck in a rut** [stuck in a job they can't escape from] or working in **dead-end jobs** [jobs with no prospects of promotion].

D Types of work

I have a lot of **paperwork** to do by tomorrow. [letters/reports to write, forms to complete]

My father did **manual** work all his life and was very fit. [hard and physical]

I think I'd like **vocational** work, like being a nurse or a teacher. [which helps people]

Exercises

1.1. Correct the mistakes in this paragraph.

I think I have a good work relationship with most of my colleagues. I tried to establish a good report with them from the very beginning. The person I like most is my opposite member in our office in Paris. Generally, when I socialise to my colleagues outside of work, we try not to talk about shop, but it's not easy and sometimes we have a good gossip about people who are not there.

1.2. Give three adjectives which you think describe each of these jobs (for example, *stressful, glamorous, dead-end*). Think of words you would use in your own language, then try to translate them into English. Use a dictionary if necessary.

1. assembly-line worker
2. shop steward
3. PR officer
4. bodyguard
5. lifeguard
6. trawlerman
7. private eye
8. refuse collector

1.3. Use words and phrases from B and C to complete these sentences.

1. I would get bored if I had a nine
2. When I arrive in the morning and leave the office in the evening I use this card to
3. I'm very tired; recently I've had a very hard
4. I don't want an office job. I don't want to spend all day stuck
5. I can clock in any time between eight and ten and clock out between four and six; I'm on
6. I'd hate to feel trapped in my job and to be stuck in

7. He's not here this evening, he's working nights; you see, he does
8. I work for different companies at different times as it suits me. I'm
9. I used to work for someone else, but now I'm my own boss; I'm
10. I stopped working in the hamburger restaurant. It was just a dead-.....
11. When I was working in the factory, all I could think of all day was the moment when I could knock
12. Being a nurse is a good job, but you can't go out much with friends. The hours are a bit

1.4. Using a dictionary if necessary, give one example of ...

1. a manual job
2. a vocational job
3. a job with great variety
4. a job with irregular hours
5. a job with routine tasks
6. a job with regular deadlines
7. a job with lots of paperwork

VOCABULARY

English Collocations in Use Unit 30 pp.64-65

Work

A Jobs, career and work

Job

Collocation Example

a fulfilling job Nursing is hard work, but it can be very **fulfilling**.

a demanding job You have a **demanding job** and carry a great deal of responsibility on your shoulders.

a steady job It's hard to find a **steady, well-paying job**.

a high-powered job¹ Can mothers balance **high-powered jobs** and kinds? What are the pros and cons of trying to balance motherhood and a **high-powered job**?

a permanent job Since the end of the recession the number of **permanent jobs** has fallen by more than 100,000.

to apply for a job aShe **applied for a job** with the local newspaper.

to offer Well, Miss Taylor, we'd like **to offer you the job.**
someone a job

Work

collocation Example

to carry out **Work has been carried out** to ease the fears of flood-hit residents in Bedworth.
work -----

to supervise Building site managers **supervise the work** carried out on construction sites.
work -----

to work Gordon Brown has told ministers he aims **to work very closely with** incoming US
closely with president Barack Obama on issues ranging from the economic crisis to the
environment, the Middle East peace process and Afghanistan.

to take on Don't **take on** too much **work** – the extra cash isn't worth it.
work -----

to complete How much supervision is needed for the employee **to complete work?**
work -----

available to When are you **available to start work** / take up the job?
start work

Career

Collocation Example

at the height/peak Are you **at the height of your career?** How did you get there?
of your career -----

her career lasted How long did Arthur Lowe's television **career last?**
... -----

to climb the career If your goal is **to climb the career ladder**, you need to continuously market
ladder yourself.

a promising career a promising career in law

to wreck/ruin Peter Mandelson, the Business Secretary, believes **his career** has been **wrecked**
someone's career because of his inability to get on with Gordon Brown.

to embark on a Peter Greenaway **embarked on his career** as a filmmaker in 1966 at age 24.
career²

to have a career in
(medicine)

a brilliant career He had a long and **brilliant career.**

a career takes off³ Jason Wu, whose **career took off** when his white gown was worn by Michelle

Obama at the inauguration ball, revealed his resort 2010 collection yesterday.

¹ an important job

² to start a career

³ a career starts to become very successful

B Job adverts

Do you **have a good knowledge of** the fashion industry?

Do you **have experience in** sales?

Are you a **good team player**¹?

Are you looking for a **stimulating working environment**?

Would you like to be an **integral part** of a **close team**?

We can offer you **job satisfaction** and **generous benefits**²?

Vacancy must be filled³ within three weeks.

For further details, phone 08965 439820

¹ a person who co-operates well with other people

² good rewards for work – not just salary but also perhaps a company car, good holiday entitlement, etc.

³ the job must be offered to someone and accepted

C Things you might do at work

Bella **has a job as** a PA. Basically her role is to **take charge of** her boss, who is not a very organized person, and make sure nothing **goes wrong**. She **makes appointments** for her boss and she makes sure he **keeps his appointments**. She spends a lot of time **answering the phone** and **fielding telephone calls**¹ on his behalf. When her boss has to travel, she **makes the reservations** for him. When her boss has to **give a presentation**, she **makes all the preparations** that are required, including **making photocopies** of any papers that he needs. She **arranges meetings** for him and she **takes the minutes**² at the meetings. Bella is a very well-organized person. She **keeps a record** of everything she does at work and **sets herself targets**. She does her best to **achieve her goals**. Every morning she **makes a list** of everything she needs to do. Today the first thing on her list is '**Hand in my notice**'³! But she's not going to **take early retirement**. She's got a new job where she will be the boss and will have her own PA.

¹ dealing with all the calls she can handle herself and only putting the most urgent ones through to her boss

² keeps the official record of a meeting

³ resign, inform her boss she's planning to stop working for him

Exercises

1.1. Complete the sentences with *work, job* or *career*.

1. I took on too much last month and couldn't finish it all.
2. At the peak of her she was managing a sales force of 200 people.
3. Daniel Robertson's in education lasted almost four decades.
4. I have a very demanding, but I enjoy it, nonetheless.
5. At the moment we are carrying out on the design of the stadium.
6. The scandal ruined his and he never worked in the stock market again.
7. I'm going to apply for a in a supermarket.
8. She had a long and brilliant in show business. At 20, she got her first steady in a small regional theatre, but it was in 1968 that her really took off when she was offered a part in a TV series.

1.2. **Look at this job advert, then look at the shortlist of candidates below. Rank them in order of suitability for the job, from 1 (most suitable) to 3 (least suitable), and give your reasons.**

The Carlsson Group: Marketing Manager

The Carlsson Group is looking for a Marketing Manager with relevant qualifications and at least five years' experience in sales and marketing. A competitive salary and generous benefits are available for the right candidate. You must have a good knowledge of current markets, be available to start work at short notice, and must be a good team player. This is a high-powered and fulfilling job for anyone wishing to embark on a career in senior management. The company wishes to fill the vacancy immediately.

Applicant

1-3 reasons

Kevin Marsh, 21, just left university with a degree in management. Likes working in teams, wants a satisfying job. Unemployed at the moment.

Nurdan Ozbek, 35, worked in international marketing for seven years. Degree in Business, used to working under stress and meeting deadlines. One's month notice required in present job.

Nuala Riley, 28, six years' experience as editor for a large publisher. Extremely adaptable, excellent relations with colleagues. Three months' notice required.

1.3. **Match the beginning of each sentence on the left with its ending on the right.**

1. She has set
2. We're making
3. I always keep
4. Jane will take
5. I have to give
6. He never achieved
7. He fielded
 - a. a presentation to my colleagues
 - b. the minutes at the meeting.
 - c. my phone calls while I took time off.
 - d. some difficult targets for us all.
 - e. his goals in his career.
 - f. my appointments.
 - g. preparations for the sales conference.

1.4. What do the collocations in bold in the text below mean? Use a dictionary to help you.

Kika started out in a **dead-end job** in a jam factory but she ended up with a **glittering career** on the stage, a **career spanning** five decades. She is quoted as saying 'Stage acting may not be a particularly **lucrative job** but it has to be one of the most **rewarding jobs** in the world.'

Work

Read these statements by different people talking about their jobs.

The boss I'll be retiring next year. I already find that I can **farm out**¹ tasks I used to do myself. I'm slowly **easing off**² now so that I can **step aside**³ next year knowing I've left everything in good hands.

¹ give work to other people instead of doing it yourself

² starting to work less or do things with less energy

³ leave a job or position, especially so that someone else can do it

The union representative We never like to **call people out**⁴ on strike, but when we do, we have to be determined to **see it through**⁵ to the end. We have to keep talking constructively and try not to get **bogged down**⁶ in lengthy negotiations which only prolong the strike.

⁴ order workers to strike

⁵ continue doing a job until it is finished, especially when it is difficult

⁶ (informal) become so involved in the details of something that you cannot achieve anything

The assembly-line worker My job is monotonous. I just **slog away**⁷ day after day. People like me **get passed over**⁸ for promotion, so we're not motivated. I often feel like **packing this job in**⁹ and finding something else. One day I'll just **hand in** my notice and

go.

⁷ (informal) keep working very hard, usually for a long time

⁸ are not given a higher position because it is given to someone else

⁹ (informal) stopping doing something, especially a job

The secretary In this job you just have to **fling yourself into**¹⁰ your work and **beaver away**¹¹ to get things done each day. I spend a lot of time **running round** helping other people. It's not a bad job, and some days I can **get off**¹² early if the boss isn't around.

¹⁰ start to spend a lot of your time and energy doing something

¹¹ (informal) work hard at something for a long time, especially something you are writing

¹² leave the place where you work, usually at the end of the day

The scientist I decided to **go in for** research, as I wanted to do something exciting. I don't think I'm **cut out for**¹³ teaching. University was fun, but now I've got to **knuckle down**¹⁴ and build my career.

¹³ have the right qualities for something, especially a job

¹⁴ start to work or study hard, especially if you have not been working very hard before

The office worker Well, in this job you just **plug away**¹⁵ and hope the day will pass quickly. If you have to write a report, I do what I can to **cobble something together**¹⁶ but I don't ever feel that I achieve anything worthwhile. Most people in my position just **coast along**¹⁷ and dream of the summer holidays.

¹⁵ (informal) work hard at something for a long time

¹⁶ make something quickly and not very carefully

¹⁷ do only the things that you have to do without trying to go faster or be more successful

Exercises

1.1. Answer these questions about the phrasal verbs in this unit.

1. Which verb focuses on working with enthusiasm?
2. Which three verbs focus on stopping work?
3. Which two verbs focus on working without using too much energy?
4. Which four verbs focus on working hard?
5. Which verb is based on an animal metaphor?
6. Which two verbs are based on metaphors connected with the land?

1.2. Rewrite the underlined parts of these sentences, using the word in brackets in an appropriate form. Make any other necessary changes.

1. Louise always approaches her work with great enthusiasm. (FLING)
2. I really think that it is time you applied yourself much more seriously to your studies. (KNUCKLE)
3. As a research scientist, you just have to keep working hard at your experiments over a long period of time and eventually you'll get results. (PLUG)
4. If this morning's meeting goes smoothly, I should be able to leave work by 1 pm. (GET)
5. The meeting was going well until we got really involved with the details of the sales conference party. (BOG)
6. I'm not sure exactly what I'm going to say in my speech but I'm sure I'll be able to get something ready by tomorrow morning. (COBBLE)
7. There comes a time when it is best for an older manager to withdraw and let a younger person take over. (STEP)
8. I always say that if you start a job, you should make sure you finish it. (SEE)

1.3. Correct the six mistakes with particles in this paragraph.

I'd hate a job where I could just coast about without needing to think about what I was doing. I'd far rather keep busy and really don't mind how much I have to slog off each day. I'd soon pack off any job that didn't keep me working hard. I fling myself onto everything I do. Even when I was at school, I used to beaver up at my homework as soon as I got home from school. My brothers certainly never used to knuckle into work in the way I did.

1.4. Complete these sentences using verbs from the list below and the correct particles. Put the verbs in the correct form and make any other necessary changes.

call cut ease farm go hand pass run

1. I can't stand the sight of blood, so I'm not really nursing.
2. If you hate your job so much, why don't you just your notice?
3. When several workers were unfairly dismissed, the trade union official decided it was time to on strike.
4. As a PA I spend most of my time after my boss.
5. We've had a very busy few months at work but things are beginning to now.
6. Liam is very good at his job, so I can't understand why he always gets while less able people get promoted.
7. Our company has started doing a lot of outsourcing, which means that we jobs that we previously used to do ourselves.
8. Ever since she was a little girl she has wanted to medicine.

APPENDIX 2. Application letters

VOCABULARY FILE (Application letters)

Application letter: useful language

StB pp.48-49

1. to state your reason for writing
2. to name the position you'd like to apply for

Reasons for writing

3. *I'm writing in response to the job which I saw advertised in the Daily Herald.*
4. *I would like to be considered for the position of shop assistant.*
5. *I heard about this position through my careers officer at school.*
6. *I am writing to apply for a place on your work training scheme.*
7. *I heard about this scheme from someone who was on the programme last year.*

Justifying your suitability

8. *I believe that I have all the necessary skills and qualifications for this post.*
9. *I believe that I would be suitable for this post.*

10. Qualifications and experience

Cover Letter Template

11. covering letter/note / cover letter/note
12. recipient WF
13. post code
14. job title DEF
15. job reference number DEF
16. to keep sth brief
17. to check grammar and spelling
18. to stand out from sb (other candidates) PHV
19. to summarise sth WF
20. to highlight sth
21. to reiterate sth
22. to supplement sth
23. to be a good match COL MISTAKE
24. to say sth verbatim
25. to wrap sth up PHV
26. to be available for sth (work)
27. to be enclosed/attached
28. to provide more information
29. work samples
30. reference DEF
31. to indicate sth
32. an interview in person/by phone
33. to thank sb (recipient) for time/consideration
34. to look forward to hearing from sb PREP

SAMPLE 1

To: recruitmentofficer@amail.com
Cc:
Subject: Vacancy for Social Worker
Attachment: charlesmortonCV.doc

Dear Sir or Madam

Vacancy for Social Worker (Children's Services), Partington Borough Council

I am writing in reply to your advert for the above post, which was posted on guardianjobs (<http://jobs.guardian.co.uk>) on 20 May 2007, and I am attaching my CV for your attention.

As you will see from my CV, I am currently studying for a BA (Hons) in Social Work at Thames University, Swindon, and will be graduating in June 2007. Successful completion of this degree will give me fully qualified social worker status with the GSCC. As an experienced primary school teacher I have a real enthusiasm and flair for working with children and wish to transfer the interpersonal, communication, and motivational skills that I gained in my teaching posts to a new career in social work. In addition, I have a long-standing interest in developing children's potential with regard to sporting activities, and am currently the manager of an under-11s football team.

I feel that as a social worker, I can make a real difference to the lives of the children and families of your area; I would also welcome working for a local authority such as your own, where I would be part of a small and committed team. One of my work placements during my degree course was with a local authority of a similar size, so I am familiar with working in this type of environment.

I look forward to hearing from you in the near future.

Yours faithfully

Charles Morton

SAMPLE 2

2 May 2014
Ms Kate Roberts
Human Resources Manager
Business Solutions International
Ambassador House
Marcham Way
LONDON
WC2 9TP

Dear Ms Roberts

Vacancy for Business Analyst (ref. no: 234/BA)

I am writing in reply to your advert for the above post, which was advertised in The Guardian on Tuesday 30 April 2007, and I enclose my CV in application.

I am currently in the final year of a BA (Hons) course in Business Economics at City University, Bristol, and expect to graduate in June 2007. I have always wanted to pursue a career as an economist within an international environment and have been able to tailor my studies to that end. I have obtained A grades in the Economic Data Analysis and Economics of Business Strategy modules, and am currently completing a dissertation on the growth of e-commerce in the European Union. I am fluent in spoken and written Spanish, having built on my A-level proficiency in that subject when working in Spain and Mexico.

In addition to the qualifications and abilities outlined above, I have kept my IT skills fully up to date (including MS Excel and Access) and am competent in a wide range of business data analysis operations. The post also requires someone with good communications skills who is able to negotiate with corporate clients: I enjoy making new contacts and establishing relationships with a wide range of people, and have successfully liaised with Spanish companies when arranging student activities while I was a Teaching Assistant in Seville.

I feel that the position offered would be ideal in giving me the opportunity to use my education and skills to provide a high level of service for the international client profile you describe. I look forward to hearing from you.

Yours sincerely
Sara Green

SAMPLE 3

21 High Street Leeds
LS21 2DD
Tel: 0113 1234567
Mr Derek Jones
Personnel Manager,
123 Ltd,
Left Lane
Manchester
M1 2ST
24th December 2005

Dear Mr Jones,

Ref S1 National Sales Director

Please find attached my CV in response to your recent advertisement in the Guardian 23.12.05 for a National Sales Director.

I am currently working for We Sell Things Ltd in my fourth year as the Senior Sales Manager. I am responsible for managing all sales across our retail outlets in the UK. I

have worked closely with the Marketing Department to develop and implement a strategic direction which has increased sales by 60% over 2 years.

Over the last year I have driven national sales ensuring We Sell Things Ltd are one of the top 5 retailers in this sector. I have a proven ability to continuously manage and motivate teams whilst driving sales.

I would welcome the chance to become part of such a progressive and highly regarded company as 123 and feel that I have the skills, experience and drive to make a significant contribution to your organisation

I look forward to hearing from you.

Yours sincerely,

Steve Brown

Steve Brown

WANTED TOURIST GUIDES

We are looking for tourist guides to work in the UK in the summer months, taking groups of schoolchildren around famous tourist attractions.

You must speak good English and at least one other language, as well as have a current driving licence. Experience of working with children would be preferable.

Interviews will be held locally. Please send applications to: Sue Brown, UK Tours

SAMPLE 4

Dear Ms Brown

I am writing to apply for the position of Tour Guide with your company. I saw your advertisement in the Buenos Aires Daily Planet and I would like to be considered for the job.

I believe I am suitable for this post as I already have experience working with young people. I worked at a summer camp in the United States last summer and greatly enjoyed supervising a group of six children. I was responsible for their behaviour and welfare, and my duties also included taking care of basic first aid. I found the job very rewarding and I would like to work with this age group again. I feel that my experience would be an asset as a tour group leader.

In addition, I am hard-working and responsible. I passed my high school diploma with a distinction, and have recently passed the Cambridge First Certificate, so you can see that I have the language skills needed for this job. I speak Spanish fluently and have a good working knowledge of French. I have a clean driving licence and have always been interested in British culture and history.

I would like to work for your company as it would give me an opportunity to develop my English skills further, and I am sure that it will be very enjoyable taking young people around the country.

I am enclosing a copy of my CV with this letter. I would be available for an interview here in Argentina at any time convenient to you. Please do not hesitate to contact me if you have any further questions.

I look forward to hearing from you.

Yours,
Cesar Villarraga

APPENDIX 3

Application letters: useful language

Writing Guide: Letter of Application

1 Introductions

You should begin your letter stating your reason for writing, naming the position that you would like to apply for, and saying where you have seen the position advertised.

USEFUL PHRASES

State your purpose in writing, name the position and say where you saw it advertised: *I am writing in response to the job which I saw advertised in the Daily Herald.* | *I would like to be considered for the position of shop assistant.* | *I heard about this position through my careers officer at school.* | *I am writing to apply for a place on your work training scheme.* | *I heard about this scheme from someone who was on the program last year.*

State that you think you are suitable: *I believe that I have all the necessary skills and qualifications for this post.* | *I believe that I would be suitable for this post.*

2 Qualifications and experience

Say what experience from your past makes you suitable for this job.

USEFUL PHRASES

State your work experience: *I have two years' experience* working in this field. | *I have had considerable experience working with children.* | *I have been a qualified aerobics instructor for five years.*

State your qualifications: *I am a fully qualified* accountant. | *I have passed* the European Computer Driving Licence. | *I have taken courses in* Excel. | *I graduated from university with a Grade Point Average of 4.5* (6.0 scale). | *I am currently studying on a Master's Degree Programme* at Poole University.

3 Personal qualities and additional skills

State what personal qualities you will bring to the job. Try to give some evidence of these qualities. For example, if you say you are hard-working, mention the high grade that you got at school or university. If you say that you get on well with people, mention that you were working in a team in your last job.

USEFUL PHRASES

Give personal qualities: *I enjoy working in a team.* | *I enjoy the challenge of meeting targets.* | *I am patient and thorough in my work.*

Talk about language abilities: *I am able to carry out most day-to-day tasks in* French. | *I am fluent in* Spanish.

Talk about computer skills: *I am computer literate.* | *I have a good working knowledge of* Excel. | *I am confident using* most desktop publishing packages.

4 Say why you want the job

Give the reason why you would like this particular job, or why you would like to work for this company.

USEFUL PHRASES

Say why you want this position: *I would like the opportunity to learn more about* accounting systems internationally. | *This job would offer me* more experience in my chosen professional field.

State why you want to work for this company: XY systems *is a leader in the field of* mobile phone technology. | *I would like the opportunity* to work for a large, international company like BY Bank.

5 End the letter

It is not appropriate to ask about salary or other work conditions in a letter of application. You should end your letter with a reference to future contact, and express your interest in hearing from them soon.

USEFUL PHRASES

Mention any documents you are sending with you letter: *You will find a copy of my CV enclosed.*

Say that you would like to come to an interview: *I would be happy to attend an interview at a time convenient to you.*

Mention possible referees: *I can send you the names and addresses of people who would be happy to provide a reference on request.*

Express your interest in hearing from them: *Please do not hesitate to contact me if you require any further information.*

Refer to future contact: *I hope to hear from you in the near future.* | *I look forward to hearing from you at your earliest convenience.*

PRESENTATION

USEFUL TIPS:

Business vocabulary in use Intermediate Bill Mascull, pp. 126, 128, 130

DOS AND DON'T'S: PREPARATION

Here are some tips for a *stand-up presentation* (one person talking to an audience)

- a. Find out the **audience**: how many people there will be, who they are, why they will be there, and how much they know about the subject.
- b. Find out about the **venue** and the **facilities**: the room, the seating plan, the equipment, etc.
- c. Plan the **content** and **structure**, but don't write the complete text of the presentation.
- d. Write notes on sheets of paper, not on **cards**.
- e. Try to **memorize** the first few sentences of your talk.
- f. Prepare **visual aids**: pictures, diagrams, etc.
- g. **Rehearse** your presentation (practice it so that it becomes very familiar) with friends or colleagues.

DOS AND DON'TS: TIMING

- a. Start on time. Don't wait for **latecomers**.
- b. Plan how long you're going to spend on each point and keep to those **timings**.
- c. Don't **labour** a particular point (spend too long on something).
- d. Don't **digress** (talk about things that have nothing to do with the subject), unless you have a particular purpose in mind.
- e. Finish on time. Don't **run over**. It looks bad if you don't have time to finish all your points and answer questions.

DOS AND DON'T'S: VOICE

- a. **Project** your voice to the back of the room, but don't shout. Don't ask if people at the back can hear. Check the volume (loudness) of your voice beforehand.
- b. Use a **microphone** if you need one. Don't hold it too close to the mouth.
- c. Whether using a microphone or not, speak in a **natural tone of voice**. Don't speak in a **monotone** (on the same level all the time). Vary the **pitch** (level) of your voice.

DOS AND DON'TS: BODY LANGUAGE

- a. Make **eye contact**: look at each person in the audience for about a second, before moving on to the next person. Don't concentrate on just one or two people.
- b. Don't speak to the equipment or the screen: **face the audience** at all times.
- c. **Smiling** is fine at appropriate moments, but not too much.
- d. Use **gesture** (hand movements) to emphasize key points.
- e. Stay more or less in one place: don't move around too much.
- f. Avoid **mannerisms** (ways of moving and speaking which you do repeatedly without realizing).

RAPPORT WITH THE AUDIENCE

Experts say that you can **gain the audience's attention** in a presentation by:

- telling an **anecdote** (a story, perhaps a personal one).
- mentioning a really surprising **fact** or **statistic**.
- stating a **problem**.
- asking a **question**.

USEFUL PHRASES:

INTRODUCTION:

Introduce yourself and your subject.

My name's Anne-Marie Duval and I work for Gem Consultants. My talk is called "consultancy Skills for the 21st Century".

Good morning/afternoon. I'm....
Hello everyone. Nice to see you again.

My subject today is....
I'd like to talk to you about....
I'm going to talk about....
I plan to say a few words about....
The theme of my presentation is....
I'd like to give you an overview of....

Outline what you are going to talk about: describe the different sections of your talk.

There are three main skills areas I want to talk about today....

My presentation is in three sections.
I've divided my talk in to three parts.
My talk will be in three parts.
I'm going to divide...
First,...
Second,...
Third,...
In the first part...
Then in the second part....
Finally....

*Say whether people should ask **questions** during the talk, or at the end.*

If you have any questions, I'll be very happy to answer them at the end of the session.
Please interrupt if you have any questions.
After my talk there'll be time for a discussion and any questions.

MAIN PART (useful language)

OK. To begin, let's look at the first type of skills that consultants need: technical skills. **Of course,** related to technical skills is a good general knowledge of management subjects.... But **I'm digressing: let's get back** to the technical skills themselves... **That's all I have time for on** technical skills.

Let's move on to the second area: interpersonal skills. **As you can see** on this transparency, there are two **key areas in relation to** interpersonal skills... I think **that covers everything on** interpersonal skills.

Time is moving on, so let's turn to the third area: people management issues.

Now let's move to the first part of my talk, which is about....
So, first.... To begin with...

There are three things to consider. First... Second... Third...
There are two kinds of... The first is... The second is....
We can see four advantages and two disadvantages. First, advantages.
One is... Another is... A third advantage is... Finally...
On the other hand, the two disadvantages. First... Second...

Let's move on to (the next part which is)...
So now we come to...
Now I want to describe....

CLOSING AND DEALING WITH QUESTIONS

Let me **sum up**. **Firstly**, we looked at technical skills, **secondly**, at management skills and **last, but by no means least**, at interpersonal skills. **In my view**, the secret for success in the future is going to be interpersonal skills. **That brings me to the end** of my presentation. **Are there any questions?**

I'd like to end by emphasizing the main points...
I'd like to finish with...

Here are some phrases which can be useful when answering questions:

- a. **That's a fair point**. I know that some consultants don't have a very good image. But I think that Gem Consultants have helped companies reduce costs and increase profits enormously.
- b. **That's confidential**. I'm afraid I'm not at liberty to tell you.
- c. **That's not really my field**. But I can put you in touch with someone in my organization who is working on Internet applications.
- d. **The questioner would like to know** what sort of background the people we recruit usually have. Is that right?
- e. **Well, I think that goes beyond the scope of today's presentation**. Today I wanted to concentrate on consultants' skills, not go into particular case studies in consultancy.
- f. **I'm afraid we've run out of time**. But if you'd like to come and discuss that with me now, I'll try and give you an answer.

If a member of the audience didn't hear the question, they might say:

Sorry, I didn't catch the question – could you repeat what the questioner said?

You might end the presentation by saying:

I think that's a good place to stop. Thank you for listening.

PRESENTATION FOLLOW-UP

Structure and content

- appropriate opening remarks
- organized map routing
- clear and memorable message
- timing good
- level of detail appropriate
- main points repeated with right frequency
- no dull patches
- transition from one point to another clearly marked
- data related to audience's personal interest.
- closed on positive and definitive note

Body language

- good eye contact
- appeared calm
- no awkward mannerisms
- engaged audience with appropriate gestures
- stood in such a way that all visual aids were visible

HR: ПРОСТО КАДРОВИК ИЛИ НЕЧТО БОЛЬШЕЕ?

Эйчар (HR, HR-менеджер) - это относительно новая профессия на рынке труда. Вопреки расхожему мнению, эйчар - это не просто банальный кадровик.

Давайте вместе попробуем разобраться в тонкостях этой профессии. Конечно, специальные сотрудники осуществляли подбор персонала еще задолго до появления такой профессии как эйчар. Их называли кадровиками, рекрутерами, менеджерами по подбору персонала. Отличается ли эйчар от этих специалистов чем-то, кроме названия? Почему эта профессия является одной из самых перспективных? HRM - это сокращение от Human Resources Management, менеджер по работе с человеческими ресурсами. Да, кадры - это такой же важный ресурс для каждой организации или предприятия, как и любой другой. Погоня за квалифицированными специалистами получила название хэд-хантинг, «охота за головами». Задача эйчара - не просто пассивно сидеть, читать присланные резюме и проводить однотипные собеседования с соискателями. Хороший эйчар должен быть настоящим охотником, самостоятельно приводящим в свою компанию ценных сотрудников.

Чем же занимается эйчар? Помимо собственно рекрутерских функций по подбору и найму персонала, на его плечах лежит еще множество других обязанностей. Эйчар отвечает за кадровое делопроизводство (работу с документами) и оплату труда работников. Именно эйчар в ответе за мотивацию персонала, в том числе и материальную (премии, бонусы, соцпакет). Для того чтобы повысить эффективность работы сотрудников эйчар должен заниматься обучением и профессиональным развитием, а также укреплением корпоративной культуры (в частности, тимбилдингом). Эйчар отвечает за организационную структуру компании в целом, принимая решения относительно ее развития и реорганизации. В некоторых компаниях эйчар занимается работой с профсоюзами. Как мы видим, HR-менеджер во многом определяет эффективность работы компании. Поэтому очевидно, что он должен хорошо разбираться не только в людях, а и в специфике работы организации. Слабое место большинства эйчаров - это неосведомленность о работе компании. Они могут проводить психологические и квалификационные тесты для сотрудников, задавать каверзные вопросы на собеседовании, но без понимания специфики работы компании повысить ее эффективность невозможно. Никто не говорит, что эйчар должен досконально разбираться в сфере IT или производстве бутылочных пробок. Но он должен быть в курсе целей и стратегий работы компании, обладать хотя бы общей информацией о ее клиентах.

Какими качествами должен обладать хороший эйчар? Во-первых, умение разбираться в людях. Для этого не обязателен солидный возраст или психологическое образование. Многие молодые люди без диплома факультета психологии способны «раскусить» кандидата с первых минут собеседования. Это умение либо есть, либо его нет. Во-вторых, важна коммуникабельность и гибкость. Эйчар ежедневно общается с множеством людей. Часто он является связующим звеном между руководством компании и работниками, поэтому хороший HR-менеджер должен уметь правильно вести себя в конфликтных ситуациях. Эйчар должен быть доброжелательным. В каком-то роде он - лицо компании, поэтому соискатели часто составляют свое впечатление о компании в целом, ориентируясь на поведение HR-менеджера. Для эйчара важна способность к стратегическому мышлению и аналитический склад ума. Не обойтись в этой профессии и без интуиции: иногда лишь она помогает «опознать» наиболее подходящего кандидата или подсказывает верную линию поведения в той или иной ситуации. Также необходимыми для эйчара качествами считают профессионализм, компетентность, стрессоустойчивость, дипломатичность, внимательность и ответственность. Эйчар не только нанимает, но и увольняет людей. Если он не готов взять на себя эту ответственность - он не готов быть эйчаром вообще. Грамотный HR-менеджер должен выбрать правильную линию поведения; забота о сотрудниках входит в его обязанности, но она не должна превращать его в «мамочку» или «наседку»

Где выучиться на эйчара? Сложный вопрос. В вузах еще нет такой специальности, как «HR-менеджер». Эйчарами становятся люди с самым разным образованием - экономическим, педагогическим, психологическим, филологическим и даже инженерным. Существуют курсы, бизнес-тренинги и магистерские программы, позволяющие повысить свою квалификацию в сфере работы с персоналом. Однако научиться быть эйчаром тяжело в этой профессии важно сочетание личностных качеств, интуиции и профессиональных знаний и навыков из самых разных сфер. Однако в этом случае овчинка стоит выделки - эйчар в данный момент входит в список самых престижных, востребованных и высокооплачиваемых профессий

MODULE SOCIAL ISSUES
WILL WE EVER LIVE IN A FAIR SOCIETY?

Project

Choose one of the social issues and explain what a society can do to handle it effectively. Consider three levels (1) government; (2) non-governmental organizations; (3) individual citizens and local communities. Create a PowerPoint presentation to share your ideas. Present to the class.

I. THE RICH AND THE POOR

Lead-in

SOCIAL STRATIFICATION

1. Work in groups. Brainstorm the question below. Come up with three main reasons for social inequality. Present your ideas to the class.

- What are the causes of social inequality?

Basic concepts

2. Match the basic sociology definitions with their explanations.

| | |
|---------------------------------------|---|
| 1. Social Stratification | hierarchical arrangement of individuals into divisions of power and wealth within a society. |
| 2. Stratification profile | structural distribution of wealth and income that shows a ratio of the upper, middle and lower classes in the country's population, or the level of social inequality in the given society. |
| 3. Vertical social mobility | transitions of people from one social stratum to one higher or lower in the social scale. |
| 4. Wealth | accumulated income in the form of cash or materialized money; it can be movable property and real estate |
| 5. Social inequality | unequal distribution of material wealth in a society. |
| 6. Prestige | respect that public opinion gives to a certain job, profession or occupation |
| 7. Political stratification | a form of stratification when social ranks in a society are hierarchically structured with respect to authority and power. |
| 8. Occupational stratification | people who are completely discarded by the society |
| 9. Horizontal social mobility | a person's position and place in the society; a generalized parameter of stratification. |
| 10. Lumpens | movements from one social position to another |

READING

1. **Read the article. Six paragraphs have been removed. Insert them from the paragraphs (A-F) given on the opposite page.**

The underclass that shames Scotland

The Sunday Times December 28, 2008 *by Allan Massie*

If Alex Salmond wants to be a real national leader, he should address the problem of our state-dependent communities

It is a couple of years since David Cameron started to speak about our “broken society”. Now we have a broken economy, too, and attention has been diverted to it. The economy, however, will heal itself in time, this being the nature of things, and prosperity will return, despite the Brown-Darling addiction to debt and the burden this will place on taxpayers for years to come.

1 >>>>>

The broken society is another — and more serious — matter altogether: more serious because there is no reason to think that it will, like the economy, mend itself.

Of course, there are vast areas of society that remain in good health. But nobody can fail to observe that the gulf between those who manage their lives with general success and those who don't is wide and deep. The fear now is that it's getting wider and deeper.

Evidence of this social disaster has been laid out often enough. We now unmistakably have an “underclass”. There was a good deal of resentment and disapproval when the American sociologist Charles Murray first employed this term more than 20 years ago. It was regarded as pejorative, a word that stigmatised the unfortunate. At best it was a nasty expression for a nasty state of affairs. Some of that resentment and disapproval have faded as the reality of the situation has become undeniable. You may prefer to speak of “social deprivation”, but the kinder phrase scarcely masks the reality.

2 >>>>>

The middle-classes can live ignorant of the underclass, whose lives rarely impinge on theirs, except occasionally as a result of criminal activity. It is the working class who tend to resent the underclass the most because they are more aware of and affected by their presence — and because they are also more immediately conscious that their work is supporting those who don't.

We all know the characteristics of this broken society: long-term unemployment, educational failure, unstable relationships, single parenthood, addiction to drugs and/or alcohol, poor health, juvenile delinquency, antisocial behaviour, violence and crime. Some of these are evident in all sectors of society; it is the combination of them in concentrated form in the non-communities in which people survive as dependents of the state that makes for an underclass. The reality of its existence is indeed more evident than at any time since Disraeli in the 1840s spoke of there being “two nations — the rich and the poor”.

3 >>>>>

There has been no corresponding willingness to do so here in Scotland. The Labour party has spoken feelingly of “social deprivation”, without finding the means to alleviate it, partly perhaps because they tend to regard the existence of deprived communities (or, more accurately, non-communities) as being the consequence almost entirely of economic forces. Any suggestion that individuals might to some extent anyway be responsible for their condition is condemned as insensitive.

4 >>>>>

This being so, it is difficult for a Scottish politician to admit that our social problems are every bit as severe as in other parts of the United Kingdom, hard for them to admit the social and political failure that has contributed to the emergence of an underclass, even harder to recognise that it is welfarism that makes its perpetuation possible.

5 >>>>>

We all accept this. Moreover, the scope for effective political action is limited. Certainly there is not much the Scottish government can do in this respect, since it is not responsible for social security. Nor will tax incentives that favour marriage make much difference, since members of the underclass don't pay direct taxes. (That said, raising the level at which people begin to pay tax by a considerable amount would be a useful first step.)

Yet there are two things that the devolved administration could do. First, it could embark on a thoroughgoing reform of our schools — perhaps on the Swedish model, perhaps by paying higher salaries to good teachers prepared to work in areas of social deprivation, perhaps by abandoning the practice of subjecting all children to a quasi-academic curriculum. Since everyone recognises that educational failure is a prime cause of our broken society, bold experiments are surely overdue.

6 >>>>>

Our real shame is the indifference shown to the existence of this underclass. If Salmond wants to be a real national leader, rather than merely an effective party chief, he should make addressing the problem of our broken society his priority.

But there is another reason for the lack of attention paid to the emergence of an underclass here in Scotland, and this is the ineffable Scottish characteristic of complacency and self-satisfaction. During the Thatcher years, Labour, the SNP and the Liberal Democrats all indulged in a holier-than-thou attitude. The Scots, they believed, were a more moral people than the English, given less to selfish individualism, more to social-democratic communitarianism: we had a sense of social responsibility absent from the Thatcherite south. Gordon Brown still complacently encapsulates this attitude, and so too does Alex Salmond.

The underclass are those for whom unemployment has become an often inherited way of life. In normal society, people work to fund their lives — to buy food, housing, consumer goods, holidays. The state-dependent underclass survive, even though they don't work. Society funds them through taxes, predominantly paid by the working population.

Second, Salmond could highlight the reality far more vigorously than he has done. His predecessor, Jack McConnell, spoke of sectarianism as “Scotland's secret shame”. This was nonsense. Sectarianism is a problem only in a few areas. It doesn't exist across most of Scotland.

Of course, a broken society can't humanely dispense with welfarism. The truly unfortunate have to be supported.

There will be a painful couple of years during which businesses will fail and unemployment rise, but eventually confidence will be restored and the economy will begin to grow again, all the more quickly if politicians can resist the itch to meddle.

Politicians have for the most part been happy to gloss over the reality of our broken society, and for two reasons. First, it's disturbing to contemplate; second, they have no remedy. There's no sign that Cameron has any solution either — it's not something for which there is any quick fix. But at least he has faced up to its reality.

SPEAKING

2. Prepare your arguments for or against the statements below.

- 1 Do you agree that as soon as the society is reaching a higher economic and cultural level, social inequality between people is getting more obvious?
- 2 What may influence an individual's class position?
- 3 Since social stratification exists in all societies, a hierarchy is beneficial in helping to stabilize their existence. Do you agree or disagree. Give reasons.
- 4 There are different theories concerning social inequalities. Which point do you accept? Justify your choice.
 - many theorists take inequality as given;
 - inequality is the natural consequence of Social Darwinism, proved by gender, age, IQ or the wealth of nations;
 - inequality is in large part the negative consequence of destructive state policies (such as capitalism) and wars.

READING

3. You are going to read an article about class disparities between rich and poor. The following phrases appear in the text. How are they related to the title? Scan the text to see if your guesses were correct.

the major dividing line in our society

a threat to America's historic aspirations

the problem of the colour line

racial equity has improved

class disparities between the ultra-affluent and the middle class have widened

the rate of upward mobility has stagnated

to rebuild a ladder of upward mobility

The End of Upward Mobility?

American society is based on the idea that 'anyone' can reach the top. But the gap between rich and poor is growing, and the ladder seems to be disappearing.

By J.Kotkin

Barack Obama's ascension to the presidency won't end racism, but it does mean race is no longer the dominant issue in American politics. Instead, over the coming decades, class will likely constitute the major dividing line in our society—and the greatest threat to America's historic aspirations. This is a fundamental shift from the last century. Writing in the early 1900s, W.E.B. DuBois observed, "The problem of the 20th century is the problem of the color line." Developments in the **ensuing** years bore out this **assertion**. Indeed, before the 1960s, the decade of Barack Obama's birth, even the most talented people of color faced often **insurmountable** barriers to reaching their full potential. Today in a multiracial America, the path to success has opened up to an extent unimaginable in DuBois's time.

Obama's ascent reflects in particular the rise of the black bourgeoisie from tokens to a force at the heart of the meritocracy. Since the late 1960s, the proportion of African-American **households** living in poverty has **shrunk** from 70 percent to 46 percent, while the black middle class has grown from 27 percent to 37 percent. Perhaps more remarkable, the percentage who are considered prosperous—earning more than \$107,000 a year in 2007 dollars—expanded from 3 percent to 17 percent.

Yet as racial equity has improved, class disparities between rich and poor, between the ultra-affluent and the middle class, have widened. This gap transcends race. African-Americans and Latinos may tend, on average, to be poorer than whites or Asians, but stagnant or even diminishing incomes affect all ethnic groups. (Most housecleaners are white, for instance—and the same goes for other low-wage professions.) Divisions may not be as visible as during the Gilded Age.

As Irving Kristol once noted, "Who doesn't wear blue jeans these days?" You can walk into a film studio or software firm and have trouble distinguishing upper management from midlevel employees.

But from the 1940s to the 1970s, the American middle class enjoyed steadily increasing incomes that stayed **on a par** with those in the upper classes. Since then, wages for most workers have **lagged behind**. As a result, the relatively small number of Americans with incomes seven times or more above the poverty level have achieved almost all the recent gains in wealth. Most disturbingly, the rate of upward mobility has stagnated overall, which means it is no easier for the poor to move up today than it was in the 1970s.

This disparity is strikingly evident in income data compiled by Citigroup, which shows that the top 1 percent of U.S. households now account for as much of the nation's total wealth—7 percent—as they did in 1913, when monopolistic business practices were the order of the day. Their **net worth** is now greater than that of the bottom 90 percent of the nation's households combined. The top 20 percent of taxpayers realized nearly three quarters of all income gains from 1979 to 2000.

Even getting a college degree no longer guarantees upward mobility. The implicit American contract has always been that with education and hard work, anyone can get ahead. But since 2000, young people with college educations—except those who go to elite colleges and graduate schools—have seen their wages decline. The deepening recession will make this worse. According to a 2008 survey by the National Association of Colleges and Employers, half of all companies plan to cut the number of new graduates they hire this year, compared with last. But the problem goes well beyond the current crisis. For one thing, the growing number of graduates has flooded the job market at a time when many financially pressed boomers are postponing retirement. And college-educated workers today face unprecedented competition from skilled labor in other countries, particularly in the developing world.

The greatest challenge for Obama will be to change this trajectory for Americans under 30, who supported him by two to one. The promise that "anyone" can reach the highest levels of society is the basis of both our historic optimism and the stability of our political system. Yet even before the recession, growing inequality was **undermining** Americans' optimism about the future. In a 2006 Zogby poll, for example, nearly two thirds of adults did not think life would be better for their children. However inspirational the story of his ascent, Barack Obama will be judged largely by whether he can rebuild a ladder of upward mobility for the rest of America, too.

Kotkin is presidential fellow at Chapman University and author of "The City: A Global History." He is executive editor of NewGeography.com.

Vocabulary Practice

4. Match the highlighted words in the article with the definitions below, then use them in your own sentences. You may change the form of the verbs if you wish

- 1 to make something or someone become gradually less effective, confident or successful
- 2 to become smaller in amount, value, or range
- 3 *formal* to go beyond, rise above or be more important or better than something, especially a limit
- 4 the value of all your property, possessions, and money after you remove what you owe
- 5 the same as or equal to someone or something
- 6 to move or develop more slowly than others
- 7 happening after a particular actions or event, especially as a result of it
- 8 *formal* a difficulty or problem that is too large or difficult to deal with
- 9 a statement that you strongly believe is true
- 10 all the people who live together in one house

5. Match the words/phrases from the text to their meaning

- | | |
|-----------------|--|
| 1 boom | a to stop developing or making progress |
| 2 trajectory | b a difficult time when there is less trade, business activity etc in a country than usual |
| 3 ascent | c a social system that gives the greatest power and highest social positions to people with the most ability |
| 4 ascension | d something that you hope to achieve |
| 5 disparity | e <i>formal</i> the events that happen during a period of time, which often lead to a particular aim or result |
| 6 meritocracy | f a quick increase of business activity |
| 7 recession* | g the process of becoming more important, powerful, successful than before |
| 8 stagnation | h <i>formal</i> a lack of equality and similarity, especially in a way that is not fair |
| 9 aspiration(s) | i <i>formal</i> a situation in which everyone is treated fairly and equally |
| 10 equity | j <i>formal</i> when someone moves to a more important or higher position or job |

***NB! THESAURUS**

depression a long period during which there is very little business activity and a lot of people do not have jobs

slump a period when there is a reduction in business and many people lose their jobs

crash an occasion when the value of stocks and shares on a stock market falls suddenly and by a large amount, causing economic problems

6. Now fill the gaps in the sentences below using nouns from the table.

- 1 The economy is heading into a _____ .
- 2 His _____ to power was rapid and unexpected.
- 3 The prime minister claims he wants to create a classless _____ in Britain.
- 4 It's a story about the lives and _____ of poor Irish immigrants.
- 5 a society run on the principles of _____ and justice
- 6 We're still seeing a _____ between men's and women's salaries.
- 7 The decision was certain to affect the _____ of French politics for some time to come./The postwar family stories suggest that the family has continued in the same _____ .
- 8 The economy went from _____ to bust (=from increasing to decreasing) very quickly.
- 9 All human beings want to be treated with _____ and respect.
- 10 However, economic activity began to slow in mid-1990 and _____ in the fourth quarter.

7. Think of one word only which can be used appropriately in all three sentences.

- 1 We've seen a marked in our approach to the social issues.
The thought of working night put her off becoming a nurse.
To run the spellchecker, press and F7.
- 2 Evidence out the idea that students learn best in small groups.
The humiliation was more than he could
She might never be able to children.
- 3 for these jobs is very tough – we had over 200 applicants.
Enter our free and win a weekend in Paris.
Japanese PC makers now face foreign in their home market.
- 4 Scientists are warning that unless carbon emissions are, we could be heading for an environmental catastrophe.
Using a pair of scissors, carefully along the dotted lines.
There's a temptation to corners when you're pushed for time, but it's not worth it.
- 5 Trading has been adversely by the downturn in consumer spending.
She had been deeply by her parents' divorce.
She a look of disinterest as she glanced at his newspaper.
- 6 As the project comes to an end, many workers now an uncertain future.

He had to the awful truth that she no longer loved him.

Martinez will Robertson in tomorrow's final.

In treating such a philosophical topic, the underlying principles should have been on, rather than just being described.

Stimulated by technological progress, the cotton industry more and more.

The hawk its wings and soared into the sky.

WRITING

Report 1

You are employed as a researcher by a television company that is preparing a documentary about the social problems in your area or country. You have been told to write a report on the problems that you think the programme should cover. Write your report, listing the problems and describing the causes and consequences of them which you think the programme should highlight.

Write your **report**.

WRITING

Report 2

You are employed as a researcher by a Centre for Political Studies that is conducting a research on social mobility in the modern world. Write your report, describing the causes of low social mobility and highlighting its consequences.

Write your **report**.

VOCABULARY

From Upstream Advanced WB p.36 ex. 7

8. Use the words in the brackets to form words that fit in the same numbered spaces in the text.

Voices of the Poor

Poverty is much more than a(n) **1 (ADEQUATE)** _____ income. For the poor, the good life or well-being is multidimensional with both material and psychological dimensions. Well-being is **2 (FREE)** _____ of choice and action; it is peace of mind; it is safety; it is belonging to a community; it is a(n) **3 (DEPEND)** _____ livelihood and a steady source of income; it is food. The poor describe ill-being as lack of material things – food especially, but also lack of **4 (EMPLOY)** _____, money, shelter and clothing – and living and working in often **5 (HEALTH)** _____, polluted and risky environments. They also defined ill-being as bad experiences and bad feelings about oneself.

6 (PERCIEVE) _____ of powerlessness over one's life and of being voiceless were not **7 (COMMON)** _____; neither were feelings of **8 (ANXIOUS)** _____ and fear for the future.

9. In most lines of the following text, there is one unnecessary word. It is either grammatically incorrect or does not fit in with the sense of the text. For each numbered line 1--16, find this word. Some lines are correct. Indicate these lines with a tick (v). The exercise begins with two examples (0) and (00).

Social Exclusion

Social exclusion is a so relatively new term in British policy – not only referring to poverty and low income, but also to their wider causes and its consequences. The government defines social exclusion as if what can happen when people or areas suffer from a combination of problems such as the unemployment, low income, poor housing, bad health and family breakdown. By the year mid-1990’s, Britain had more children growing up in unemployed households over than anywhere else in Europe. Child poverty had trebled between 1979 and 1995, and though there were about 7000 people sleeping rough in London every night. The Social Exclusion Unit was launched by the government in 1997 published a wide series of reports which criticized to the way the state had in the past failed deprived groups and areas. They were found there had been poor investment in these measures to prevent social exclusion and little effort to reintegrate victims.

- 0 ___so___
- 00 ___v___
- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____
- 13 _____
- 14 _____
- 15 _____
- 16 _____

Social issues

10. Check your understanding of the terms below, then use them to complete the sentences that follow. You might need plurals.

- | | | |
|----------------------|--------------------|-------------------------|
| social exclusion | asylum seekers | minimum wage |
| poverty trap | industrial action | job seeker’s allowances |
| grey power | class distinctions | cardboard box cities |
| single-parent family | people power | |
| police harassment | inner-city unrest | |

- 1 Inner-city poverty has led to the establishment of _____ .
- 2 The _____ of recent years has boiled over in some cases into a full-blown riots.
- 3 Young unemployed people receive _____ to live on.
- 4 _____ constitute a new social underclass in the developed West.
- 5 The old _____ in British society are becoming less rigid due to social mobility.
- 6 When people succeed in beating corporate bodies and the like we refer to it as _____ .
- 7 The growing importance of the older generation in holding decisive votes in elections is termed _____ .
- 8 Families on low incomes, with little chance of financial improvement are in a _____ .
- 9 The British Government recently introduced a _____ in a bid to curb low wages.
- 10 The _____ suffered by many immigrant families may be reduced if they learn the local language.

- 11 After the breakdown of pay negotiations, the union resorted to _____ .
- 12 Officers Wood and Jones are being investigated after their involvement in several cases of alleged _____ .
- 13 It is commonplace in today's society to grow up as a member of a _____ .

Global problems

From English Collocations in Use Unit 39 pp.82-83

A Poverty

Look at this radio interview with Pascal Delrio, an international expert, talking about poverty.

Interview: MrDelrio, do you believe we can solve the problem of world poverty?

Delrio: I am more optimistic now than before. Millions of people have succeeded in **escaping poverty** in the last decade, but it is also true that in some regions, more people than ever are living **below the poverty line**, and we must help these people to **lift them out of poverty**.

Interviewer: But how can we achieve that?

Delrio: I accept that there is no **simple solution**. The **widening gulf**¹ between rich and poor in some countries is often due to external forces beyond their control. Some of the most **deprived regions** have large populations living on the **margins of society**, and it is for these specific groups that we can do most.

Interviewer: But poverty is not just an issue for **developing countries**, is it? We have thousands **sleeping rough**² every night in cities like London and New York, and **street children** in a lot of big cities around the world.

Delrio: I agree, and I accept that children and adults who **live on the streets** are in **desperate need**, and that these social conditions **breed crime**. But so much depends on **the global economy**. Right now, we have a **golden opportunity** to **combat poverty**. Perhaps we cannot **eradicate**³ **poverty** altogether, but we can certainly **alleviate**⁴ **poverty**, and that is our challenge.

Interviewer: MrDelrio, thank you very much.

¹ an important difference between the ideas, opinions, or situations of two groups of people

² in the open, without shelter

³ get rid of completely

⁴ make less serious

B Other global problems

Thousands of people seek **political asylum** in other countries every year. Most are genuine **asylum seekers**, but some are **economic migrants** looking for a better life.

Hundreds of people **took to the streets** to demonstrate about third-world **debt repayments**.

A terrible **earthquake hit** the region last year. The **death toll** was massive.

The **sexual exploitation** of children is a **world-wide problem**, as is **child labour**.

Exercises

11. Complete the collocations.

- | | |
|--|----------------------------------|
| 1 a rise in the number of asylum | 6 people rough |
| 2 to deplete the ozone | 7 a massive toll |
| 3 bad social conditions crime | 8 to be in desperate |
| 4 increasing amounts of greenhouse | 9 to people out of poverty |
| 5 a golden to combat poverty | 10 below the poverty |

12. Match sentences 1-5 with sentences a-e.

- | | |
|--|--|
| 1 There was a big protest against child labour. | a) There is some evidence to suggest that fish stocks are beginning to rise slightly in the North Sea. |
| 2 There is new evidence of a widening gulf between the wealthy and more deprived sectors of society. | b) People wanting to come to this country to escape poverty should be welcomed. |
| 3 There has been some small success in tackling marine pollution. | c) Large numbers of people took to the streets yesterday to demonstrate against the increasing employment of children in appalling conditions. |
| 4 The problem of street children in big cities has become a global crisis. | d) A worldwide study of young people who sleep rough has raised universal alarm. |
| 5 A spokesperson for one of the biggest charities said access for economic migrants should be made easier. | e) Figures published today indicate that the divide between the rich and the poor is getting bigger. |

13. Complete each sentence with the most appropriate word formed from one of the words or part words from the box.

| | | | | | | | |
|-------------------|-------------------|--------------|------------------|--------------|----------------|--------------|------------------|
| <i>burdened</i> | <i>estimated</i> | <i>lying</i> | <i>populated</i> | <i>rated</i> | <i>crowded</i> | <i>joyed</i> | <i>nourished</i> |
| <i>privileged</i> | <i>simplified</i> | | | | | | |

- 1 Many countries with high birth rates are seriously over... .
- 2 I'm afraid I think President Lawson's contribution to reducing global famine has been over... .
- 3 When the United Nations relief supplies arrived, the people were over... .
- 4 The government has seriously under... the gravity of the situation in drought-stricken areas.
- 5 Those who say that developing countries simply need more money have over... the problem.
- 6 Most of the children in the camp were seriously under... .
- 7 Most third world economies are already over... with foreign debt.
- 8 Those of us who live in prosperous countries should try and help the under... peoples of the developing world.
- 9 The refugee camps are now seriously over... and more blankets and food are needed.
- 10 Sending aid to countries may help in the short term, but the under... causes of the problem must also be tackled.

14. Replace the words underlined in each sentence with the adjectives from the box.

| | | |
|------------|-----------|--------------|
| densely | sparsely | impoverished |
| illiterate | urban | rural |
| inadequate | essential | wealthy |

- 1 In many countries, there is a drift of population from country areas to the cities.
- 2 Education is desperately needed in many countries where a high percentage of the population is unable to read and write.
- 3 Remote villages usually lack basic services such as piped water and electricity.
- 4 Rich people often find it hard to understand how the poor become poor.
- 5 The mountain region of the country is thinly populated.
- 6 Many poor nations can no longer afford to run schools and hospitals.
- 7 Poor immigrants often end up living in shanty towns in city areas.
- 8 In thickly populated areas, unemployment may be a cause of poverty.
- 9 The diet of most children in this area is poor.

15. In the following texts, complete each space with a word formed from the word in capitals

Text 1

| | | |
|---|--------|-------|
| With (1) ... aid now pouring into the country, | HUMAN | _____ |
| charitable agencies are still struggling to cope in a country | | |
| where day to day life is a struggle for (2)... In | EXIST | _____ |
| some areas agency workers have encountered (3) ... | RESIST | _____ |
| to their efforts from government forces. Meanwhile, in an | | |
| attempt to (4) ... the economy, the Government | STABLE | _____ |
| has (5) ... the currency for the third time this year. | VALUE | _____ |

Text 2

| | | |
|---|------------|-------|
| The United Nations has not ruled out the possibility of military | | |
| (6) ... , although it is still hopeful of achieving a | INTERVENE | _____ |
| settlement by (7) ... means. The Secretary General | DIPLOMACY | _____ |
| roundly condemned the President's policy of ethnic | | |
| (8) ... , and also criticised him for spending a | CLEAN | _____ |
| (9) ... amount of his country's money on weapons. | PROPORTION | _____ |
| This follows last week's 'reminder' to the President that | | |
| (10) ... is now universally illegal, a fact he continues to ignore. | SLAVE | _____ |

16. Match the *italicized* words below to the explanations.

| | | | | | | |
|--------------------|---------------------|----------------|-------------------|----------------|--------------------|--------------|
| <i>recycling</i> | <i>charity</i> | <i>organic</i> | <i>irrigation</i> | <i>subsidy</i> | <i>negotiation</i> | <i>self-</i> |
| <i>sufficiency</i> | <i>immunization</i> | | | | | |

- 1 This is the settling of a dispute through discussion.
- 2 This is the ability of a country or person to support themselves without outside help.

- 3 This is a means of protecting people against some diseases.
- 4 This is food that is grown without the use of chemical fertilizers.
- 5 This is the collection of raw materials so that they can be used again.
- 6 This is money used by a government to lower the prices of e.g. basic foods.
- 7 This is a system of distributing water to places which need it for agriculture.
- 8 This is an organisation which collects money from the public and uses it to help people in need.

II. WHAT IS CRIME?

Lead-in:

17. Work in pairs. Look at the list of crimes and discuss these questions.

- ✓ **shoplifting** = the crime of stealing things from shops, for example by hiding them in a bag or
under your clothes
- ✓ **vandalism** = the crime of deliberately damaging things, especially public property
- ✓ **burglary** = the crime of getting into a building to steal things

Questions

- 1 What type of crime are being/have been committed?
- 2 How serious are they?
- 3 Why do you think young people commit crimes like these? For example, is delinquent behaviour the result of
 - peer pressure?
 - lack of leisure facilities for young people?
 - social disadvantage (poverty etc)?
 - violence on TV, violent computer games?
 - not enough love/attention at home?
 - the desire to rebel?

Speaking

18. Look at these methods of dealing with young offenders. Discuss these questions.

- 1 Which method do you consider to be most/least appropriate for the crimes illustrated in the pictures ex. 19?
 - Sending them on an ‘Outward Bound’ course (e.g. mountain climbing, canoeing, etc.)
 - Making them apologize to the victim.
 - Sending them to jail.
 - Making their parents pay a fine.
 - Making them do community service (e.g. helping to paint an old people’s home).
 - Giving them counseling.
- 2 Which approach is most appropriate for these crimes?
joy-riding / arson / mugging / murder / assault

Language Bank: Evaluating solutions

In the case of petty/serious/violent crimes such as ...

I (don't) think that making them apologize would be an effective measure because ...

A prison sentence could be counter/productive ...

A fine may be the best solution ...

It (all) depends on the circumstances. For instance, if someone commits an act of vandalism, ...

Hooligans should be made to ...

It's important to encourage a sense of responsibility.

Writing

Report 3

There is a high level of crime amongst young people in the area where you live. The community police officer would like to make the area safer. As a member of your college council, you have been asked to write a report for the community police officer, listing typical crimes teenagers commit and suggesting reasons why they commit them and making some recommendations.

Write approximately 250 words. Write your **report**.

Vocabulary

19. Tick the crimes you know. Check in Appendix 1.

robbery

theft

burglary

mugging

shoplifting

smuggling

kidnapping

fraud

bribery

murder

arson

vandalism

looting

terrorism

20. Write the criminals and the verbs for the crimes in 22. Check in Appendix 1.

21. Work in groups. Discuss these questions.

- 1 Which of the crimes in 22 do you think are: very serious, quite serious, not very serious?
- 2 Which crimes are common in your country? Which aren't very common?
- 3 Have you, or has anyone you know, been a victim of crime? If so, what happened?

22. Work in pairs. Match a verb in A to a word/phrase in B. Check in Appendix 1.

A

commit

arrest

charge

take

give

find

acquit/convict

send

sentence

fine

B

somebody to court

evidence

somebody for a crime

a crime

somebody with a crime

somebody (£500)

somebody to prison (for 10 years)

somebody (not) guilty

somebody of a crime

somebody to (10 years) in prison.

23. Work in pairs. Who normally does the things in 25: a criminal, the police, the judge, the jury or a witness?

A criminal commits a crime.

Reading

24. Look at the following sentences and decide whether you think they are true or false.

1. The causes of crime lay in social factors like poverty and unemployment
2. Neglect, and physical and sexual abuse can have severe effects on a child's developing brain and contribute to early aggressive behaviors.
3. In most cases, there is more than one cause for any particular offender's behavior.
4. Increasing level of personal freedom leads to fall in crime rates.

25. Now read the article about a wide range of factors to explain why a person commits crimes to check your answers. Five paragraphs have been removed. Decide which of the paragraphs given below (A-F) fit into the gaps (1-5). There is one paragraph which you do not need to use.

What causes crime?

Some argue moral breakdown, others social deprivation. The answer has profound implications, says Nick Cohen

The Independent, Sunday, 4 June 1995

THE PAST fortnight has seen the publication of no fewer than three heavyweight academic studies of the causes of crime and social breakdown in Britain. They have met with very different receptions.

1 >>>>>

The second study, by Gwyneth Boswell of the University of East Anglia, reported on the backgrounds of children who kill, rape and injure. Again the picture was grim. After looking at 250 juveniles in prison or in care for the most serious crimes, Dr Boswell found that 40 per cent had been beaten and bullied before they turned to crime and another third had been raped, buggered or otherwise sexually assaulted by a relative or family friend.

The third study was the massive Psychosocial Disorders in Young People, edited by Sir Michael Rutter of the Institute of Psychiatry at London University and Professor David Smith of Edinburgh University. Their findings were radically different. Forget about poverty and sexual abuse, they seemed to say, the real cause of social and psychological disorder was post-war freedom and individualism.

"The belief that people should be free to choose their own way of life and be able to satisfy their own desires," said Professor Smith, "could be connected to the growth in crime and suicide."

2 >>>>>

There may be a grain of truth in their criticism of people who look only at poverty when they discuss crime but at least men such as Mr Dickinson appear to show that connections between criminality and joblessness have existed for decades, he looked at who actually commits crimes. Moving from the small to the large scale, he then looked at young men, the group most likely to be involved in crime and showed that their rate of offending was closely correlated to rises and falls in the unemployment rate. The fit could be tightly measured: every time the jobless figures went up by 1 per cent, there was a 0.4 per cent rise in burglaries.

3 >>>>>

Bizarre or not, three such explanations have emerged. The first is that crime and often poverty are not social and economic problems but have a genetic cause, predisposing some people towards aggression. The second is that there can be no inevitable link between unemployment and crime because in the 1930s millions were out of work but the country was peaceful. And the third is that a country's morals determine whether it is a happy and safe place to live.

4 >>>>>

Britain's leading geneticists reacted to the conference with anger. An open letter signed by 15 scientists said it was "alarming" that the conference did not include "speakers with a viewpoint critical of genetic determinism. It gives the impression that genetic causes of crime are more important than social causes."

5 >>>>>

Robert Reiner, professor of criminology at the London School of Economics, who has argued with Professor Smith in the past, disagrees. Permissiveness by itself does not bring crime, he insists. Sweden and the other Scandinavian countries are very permissive, but law and order is not a great problem there because the market is strictly controlled by Keynesian policies and social democratic intervention. In other words, its cultural climate is permissive, but its economic climate is more controlled.

"The difficulty for Britain is that we have the worst of both worlds," he says. "We have the free economic market and permissiveness at the same time - economic and moral laissez-faire, if you like. There's no point in telling the young to be responsible if you won't intervene on social democratic lines and offer them the reward of a job or a place in society. You can try to preach, but they won't listen."

- A It should come as no surprise that, of the three studies, it was the Rutter-Smith report that received all the attention. It was the one that challenged an idea that seems both natural and sensible to most of us: that need causes crime as well as greed. When people find that they are unable to afford necessities, or luxuries that they can see others enjoying, they are more likely to be tempted to steal.
- B Sir Michael Rutter and Professor Smith are associated with all three of these arguments. First, the genetics. Sir Michael suggested that abortion should be considered when testing indicated that a child was likely to be born with genes which allegedly predisposed it to aggressive or anti-social behavior. Sir Michael added that genetics could lead to a better "understanding of how risk factors operate, which is important for intervention and prevention".
- C The first suggested that the rise in crime over the past 20 years is far more closely connected with the rise in mass unemployment than even left-wing commentators had previously believed. The work of David Dickinson, an economist writing for the Labour-leaning Institute for Public Policy Research, it examined long-term trends in great detail and, among many other things, demonstrated the simple fact that most criminals are unemployed.

- D "Violence in British society has risen dramatically over the past decade," he said. "In the US the homicide rate among young males has doubled since 1985. There is no conceivable genetic explanation - this isn't a mutant gene suddenly appearing."
- E This is not a particularly radical idea. "No one suggests that mass unemployment is the sole cause of crime, but to deny it is prominent among the reasons is absurd," said Paul Cavadino, chairman of the Penal Affairs Consortium, which represents civil liberties pressure groups and workers in the criminal justice system. "The correlation between high unemployment and high crime is so obvious to most people that commentators have been forced to work hard to find more and more bizarre explanations to deny it."
- F Sir Michael and Professor Smith assert crime comparisons across the decades may be hard to make, but you could not get away from the fact that crime started to rise in the "golden era" of low unemployment and high living standards. This brings us to the third non-economic explanation for social breakdown -changes in morals.The real 20th-century revolution in most Western countries is the collapse in traditional family structures and the ending of sexual and social taboos. Few believe that increased freedom has not brought some unhappy consequences.

26. Match the words in columns A to B to form collocations.

- | | |
|---------------|-------------|
| To afford | disorder |
| obvious | necessities |
| bizarre | link |
| psychological | explanation |
| to satisfy | desires |
| inevitable | correlation |

27. Find the words in the article that match the definitions below, and then use them in your own sentences.

- 1 one that has committed or been legally convicted of a crime
- 2 a pattern of behavioral or psychological symptoms that impact multiple life areas and/or create distress for the person experiencing these symptoms
- 3 the system of practices and institutions of governments directed at upholding social control, deterring and mitigating crime, and sanctioning those who violate laws with criminal penalties and rehabilitation efforts
- 4 the condition of not having the means to afford basic human needs such as clean water, nutrition, health care, education, clothing and shelter
- 5 a strong social prohibition (or ban) relating to any area of human activity or social custom that is sacred and forbidden based on moral judgment and sometimes even religious beliefs
- 6 the scientific study of the nature, extent, causes, and control of criminal behavior in both the individual and in society
- 7 a society where social norms are becoming increasingly liberal ,with few moral codes beyond "do not harm others"

28. Choose the vocabulary from the text which will be useful to talk about social, psychological, biological and economic causes of crime. Complete the table. Compare the tables with those of other groups.

| Social causes | Economic causes | Biological causes | Psychological causes |
|---------------|-----------------|-------------------|----------------------|
| | | | |

29. Using the vocabulary you have chosen summarize the main factors which lead people into criminal careers and rank them in order of importance. Support your idea with arguments.

Crime: Individual responsibility or social problem?

30. Work in group of three. Brainstorm the questions below. Share your ideas with the rest of the class.

- **Is crime an individual choice or a societal responsibility**
- **Does society bear responsibility for the damage and misery caused by crime?**
- **Do you believe that people are born with "criminal genes?"**
- **Is there a correlation between how a child is raised and his propensity toward criminal behavior?**
- **Should one's circumstance excuse one's inability to conform to society's laws?**

31. Read the article about the difference between individual responsibility and social problems. Change the form of the words given in brackets so they fit grammatically.

Crime is both an individual responsibility and a social problem.

by Rebecca Richards

The culture of any society sets the boundaries for the 1)... (BEHAVE) of the individuals within it. If within that society there are families, groups or individuals who feel they are outside the range of accepted people, or who for some reason of perception feel they do not fit in, they will not feel bound by the 2)...(COVENE) of that society. At the same time the perception of being rich as being successful can distort behavior.

Society's boundaries come from the laws evolved over time, unspoken accepted ways of behavior and consideration for others. As 3)... (COMMON) become larger, some of the concepts behind these laws, ways and considerations get lost. Communities can become too large for individuals to deal with. People don't know each other. When you know someone it is much harder to commit crime against them for the simple reason that they are seen to be a person rather than a stranger. Add to that 4)... (COMPLEX) of modern life, the advertisements, the technology and 5)... (PERCIVE) needs, society has to consider how to ensure no one gets lost.

When there is a congested area of high 6) ...(EMPLOY) with entire families being out of work, when there is a familial culture of lack of respect for authority, when there is the authority of gangs, it is not easy for individuals within in that society to follow what is generally understood to be 7)(ACCEPT) behavior by other sections of the community.

Society as a whole has responsibility to ensure that everyone within the community is included. While in theory everyone has a chance of education, how that education is used will vary with the home background. Some groups do not see education as valuable.

Schools are 8)...(AUTHORITY) structures and these often have the opposite effect from what they are trying to achieve. Individuals who feel outside the boundaries have no respect for authority. Schools work best when there is cooperation and trust between staff and pupils.

For this reason, while many think that looking at the cause of crime is being soft, trying to fix the disease without finding out why and how it happened is putting sticking plasters onto cut arteries.

Another aspect is crime committed by those individuals who live in comfortable accommodation and in an apparently accepted family. Here is it possible that the lesson that

having money is most important can push that individual to break the law by clever accounting or 9) (ADMINISTER) which masks the theft. They want to be seen to be successful. The current financial mess has been created by individuals and corporate philosophies at this level. This is individual responsibility which denied honesty and corporate responsibility which turned a blind eye. Money of itself is not evil but the greed in engenders is not good.

Attitudes of any community foster certain behaviors. When members of that group start to break laws it is the responsibility of all to help in sorting out the social problem. Humans are 10)... (HIERARCHY) beings. It's easy to look down on someone because they don't know the rules or chose to break them. It is a social problem when the right to happiness and peace is denied because some individuals and groups are not able to conform.

32. Choose words and expressions to talk about who should take blame for crime Using the vocabulary you have chosen speak about what you can as an individual do to prevent crime.

33. Read the following quotation. Do you agree or disagree? Give your reasons.

"He who does not prevent a crime when he can, encourages it."

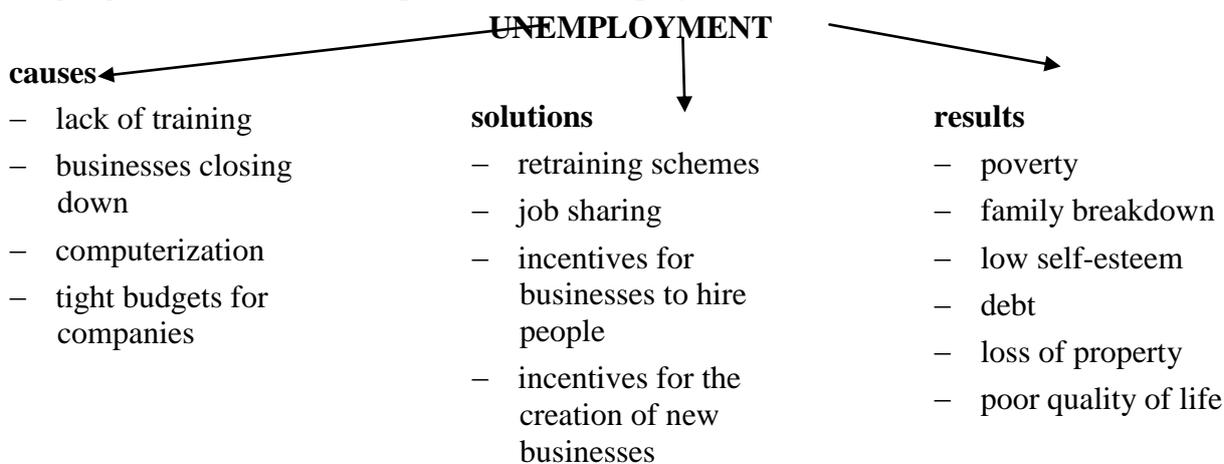
Seneca, Roman Philosopher, mid-1st century AD

III. CHARITY

SOCIAL ISSUES. WHAT TO DO WHEN ... ?

Speaking

34. Look at the following spidergram. In pairs, add more items to each section. Using language bank, describe the problem of unemployment.



Language Bank

Discussing the cause of a problem

- It's clearly/mostly down to ...
- It's not so much a result of ... but rather of ...
- It's partly/largely/entirely due to ...
- I believe ... plays a great/small part as well.
- I think ... has a lot to do with it.
- In my view, ... is/are responsible for ...
- A key factor is ...
- The main reason is ...

- I feel that ... is/are to blame.
- The obvious culprit in this case is ...

Discussing the result of a problem

- This (often/invariably/directly) leads to / causes / brings about ...
- As a result, / consequence, ...
- Inevitably, ...

Suggesting solutions

- We/the government must/should ...
- One way forward would be to ...
- I feel there is something to be said for ...
- A lot can be achieved by ...
- If we/the government (don't) ... then ...
- ... would (greatly) alleviate the situation.

Vocabulary

35. *From Advanced Language Practice by M. Vince, pp. 223-226*

Over the past fifty years or so, the methods used for collecting money from the public to (1) ... the developing world have changed out of all recognition, along with the gravity of the problems (2) ... , and the increasing awareness among the population that something must be done. At the beginning of this period, it would have been common to put money in a collecting box, perhaps on the street or at church. The 1960s saw the (3) ... of shops which sold second-hand goods, donated by the public, and which also began to sell articles manufactured in the developing world in charitable projects set up to guarantee a fair income to local people. The next development was probably the charity 'event', in which participants were (4) ... to run, cycle, swim or what have you, and collected money from friends and relatives (5) ... how far or long they managed to keep going. The first hint of what was to become the most successful means of (6) ... money was the charity record, where the artists donated their time and talent, and the (7) ... from the sales went to a good (8) This was perhaps a (9) ... of the fact that young people felt increasingly concerned about the obvious differences between life in Europe and the United States, and that in most of Africa, for example. A feeling of frustration was building up. Why was so little being done? The huge success of Band Aid, and (10) ... televised concerts, showed the power of the media, and of music in particular, to inspire and shock. It differed significantly in style from other events. People phoned up in their thousands on the day and pledged money by (11) ... their credit card numbers. (12) ... , if you have enough money to buy CDs, you can afford something for the world's starving children.

- | | | | |
|------------------|----------------|---------------------|---------------|
| 1) A finance | B aid | C pay | D loan |
| 2) A faced | B covered | C opposed | D approached |
| 3) A occurrence | B entrance | C happening | D advent |
| 4) A supported | B funded | C sponsored | D promoted |
| 5) in as much as | B according to | C with reference to | D as regards |
| 6) A increasing | B lifting | C boosting | D raising |
| 7) A produce | B proceeds | C receipts | D returns |
| 8) A agency | B enterprise | C cause | D movement |
| 9) consideration | B reflection | C view | D display |
| 10) A subsequent | B consequent | C attendant | D relevant |
| 11) A mentioning | B quoting | C affirming | D recalling |
| 12) A Anyway | B After all | C Although | D At any rate |

Writing

Report 4

You carried out a survey about charity in class. The teacher asked you to submit a report outlining the charity activities the students participate in and explaining the reasons why/why not they take part in them.

Write approximately 250 words.

Write your **report**.

Vocabulary

From Upstream Advanced SB p. 87.

36. Read the two texts that follow. Use the words in the brackets to form words that fit in the same numbered spaces in the text. There is an example (0)

Little moments

Big Brothers Big Sisters is the nation's most **0 (EFFECT)** **effective** youth-service organization and has been in **1 (OPERATE)**_____ for nearly a century. Our service is dependent on our many **2 (VALUE)**_____volunteers. We have a proven track record for creating relationships which are **3 (BENEFIT)** _____ for both adults and children.

Youth **4 (DEVELOP)**_____experts agree that, parents aside, children need additional caring adults in their lives. BBBS works child closely with parents to match every child with a compatible and **5 (SUPPORT)**_____ Big Brother or Big Sister.

Although potential 'Bigs' are screened and supervised to ensure that all relationships are safe and rewarding, the only real requirement is a **6 (WILL)**_____ to make and share in some fun with a new friend. Our volunteers consistently say that being a **7 (PARTICIPATE)** _____ in BBBS is as enjoyable for them as it is for their 'Littles'.

Amnesty International

Amnesty International is a worldwide **8 (MOVE)**_____ that works to promote recognized human rights.

Amnesty International's vision is a world in which every person **9 (REGARD)**_____ of nationality, enjoys all of the human rights enshrined in the Universal Declaration of Human Rights and other international human rights standards. Our mission is to undertake research and action **10 (SPECIFY)**_____ focused on the prevention and **11 (ELIMINATE)**_____ of abuses of the rights to physical and mental integrity, freedom of conscience and expression, and freedom from discrimination, within the context of our work to promote all human rights.

Amnesty International has more than a million **12 (SUPPORT)**_____ in over 140 countries and territories. Amnesty International is **13 (PARTIAL)**_____ and independent of any government, political **14 (PERSUADE)**_____ or religious creed. Our work is financed largely by subscriptions and donations from our worldwide **15 (MEMBER)**_____.

Vocabulary

37. MEALS ON WHEELS

“Meals on Wheels” is a government-subsidised project which 1)_____ invalids the opportunity to enjoy at least one hot nourishing meal a day without having to leave the comfort and security of their own 2)_____. For the elderly, and the physically or mentally challenged who find themselves unable to get out and 3)_____ on their own., this innovative scheme was proved a 4)_____ grace. The meals, made from tasty healthy ingredients, are prepared in the local community centre kitchen and distributed by people who have 5)_____ donated their time. Apart from the food itself, the warm smiles and friendly conversation freely given by volunteers have become a 6)_____ to these less fortunate members of the community.

- | | | | |
|-----------------|-------------|--------------|----------------|
| 1) A presents | B offers | C introduces | D disposes |
| 2) A dwellings | B homes | C habitats | D places |
| 3) A about | B in | C around | D over |
| 4) A winning | B rescuing | C saving | D giving |
| 5) A favourably | B cordially | C graciously | D gratuitously |
| 6) A lifeline | B lifeguard | C lifeboat | D lifebelt |

38. SOCIETY FOR THE PREVENTION OF CRUELTY TO ANIMALS

Mission Statement

We believe that animals have value 0)___A___ economic measurement, and are 1)_____ to legal, moral and ethical consideration and protection. Our mission is to act as an advocate on 2)_____ of animals and as a 3)_____ of their rights; to provide for the well-being of the animals that are abandoned, injured, 4)_____ to unfair or cruel treatment, or otherwise in 5)_____; to cultivate in the people of our community consideration for the animals whose world we share; and to 6)_____ respect for all living 7)_____.

How YOU can help

Many of our programmes and services are 8)_____ by our volunteers. If you love animals and enjoy working with them, WE NEED YOU!

Funds

Volunteers work with the Fund Development Department on programmes and special events 9)_____ money to support our 10)_____ that our pets are placed in caring and loving homes.

Pets for People

Volunteers assist 13)_____ citizens with choosing and adopting new companion pets.

Special Assignments

There are often 14)_____ term assignments that volunteers can help us with, such as research 15)_____, clerical assistance, graphic design work, etc.

- | | | | |
|---------------|------------|-------------|------------|
| 0 A beyond | B far from | C outside | D ahead of |
| 1 A permitted | B allowed | C entitled | D deserved |
| 2 A side | B aid | C part | D behalf |
| 3 A fighter | B defender | C keeper | D rescuer |
| 4 A subjected | B suffered | C placed | D endured |
| 5 A need | B essence | C necessity | D want |

- | | | | |
|--------------|-------------|------------|--------------|
| 6 A infuse | B introduce | C promote | D campaign |
| 7 A objects | B things | C souls | D bodies |
| 8 A done | B run | C made | D given |
| 9 A gather | B build up | C collect | D raise |
| 10 A efforts | B tries | C attempts | D challenges |
| 11 A look | B treat | C guard | D care |
| 12 A assure | B insure | C ensure | D indicate |
| 13 A old | B pensioner | C senior | D major |
| 14 A short | B instant | C limited | D immediate |
| 15 A jobs | B projects | C tasks | D duties |

***READING**

From Washington Times Wednesday, January 14, 2009.

1. You are going to read a newspaper article about donations. 10 quotations illustrating points in the article have been removed. Choose from quotations A-J the one which fits each gap (1-10).

Helping even with a thin wallet

By Gabriella Boston

Cash-strapped but still want to do good? You are not alone. More and more Americans are lining up to volunteer for charities instead of giving them money.

1 “.....”

The group usually trains 250 to 300 new volunteers a month. Last week, however, 200 new volunteers were trained -- in just one day.

Chesapeake Bay Foundation, an environmental group aimed at cleaning up the Bay, is no stranger to using volunteers.

2 “.....”

3. “.....”

When the weather warms up, the group offers opportunities such as planting trees, raising oysters and collecting shore trash.

Another way to help without draining the bank account is to give in-kind donations to charities that accept them. A prime example is Goodwill, which accepts donated clothing for resale in its thrift shops.

4. “.....”

Not only will Goodwill accept donations at its stores, but this year it also will feature school and company clothing drives and additional drop-off locations.

5. “.....”

Whether a charity is looking to increase volunteerism or in-kind donations -- or both -- a look at the overall business plan is vital for survival, says Eva Aldrich of the Center on Philanthropy at IndianaUniversity.

6. “.....”

Then make sure communication with donors is good, because no matter how much in-kind donations and volunteer opportunities increase, cash is still always needed.

7. “.....”

Adds Ms. Henson: "There will always be day-to-day operations that cost money. But beyond that, there are ways to make up for monetary shortfall with additional volunteers."

Her group helps charities identify where volunteers can be used.

8. “.....”

Nevertheless, with the economic outlook for 2009 being less than stellar, many charities might not make it no matter how many changes and improvements they implement to their business plans.

9. “.....”

Ms. Aldrich, though, doesn't want to put a number on possible philanthropic causalities.

Instead, she points to the good news. Research shows donors are continuing to give even during tough times.

The Giving USA Foundation, a group that tracks philanthropy trends, has done research that goes back to 1967. It shows Americans continue to give through thick and thin.

Even during tough times, such as in 2002, charities only saw a 2.7 percent drop in donations.

10. “.....”

A "Even if you can't write a check, there are so many ways you can help," says Heather Tuckfield, volunteer program manager for the group.

B "Generating donated goods will be our focus for 2009," says Brendan Hurley, spokesman for Goodwill.

C "We're seeing a big increase in individuals who want to give but don't necessarily have the financial means to do so at this time," says Madye Henson, president and chief executive of Greater DC Cares, a coordinator of volunteering and business philanthropy in the Washington area.

D "Take a look at your mission statement and make sure it's clear and updated," Ms. Aldrich recommends.

E "Even in January and February, when there is less hands-on work, you can still write petitions, state your opinion to your legislators, enroll in our pledge program" -- for example, promising to ride your bicycle to work instead of driving, Ms. Tuckfield says.

F "It's not an either-or," Ms. Aldrich says.

G "Americans are very philanthropically minded," Ms. Aldrich says. "That doesn't change just because the economy is down."

H "We want to make it as simple and convenient as possible," Mr. Hurley says.

I "A lot of good charities rely on revenue models that are built on 100 percent cash donations," Mr. Hurley says. "I think we'll see several of them closing down this year."

J "We help nonprofits think outside the box," she says.

2. Match words and expressions in the left column with proper explanations in the right column.

| | |
|--|--|
| 1 cash-strapped | A a shop that sells used goods, especially clothes, often in order to get money for a charity |
| 2 bay | B the difference between the amount you have and the amount you need or expect |
| 3 hands-on (experience, work, training) | C a part of the sea that is partly enclosed by a curve in the land |
| 4 pledge | D extremely important and necessary for something to succeed or exist |
| 5 thrift shop | E not having enough money |
| 6 vital | F a promise to give money to an organization |
| 7 shortfall | G to record or study the behaviour or development of someone or something over time |
| 8 to think outside the box | H doing something yourself rather than just talking about it or telling other people to do it |
| 9 to implement | I the relationship between a cause and the effect that it has |
| 10 revenue | J in spite of any difficulties or problems |
| 11 causality | K to take action or make changes that you have officially decided should happen |
| 12 to track | L to think of new, different, or unusual ways of doing something, especially in business |
| 13 through thick and thin | M money that a business or organization receives over a period of time, especially from selling goods or services |

3. Explain the difference between *donations*, *volunteerism* and *in-kind donations*?

4. Fill in the gaps with the suitable words from the text above.

- a) The league's _____ welcome's donations of furniture, clothes and housware.
- b) Donors have _____ made _____ totaling nearly \$4 million.
- c) But while Stocktoncouncillors yesterday agreed to put \$19.000 towards the cost, _____- _____ Middlesbrough said they could spend no more than \$10.000.

- d) I'm so grateful to Tom, he's supported me _____ and _____.
- e) The training programs give students practical _____ - _____ experience.
- f) The progress of each student is _____ by computer.
- g) We have decided to _____ the committee's recommendations in full.
- h) Employees are encouraged to _____ and develop creative solutions.

SPEAKING

1. Discuss the questions in groups.

What are the ways to reduce violence in our streets and in our homes? How can crime be prevented? Can crime be prevented by punishment alone? How can you help prevent crime in your community?

2. Read the article about social problems in Wales and the efforts to resolve them.

Elizabeth Charles: Activist who tackled social problems in Wales

The Independent, Friday, 20 March 2009

By David Williams

Elizabeth Charles, a pioneer **1)**...tackling many women's issues in Wales, was well placed to compare the present economic downturn with the Depression of the 1930s. She was dismayed, in her last months, to see a return of some of the problems she vividly recalled from the beginning of her working life in South Wales. She knew **2)** ...first hand what it was like for communities to be torn **3)**... by recession and left alone, with little effective help, to face **4)**...to the hardships and deprivation which followed. The ideas that she formed during these early years shaped her attitudes **5)**... the rest of her life.

In 1935, in some of the worst days of the Depression, Charles was appointed by the Home Office to co-ordinate and organise clubs for girls in the "Special Areas" (or distressed areas, as they were more accurately known) of Wales and Monmouthshire. In some valleys, around 80 per cent of the men were permanently unemployed. There was practically no work at all for women. It was the time of hunger marches and massive demonstrations in Wales and throughout Britain.

The government, as part of its limited response **6)** ... the resulting poverty and threat of social breakdown, gave funds to set **7)** ... educational, training and recreational facilities in the worst affected areas. Wynford Vaughan Thomas, later a distinguished broadcaster, was appointed at roughly the same time to establish men's clubs in Wales.

Charles's father, a Welsh Presbyterian minister from New Quay in Cardiganshire, had strong social concerns, and her mother, a miner's daughter from Blaenavon, was active in the cause of women's suffrage. Born in 1911, Charles (also known as "Bessie") read Classics in Cardiff and trained to be a teacher. Her first job was in an evening institute in Tiger Bay where most of her class of girls aged 14 to 18 despaired of finding work, thought that all were indifferent **8)** ... their welfare and took pride **9)** ... driving their teachers **10)**.... Although Charles liked her pupils and eventually won their affection, she realised **11)**... much needed to be done to support such young people and their communities **12)** ... the face of a crisis which the government seemed powerless to resolve.

From 1935, Charles spent eight years travelling around South Wales, helping to support local projects, train youth leaders and organise holiday camps for young people whose hopes had been

shattered by unemployment and deprivation. The experience left her with an abiding respect **13)** ... the resilience and resourcefulness of mining families, who skilfully used every penny of their meagre (indeed reduced) state benefits **14)** ... the limits and went **15)**... food at the end of the week so that their children could eat.

She never forgot the mothers who would scour the mountains to pick up coal for their fires and wool from barbed-wire fences to use for pullovers for their children. She often recalled how, **16)**... the worst of times, a women's group in Dowlais, an area of the highest unemployment, was the first to offer practical support **17)**... Basque children, refugees from the Spanish Civil War, saying quite simply that they too knew "what it was like to be without."

Charles came to realise that people needed not only proper official help but also the friendship and respect that locally based voluntary and church organisations could provide. She also saw the central role that women played keeping community life alive. **18)**... themes guided her later thinking and activities.

Through her work she met Maurice Charles, a congregational minister in Abercarn attempting to work **19)**... the social implications of Christianity where life was harshest. They shared values and causes, married in 1943 and worked together as a couple on many projects, first in Swansea and later in Nottingham, where Maurice became Principal of Paton College, set up to enable mature students, often with little formal education, to train as ministers. From 1947 to 1963 Elizabeth served as the unpaid bursar, happy to make her contribution **20)**... a common goal. They served together as presidents of the Free Church Federal Council in 1962-63, taking as their theme the continuing social mission of the churches in changing times.

When Maurice died in 1963, Charles taught religious education in Nottingham, subsequently returning to Swansea, where she lectured and was the warden of a University Hall until her retirement to New Quay in 1978. Back in Wales, she re-engaged **21)**... some of the concerns of her youth. She was appointed to the Women's National Commission and, while attending the UN Decade for Women Conference in Copenhagen in 1980, came to see the significant role women could play in building an international community through connections between women's organisations across political and cultural divides. She travelled widely, to Communist-controlled Poland, East Germany, Hungary and Romania, convinced that meetings between church and women's groups would enable people to appreciate that their shared concerns and goals transcended their differences.

Also in Copenhagen she and others began discussions which led to the formation of the Wales Assembly of Women, designed (in pre-devolution days) to give Welsh women a more effective voice **22)**...Welsh issues and at subsequent UN women's conferences in Nairobi and Beijing. She was the first chairperson, helping to set up women's groups and working parties throughout Wales, convinced that women had a central role to play in addressing local, national and international issues.

IV. STOPPING CORRUPTION

If you are not part of the solution, you are part of the problem (*unknown*)

Those who fight corruption should be clean themselves (*Vladimir Putin*)

1.Comment on the quotation above highlighting the necessity of tackling the corruption.

You will read a part of the report submitted by The group Transparences International on corruption rates in Asian and Pacific countries.

...A study released this week shows corruption remains a big issue in East Asia. The group Transparences International spoke with more than 20.000 people about their experience with corruption in 16 Asian and Pacific countries. The study finds that about 900 million people in these countries have made an illegal payment to a government official to receive services. About a third of those asked said they had paid a bribe. The study found that police as the most likely officials to demand an illegal payment. About 20 % of those asked said they believed corruption had lessened. 40 % said they believed it had worsened. So resent result shows corruption lessens the amount of food that people eat and prevents people from getting educated and receiving health care....

- 1. Comment on the following figures you came across: 40%; 20%; 900 million; 20.000; 16.**
- 2. Were you surprised by this information? Have you ever made an illegal payment to an official to receive services? If yes, why?**

Vocabulary practice

1. Which word is defined?

- dishonest, illegal, or immoral behaviour, especially from someone with power

- the people who work for an official organization whose job is to catch criminals and make sure that people obey the law _____
- not allowed by the law _____
- someone who is in a position of authority in an organization _____
- to stop something from happening, or stop someone from doing something _____
- subject or problem that is often discussed or argued about, especially a social or political matter that affects the interests of a lot of people _____
- to ask for something very firmly, especially because you think you have a right to do this _____
- money or a gift that you illegally give someone to persuade them to do something for you

2. Complete the sentences

- Angry demonstrators _____ the resignation of two senior officials.
- It is _____ to sell tobacco to someone under 16.
- Some sportsmen have been offered _____ to perform badly.
- We were _____ from entering the site.
- We should raise the _____ of gender discrimination.

Do you see any link between plagiarism and corruption?

According to the title, what will be the article about?

Academic fraud

The Craziest Black Market in Russia

It's not for oil or guns. It's for plagiarized dissertations. And every self-respecting doctor, lawyer, and politician in the country wants one.

Late last year, Russian newspapers reported what would have qualified as a stunning piece of news almost anywhere else: The chairman of the country's largest parliamentary body had been exposed as a plagiarist. Sergei Naryshkin, the former chief of staff in Vladimir Putin's administration and a prominent member of his United Russia party, stood accused of receiving the Russian equivalent of a doctoral degree on the strength of a dissertation in which more than half of the pages contained material lifted from other sources....

Scaring members of the Russian elite into being less corrupt is undoubtedly a victory. But, as Parkhomenko concedes, it is not the same as making regular people care about academic fraud or convincing them to stop thinking of it as a normal part of life. That is the ultimate goal of Dissernet, he said: "to get people to start caring."

"A lot of people are 'exposed' in Russia," Parkhomenko said, noting that Sergei Naryshkin has comfortably held onto his position in parliament and within his political party. "The Russian public says, 'So what? So he stole. Everyone steals. In the end, why would someone be a boss, if he is not stealing?' So reputation means nothing. The threat—we will ruin your reputation, we will tell everyone you stole—does not produce any effect."

If this is true—if the Russian people's fatalism about corruption really runs so deep—how will Dissernet ever achieve its goal of "restoring the value of reputation"?

"Gradually, gradually," said Parkhomenko. "Sometimes we do get a reaction—sometimes quite a loud and fervent one. And sometimes we are able to attach this label to people. Everyone knows, for example, that the minister of culture in Russia is a person with two stolen dissertations. It is written in Wikipedia. It comes up as the first result in Google. This is very important, to attach this label to someone, so that it drags behind him. Sooner or later it will mean something."

1. Match the highlighted words with the definition given

1. a long piece of writing on a particular subject, especially one written for a university degree
2. the opinion that people have about someone or something because of what has happened in the past
3. believing or feeling something very strongly and sincerely SYN strong
4. to make someone feel frightened
5. the best or most modern example of something
6. the group of people who are elected to make a country's laws and discuss important national affairs
7. the crime of deceiving people in order to gain something such as money or goods
8. to take words or ideas from another person's work and use them in your work, without stating that they are not your own
9. someone, especially a man, who is in charge of a meeting or directs the work of a committee or an organization
10. someone who uses another person's words, ideas, or work and pretends they are their own

11. the belief that there is nothing you can do to prevent events from happening
12. using your power in a dishonest or illegal way in order to get an advantage for yourself

- ✓ **Do you accept plagiarism as a tool to excel in education or/ and embark on brilliant career? Why?**
- ✓ **How does plagiarism contribute to corruption?**
- ✓ **If independent investigation shows that someone (no matter who) plagiarized, should it be publicized?**

Corruption: Causes and Solutions

Corruption: Causes and Solutions

What is Corruption? Why Is It a Problem?

Corruption can mean different things for different people. In short, corruption means the practice of obtaining power, influence, or other personal gains through illegitimate means, often at others' expense. Corruption anywhere does not exist in a vacuum. Corruption has resulted to crises in many parts of the world, and those on top have used it to take advantage of others.

Some examples:

- Typically, the word calls to mind political corruption, which could refer to a politician who, rather than letting the voters decide to elect him, will bribe and steal his way into office.
- A corrupt company, for example, may only promote individuals who perform personal favors for their boss.
- Corruption in a university setting may take the form of lecturers accepting cash for higher marks.

What are the causes of corruption? People do not indulge in corrupt practice because they like doing so; rather, it is their only option. The causes of corruption vary from place to place, but there are still some general causes:

1. Poverty: Poverty not only encourages corruption but corrupt public institutions, in turn, exacerbate poverty. It is not a good thing at all. The poor engage in corrupt practice out of desperation, but the only people who benefit in the long run are those already in power. It is no coincidence that the most corrupt countries often have the poorest citizens, or are otherwise ravished by war and violence. 80% of Africans live on less than \$2 a day. In 2010, the United Nations estimated that 239 million people in sub-Saharan Africa were undernourished. When the poor do not have what they will eat, they are forced to make money through cut-corners which are corrupt. The countries at the bottom of the corruption rankings, mostly in northern Europe, are among the wealthiest in the world. While it is difficult to say whether poverty causes corruption or corruption causes poverty, there is no question that the two are linked.

2. Illiteracy and Poor Education: Similar to poverty, the most corrupt countries are often those with low rates of adult literacy. Literacy can prevent corruption in a number of ways. First, those who can read well are more likely to read newspapers and online media, and therefore be able to critically evaluate their own public institutions and politicians. Corruption feeds off ignorance. Second, basic education makes people more likely to find stable careers,

and therefore they are less desperate. Again, while it's hard to say whether illiteracy causes corruption, or whether literacy can stop corruption, but it is obvious that the countries with low literacy rates are higher up in the corruption ranking than those with high literacy rates.

3. **Unemployment.** Similar to education and literacy, the unemployed are more likely to succumb to illegal ways of making money out of desperation. Many internet scammers and other grifters engage in this type of activity because they lack the opportunity to make legitimate gains. How do the countries with the highest rates of unemployment fare on the corruption scale?

4. **Greed:** Greediness is undoubtedly an important cause of corruption. Corruption continues to exist because the people with the most in a society are not content with what they have. The more they have, the more they want to acquire. In corrupt societies, politics is an avenue for greed as leaders use their positions to embezzle vast amounts of public funds meant for the public good.

Corruption can be reduced through the following solutions:

- **Employment Creation:** The government and powerful individuals should work together to create jobs for the masses. Those countries that lack technological development should invite other countries and private companies to help them build their technological infrastructure. When the masses make money and learn skills as employees of those companies, they can start their own businesses. This will, in turn, create more jobs for the citizens of the country. Governments should encourage skill acquisition programs and employment seminars. The people that gain those skills will develop their own businesses with time and start employing others. Within companies, mentorship programs can ensure that skills and knowledge are passed on to younger employees.
- **Pay Public Employees a Living Wage:** It may seem counter-intuitive to pay corrupt employees more, but if police officers and low-level bureaucrats make enough money by working, they won't feel the need to take bribes. In Nigeria, policemen are considered to be the most corrupt institution in the country, according to the 2003 Nigeria Corruption Survey Study. In eight of the nine most corrupt nations in 2013, more than 80% of residents considered the police to be corrupt. Public employees should also undergo anti-corruption training and education, emphasizing the negative effects of corruption.
- **Surveillance:** Electronic monitors, computer programs, and other technologies can monitor corruption in government and businesses. In corrupt countries, the use of technology can be preferable to relying on anti-corruption agencies staffed with friends of corrupt governments. The installation of these technologies should be done secretly, without the companies' awareness, or in a way that makes them impossible to be tampered with.
- **Anti-Corruption Bodies:** Each country should have anti-corruption initiatives. At the same time, there should be an international body monitoring corruption around the world without the need to answer to the rich and powerful within corrupt societies. The problem with some anti-corruption bodies is that many of them do not carry out their functions well. Many of them are

too weak. Any country with the strong anti-corruption body will win the war against corruption, and international cooperation can enhance domestic efforts.

As an expert you are asked to submit an oral report on corruption as a worldwide problem, describing its general causes and offering possible solutions. You can use the information from the text and other sources.

FIGHTING CORRUPTION

Do you agree that society should tackle corruption? What measures should be considered to solve the corruption problem? Do you think that it is the duty of youth to challenge corruption?

You will read about two different anticorruption activities, analyse their necessity and efficiency.

A) Zero Currency: A weapon against Corruption

Corruption is prevalent throughout the world and results in many problems for a country's _____ (POLITICS), _____ (ECONOMY), and social structures. One tool to stop corruption was developed in India. It is the "zero currency bill". At first glance, the bill looks like a regular current note - but instead of being for 20 or 100 rupees, it is for zero.

When an official asks a person for a bribe, the person hands the corrupt official a zero currency bill instead of real money. This is the way for any citizen to say no to _____ (BRIBE). Since this is a worldwide _____ (MOVE), it allows people to feel that they are not alone in fighting corruption.

In India, volunteers distribute zero rupee notes in bus stations and markets, as well as at the entrance of marriage halls. They also go to schools and colleges to _____ (PUBLIC) the movement. It helps that bribery is a crime in India, _____ (PUNISH) with suspension for work and jail time. Thus, when given a zero rupee note, an official will probably be afraid that _____ (DISCIPLINE) proceedings will be started and will do their job without a bribe.

B) Beating Bribery: Anticorruption Day in Morocco

Drummers and _____ (DANCE) filled the streets at Casablanca as part of International (CORRUPT) Day festivities organized by Transparency Maroc. In a youth-led project to raise (AWARE) about corruption through music, dance and theatre, hundreds of people turned out to support their message. The street theatre _____ (FACILITATE) turned the phrase often heard during Arab revolutions "The people want the downfall of regime" into "The people want the downfall of corruption". A _____ (THEATRE) piece included _____ (TRIBUTE) umbrellas of integrity to the crowd to shield them from the rain of corruption....

Group project: come up with effective measures to reduce or eradicate corruption or reflect on

one-time action (series of actions) to address the corruption problem. Think about: slogan, target audience, location, flyers

APPENDIX 2

The study of why people commit crime is important, not only as a field of behavioural research, but as a source of data for constructing public policy models in response to criminal behaviour. Greater understanding of why people commit criminal offences enables policy makers and the general public to make better decisions about the criminal justice system.

Consider each of the above theories regarding causes of crime, and the hypothetical solutions each theory offers. In the right hand column, identify whether you accept or reject the theory, and indicate why you have made the decisions as you have. Be prepared to share your information first with a partner, and then with members of a group of six.

| Theory of Crime | Characteristics or Beliefs of Theory | Solutions to Crime | Accept/Reject Theory and give reasons for decision |
|--------------------------|--|--|---|
| Classical Theory | <p>Crime is caused by the individual free will.</p> <p>Human beings are rational, and make decisions freely and with understanding of consequences.</p> <p>Crime is an immoral form of behaviour.</p> <p>Immoral behaviour will weaken the society.</p> | <p>Punishment is a necessary evil sometimes needed to deter criminals and to serve as an example for those who would violate the law.</p> <p>Crime prevention is possible through swift and certain punishment that counters any possible gains from criminal behaviour.</p> <p>More prisons and stiffer criminal laws with greater penalties for offenders are the best solutions to crime.</p> | |
| Biological Theory | <p>The basic determinants of human behaviour are, to a considerable degree, determined by genetics.</p> <p>These basic determinants of human behaviour may be passed from one generation to the next; criminal behaviour is genetically inherited.</p> <p>Human DNA, environmental contaminants,</p> | <p>The Eugenics movement appeared, including state - mandated sterilization of "feeble minded persons" in British Columbia and Alberta in the 1950s.</p> <p>Prevention of additional offspring would end the genetically criminal cycle.</p> <p>Research to find the gene responsible for crime will allow</p> | |

| | | | |
|--|---|---|--|
| | nutrition, hormones, physical trauma (especially to the brain) and body chemistry all combine to contribute to criminal behaviour. | medical science to turn off the gene in question once located. | |
| Psychobiological Theory (continued) | Chromosomal anomalies, reactions to foods, vitamin deficiencies, or environmental allergies, combined with a particular genetic makeup, will predispose some individuals to criminal behaviour. | Since no such gene has been discovered, medicinal approaches are employed using tranquilizers, antipsychotic drugs, and other mood-altering drugs to control behaviour | |
| Sociological Theory | The social environment is the cause of criminal behaviour, with weak or broken bonds to family, school, and religion being the catalyst to criminal behaviour. People engage in criminal behaviour because they do not see the benefits of adhering to conventional social values, and believe crime is a way to improve personal social conditions. | Positive alternatives divert peoples' actions away from criminal activity and create a sense of belonging, competence, and empowerment. Social programmes that change the cultural and social conditions thought to lead people into crime are the best solution | |
| Interactionist Theory | Association with other criminals is the factor most contributing to criminal behaviour among individuals. Failure of self-direction, and inadequate social roles are the root causes of criminal behaviour. | Offenders have the responsibility and ability to change their own behaviours. Opportunities for positive interaction with society will enable the criminal, or would be criminal, to choose productive and lawful behaviours to meet needs. | |

VOCABULARY FILE

Reading

Underclass that shames Scotland
From The Sunday Times, 2008

1. underclass - DEF
2. to shame sb – SP (speaking)
3. to address a problem - COL
4. (state-)dependent community - DEF
5. “broken society” – DEF/COL
6. to divert attention to smth – COL/PREP
7. to heal oneself/mend oneself - SP
8. to heal economic ills/(sick) economy – SP/COL
9. in time – PREP (preposition)
10. in the nature of things – SP/PREP
11. prosperity *n* / prosperous *adj* – DEF/WF
12. addiction to sth - PREP
13. to place burden on sb – COL/PREP
14. a taxpayer - DEF
15. for years to come *literary* - SP
16. unemployment – WF
17. to restore confidence in sb/sth – COL/ PREP
18. to resist the itch to do sth – SP/IDIOM
19. to meddle in/with =interfere - PREP
20. to mend oneself - SP
21. to remain in good health - PREP
22. gulf between smth and smth - PREP
23. to manage one’s life with general success – PREP/COL
24. social disaster - COL
25. to lay out sth (evidence) =to explain or describe sth clearly – **PHR**
26. unmistakably - WF
27. resentment at/against/of – WF/PREP
28. disapproval - WF
29. to regard sth as sth – PREP
30. pejorative – WF/SPELLING
31. to stigmatise – SPELLING
32. (to support) the unfortunate – WF, DEF/COL
33. state of affairs – SP, COL
34. to fade
35. undeniable - WF
36. social deprivation – COL/ WF
37. scarcely – WF, SP
38. to mask the reality - COL
39. inherited way of life – WF, SP
40. to fund sb through sth - PREP
41. to pay taxes – COL
42. consumer goods – SP/COL/ DEF
43. predominantly – WF
44. working population – SP, DEF

45. the middle class - DEF
46. to be ignorant of sth – PREP
47. to impinge on sth – PREP
48. criminal activity – SP, WF, DEF
49. tend to do smth – SP
50. to resent sth
51. to be aware of sth – PREP
52. to be conscious that/of (doing) sth – PREP
53. to be affected by sth– PREP
54. long-term unemployment – DEF/WF
55. educational failure – SP/DEF
56. unstable relationships – SP, COL
57. single parenthood – COL, WF/DEF
58. addiction to drugs/alcohol – PREP (до этого было уже просто addiction to sth, а здесь это алкоголизм и наркомания)
59. juvenile delinquency – COL, WF/DEF
60. antisocial behavior – COL/DEF
61. violence – WF, DEF
62. to be evident - WF
63. combination of smth in concentrated form - PREP
64. dependent = someone, especially a child, who depends on you for food, clothes, money etc (материально зависимое лицо) – WF/DEF
65. sector of society – COL, SP
66. to gloss over smth – PREP,
67. to contemplate sth =consider
68. remedy - DEF
69. to have solutions - SP
70. a quick fix - COL
71. to face up to sth (reality) - PHR
72. to alleviate smth
73. to be the consequence of economic forces - PREP
74. to some extent PREP
75. to be condemned as sth (insensitive) – PREP
76. insensitive - WF
77. lack of attention to sth - PREP
78. complacency *n* / complacently *adv* – WF
79. self-satisfaction – WF
80. to be indulged in sth - PREP
81. a sense of social responsibility - SP
82. to encapsulate sth =sum up
83. severe problem – COL
84. to contribute to sth – PREP
85. welfarism - DEF
86. perpetuation WF
87. to dispense with sth - PREP
88. (limited) scope for smth (action) - PREP
89. social security – DEF/COL
90. tax incentive – COL/DEF
91. to make a/much/little difference - COL
92. to pay direct taxes – SP/COL (до этого было просто to pay taxes)
93. to embark on smth (a reform) - PREP
94. thoroughgoing reform – COL

- 95. to abandon the practice of doing sth
- 96. to subject sb to sth - PREP
- 97. to be a prime cause – COL
- 98. a bold experiment - COL
- 99. to show indifference to smth – PREP/WF
- 100. to make sth one's priority - COL
- 101. sectarianism - DEF

Social stratification – Basic concepts

- 102. social stratification **DEF**
- 103. hierarchical arrangement of sth **COL/ WF/ SP/ PREP**
- 104. occupational stratification **DEF**
- 105. to be differentiated into (various occupational groups) **WF/ PREP**
- 106. to be deemed to be sth
- 107. honorable **WF**
- 108. to be internally divided between sth and sth **PREP**
- 109. to give /to receive orders **COL**
- 110. political stratification **DEF**
- 111. social ranks
- 112. to be hierarchically structured with respect to sth **PREP**
- 113. wealth **DEF/WF**
- 114. to accumulate income **COL**
- 115. cash **DEF**
- 116. materialized money **WF**
- 117. movable property **COL/ WF**
- 118. real estate **COL/DEF**
- 119. vertical social mobility **DEF**
- 120. transition from sth to sth **PREP**
- 121. movement from sth to sth **PREP**
- 122. social stratum **COL**
- 123. social scale **COL**
- 124. horizontal social mobility **DEF**
- 125. social position
- 126. stratification profile **DEF**
- 127. a generalized parameter of sth **WF/ PREP**
- 128. prestige **DEF/ SP**
- 129. to give respect to sth/sb **COL/ PREP**
- 130. public opinion **COL/DEF**
- 131. socio-economic status **DEF**
- 132. structural distribution of wealth/income **WF/ SP/ PREP**
- 133. the upper, middle and lower classes **DEF**
- 134. lumpens **DEF/ SP**
- 135. to be completely discarded by the society **SP/ PREP**
- 136. social inequality **DEF/WF**
- 137. to address a problem **COL**
- 138. to place a burden on sth **COL**
- 139. to mask the reality **COL**
- 140. to pay taxes **COL**

The end of upward mobility?

Newsweek Jan 26, 2009

141. to reach the top COL
142. the gap between rich and poor PREP
143. to ascend / ascension to sth PREP/WF/SP
144. to be the dominant issue COL
145. over the coming decades COL/PREP
146. (to constitute) a major dividing line in a society COL/DEF
147. threat to sth PREP
148. aspirations Syn: ambition SP
149. a fundamental shift COL
150. the problem of the colour line COL/DEF
151. ensuing days/months/years Syn: following SP
152. bear sb/sth out *ph r* PHR. V.
153. to face insurmountable barriers COL/SP
154. to reach one's full potential COL
155. ascent SP
156. to reflect sth
157. multiracial WF
158. the path to success (to open up) COL/PREP
159. to an extent unimaginable COL/WF
160. bourgeoisie DEF/SP
161. the rise of sb from tokens to a force PREP
162. meritocracy DEF/SP
163. household DEF
164. (the proportion of sth) to shrink / to grow from sth to sth PREP
165. (the percentage) to expand
166. racial equity (to improve) COL/DEF/SP
167. class disparities (to widen) COL/DEF/SP
168. the ultra-affluent DEF/SP
169. to transcend *formal* =to go beyond the usual limits of sth
170. on average PREP
171. stagnant / diminishing / steadily increasing incomes WF/COL
172. ethnic groups DEF/SP
173. to affect sth
174. low-wage professions DEF/COL
175. to have trouble doing sth COL
176. to distinguish sth from sth DEF/PREP/SP
177. to lag behind PHR.V.
178. to be/stay on a par with sth PREP
179. to be above/below the poverty level COL/PREP
180. to achieve gains in wealth COL/PREP
181. upward mobility DEF
182. to stagnate WF/SP
183. to move up PHR.V.
184. to be strikingly evident COL
185. to account for *phr* Syn: make up PHR
186. monopolistic business practices WF/COL
187. the order of the day IDIOM
188. net worth DEF/SP
189. to get a college degree COL

- 190. to go to elite colleges and graduate schools
- 191. to see one's wage decline
- 192. implicit contract / молчаливый, подразумеваемый договор DEF
- 193. to get ahead PHR.V
- 194. deepening recession DEF/ WF/SP
- 195. to make sth worse COL
- 196. to cut the number of sth/sb COL/PREP
- 197. (growing number of graduates) to flood the job market COL
- 198. to be financially pressed COL
- 199. college -educated workers DEF
- 200. skilled labour DEF/SP
- 201. boomer DEF
- 202. to face unprecedented competition COL/DEF/WF
- 203. trajectory DEF/SP
- 204. to reach the highest levels of society COL
- 205. historic optimism COL
- 206. stability of political system WF
- 207. to undermine sth SP
- 208. to rebuild a ladder of upward mobility COL

Voices of poor

- 209. inadequate income SP/WF
- 210. well-being/ill-being DEF/WF
- 211. to be multidimensional with sth (material and psychological dimension) SP/WF
- 212. freedom of choice and action COL
- 213. peace of mind COL/IDIOM
- 214. safety WF
- 215. belonging to a community PREP/WF
- 216. an independent livelihood WF/SP/DEF
- 217. a steady source of income COL/WF
- 218. lack of employment/money/shelter/clothing PREP
- 219. to work in unhealthy/polluted/risky environment COL/WF
- 220. to define sth as sth PREP
- 221. (perception of) powerlessness over sth WF/PREP
- 222. to be voiceless WF
- 223. a feeling of anxiety SP/WF
- 224. fear for the future PREP

Social Exclusion

- 225. social exclusion DEF/COL
- 226. causes and consequences COL/SP
- 227. to suffer from sth (combination of problems) PREP
- 228. poor housing COL/DEF
- 229. bad health COL
- 230. family breakdown DEF/WF
- 231. to treble WF
- 232. to sleep rough IDIOM
- 233. to launch sth SP
- 234. poor investment in sth (measures) PREP/COL
- 235. to reintegrate victims WF

Social issues

- 236. inner-city SP/DEF
- 237. (to establish) cardboard cities DEF/COL
- 238. (inner-city) unrest WF/DEF
- 239. to boil over into sth (full-blown riots) PHR/PREP
- 240. to receive job seeker's allowances DEF/SP
- 241. asylum seeker COL/SP/DEF
- 242. to constitute a new social underclass
- 243. (rigid) class distinctions COL/WF
- 244. people power DEF
- 245. to hold decisive votes in elections
- 246. grey power COL/DEF
- 247. to be in a poverty trap COL/PREP
- 248. in a bid to do sth PREP
- 249. to curb low wages COL
- 250. breakdown of (pay) negotiations PREP/WF
- 251. to resort to industrial action PREP/COL/DEF
- 252. police harassment SP/COL/DEF/WF
- 253. alleged offence/crime/incidence COL
- 254. to be commonplace SP
- 255. a single-parent family DEF

Poverty

- 256. to solve the problem OF sth PREP/COL
- 257. to escape poverty COL
- 258. to live below the poverty line COL/PREP/DEF
- 259. to lift sb out of poverty PREP/COL
- 260. simple solution
- 261. to be due to external forces PREP/COL
- 262. to be beyond someone's control PREP
- 263. deprived regions COL/DEF
- 264. to live on the margins of society PREP/IDIOM
- 265. an issue for developing countries
- 266. street children DEF
- 267. to live on the streets PREP
- 268. to be in desperate need COL/PREP
- 269. to breed crime COL
- 270. to have a golden opportunity to do sth IDIOM
- 271. to combat poverty COL
- 272. to eradicate poverty COL/SP
- 273. to alleviate poverty COL/SP

Our global problems

- 274. to seek political asylum COL/DEF
- 275. asylum seeker COL/DEF
- 276. economic migrants COL/DEF
- 277. to look for a better life
- 278. to take to the streets =to express their opposition to something in public and often violently
IDIOM
- 279. to demonstrate about sth PREP
- 280. debt repayment DEF/COL
- 281. to hit (*about* earthquake)

- 282. death toll DEF
- 283. sexual exploitation COL/DEF
- 284. world-wide problem
- 285. child labour COL/DEF
- 286. a (big) protest against PREP

Vocabulary exercises pp.14-15

- 287. developing/third world countries/world/economy DEF/COL
- 288. prosperous country WF/COL/SP
- 289. high birth rate COL/DEF,
- 290. to be overpopulated/overpopulation SP/WF/DEF
- 291. to reduce global famine DEF/COL
- 292. to be overestimated SP/WF
- 293. relief supplies DEF/SP/COL
- 294. to be overjoyed SP/WF
- 295. (to underestimate) the gravity of the situation WF/COL
- 296. drought-stricken area SP
- 297. to oversimplify a problem COL/WF/SP
- 298. to be (seriously) undernourished/undernourishment DEF/WF/SP/COL
- 299. third world economy COL Investment in developing countries from banks and governments has also declined. This obviously affects the **economies** of the **third world** countries because that means less jobs to be given and less money to invest in the economy and business.
- 300. to be overburdened with foreign debt DEF/WF/PREP
- 301. the underprivileged peoples SP/WF/COL/DEF = a segment of the population that does not have access to the rights or benefits granted to the rest of society, often because of low economic or social status; пер: неимущие слои населения
- 302. refugee camps COL/DEF/SP
- 303. to be (seriously) overcrowded WF
- 304. to send aid to sb COL/PREP
- 305. to help in short term PREP
- 306. the underlying causes of the problem COL/SP/WF
- 307. to be underrated WF/SP
- 308. a drift of population from ... to PREP/ DEF
- 309. rural/urban areas DEF/COL/SP
- 310. to be desperately needed SP/COL Because mobile technology is relatively cheap and easy to spread, it can connect the rural areas that **desperately need** healthcare with the large populations of doctors who live in the urban centers.
- 311. to be illiterate DEF/ WF
- 312. to lack essential services SP
- 313. piped water / electricity DEF/COL
- 314. thinly/sparsely / OPP densely populated DEF/COL
- 315. impoverished nation DEF, SP/WF
- 316. to run (schools, hospitals)
- 317. to end up (doing smth.) PHR.V.
- 318. a shanty town DEF
- 319. humanitarian aid COL/DEF/SP = the support or relief given to save human lives or to alleviate suffering, including public health efforts and the provision of financial resources and food, often when governmental authorities are unable or unwilling to provide for such assistance.
- 320. to pour into the country PREP
- 321. charitable agencies DEF/WF

- 322. to struggle to cope
- 323. day-to-day life COL
- 324. a struggle for existence PREP/WF
- 325. agency workers
- 326. to encounter resistance to sth COL/PREP/WF/SP
- 327. government forces COL
- 328. to stabilize the economy COL/WF
- 329. to devalue the currency DEF/WF/SP
- 330. to rule out the possibility of sth PHR.V/COL
- 331. military intervention COL/WF/DEF/SP
- 332. to be hopeful of sth WF/PREP
- 333. to achieve a settlement by COL/WF
- 334. diplomatic means COL
- 335. the Secretary General of the UN DEF
- 336. to roundly condemn sth COL/SP
- 337. ethnic cleansing DEF/ COL/SP/WF
- 338. disproportionate amount of sth SP/WF
- 339. slavery DEF/WF
- 340. to be universally illegal COL/WF
- 341. to ignore the fact that COL
- 342. recycling DEF/SP
- 343. charity DEF
- 344. organic food COL/DEF
- 345. irrigation DEF/SP/WF
- 346. subsidy DEF/SP
- 347. negotiation DEF/WF/SP
- 348. self-sufficiency DEF/WF/SP
- 349. immunization DEF/SP/WF

Charity

- 350. to collect money from sb (public) prep/col
- 351. to aid sb
- 352. to change out of all recognition prep/wf
- 353. increasing awareness among sb prep/def/spel
- 354. to put money in a collecting box prep
- 355. the advent of smth prep
- 356. second-hand goods col/def
- 357. to be donated by sb/to donate sth prep
- 358. a charitable project col/def
- 359. a fair income col/def
- 360. charity event/walk/concert col/def
- 361. to be sponsored to do sth wf/prep
- 362. means of sth prep
- 363. to raise money col
- 364. proceeds of/from sth prep/def/spel
- 365. to go to a good cause prep
- 366. a reflection of the fact prep
- 367. the huge success of sth prep
- 368. power of the media col/prep
- 369. to inspire and shock def
- 370. to differ significantly from sth prep/wf/spel
- 371. to phone up ph.verb

372. to pledge money col/def/spel
 373. to quote one's credit card number col/def

Little moments

374. youth-service organization wf
 375. to be in operation for (time) perp
 376. to be dependent on sth prep
 377. valuable (invaluable) volunteers col/wf
 378. to have a proven track record col/def
 379. beneficial relationships spel/wf
 380. youth development experts wf
 381. (additional) caring adults col
 382. to work closely with sb prep
 383. to be compatible and supportive wf
 384. to be screened and supervised wf/spel
 385. willingness to do sth prep/wf
 386. a participant wf/spel

Amnesty International Организация «Международная амнистия»

387. a worldwide movement col/wf
 388. to promote (recognized) human rights col
 389. regardless of sth (of nationality) wf/spel'prep
 390. to enjoy human rights col
 391. to be enshrined in prep
 392. the Universal Declaration of Human Rights def
 393. human rights standards col/def
 394. to undertake research/action col
 395. to specifically focus on sth prep/wf
 396. prevention of sth (abuses of the rights to) prep
 397. elimination of sth prep
 398. abuses of the rights to sth prep
 399. physical and mental integrity spel/col
 400. freedom of conscience and expression spel/prep/def/col
 401. freedom from discrimination prep/col
 402. within the context of one's work prep/col
 403. to be impartial wf/def
 404. political persuasion def/col/spel
 405. religious creed col/wf
 406. to be financed largely by sth prep
 407. subscriptions from sth prep
 408. donations from sb prep
 409. worldwide membership col/wf/spel

Meals on wheels

410. 'Meals on Wheels' col
 411. a government-subsidised project col/spel/wf
 412. to offer sb an opportunity col
 413. invalid def
 414. hot nourishing meal col/def
 415. the elderly wf
 416. physically or mentally challenged col
 417. to get out and about col/ph. verb

- 418. on your own col
- 419. innovative scheme def/col/spel
- 420. saving grace col/def
- 421. tasty health ingredients ?
- 422. to graciously donate sth spel/col/def
- 423. apart from sth prep
- 424. warm smiles and friendly conversation col
- 425. to give sth freely col/wf
- 426. to become a lifeline to sth prep
- 427. less fortunate members of society/community col

REPORT WRITING

HOW TO BEGIN REPORTS:

- ✓ The purpose/aim/intention of this report is to outline/present/discuss the meeting held on.../the progress of.../the decision of the committee...
- ✓ As requested, this is a report concerning/regarding the matter/subject of...
- ✓ This report contains the relevant information/details of/concerning... which you requested/asked for
- ✓ This report outlines recent investments in.../changes made to club rules and procedures/companies achievements in.../concerning...
- ✓ The information below summarizes the event which took place...
- ✓ The purpose/aim/intention of this report is to examine/assess/evaluate the results of a survey in which ... people/residents/viewers were asked about/whether/what...
- ✓ This report outlines the result of a survey conducted/carried out to determine/discover the reaction/popularity/attitudes/opinion of...
- ✓ As requested, this survey report contains information compiled from...
- ✓ The data included in this report was gathered/obtained by means of questionnaire/a telephone survey/door-to-door interviews...
- ✓ The information below summarizes statistics compiled by...

HOW TO END REPORTS:

- ✓ To conclude/To sum up/In conclusion, the current state of affairs is that...
 - ✓ On the whole it would be fair to conclude that...
 - ✓ I am pleased to announce/inform members (that) arrangements are progressing smoothly/according to schedule/faster than anticipated.../ahead of schedule...
 - ✓ Unfortunately, progress has not been as fast as expected/a number of difficulties have been encountered/the issue has not been resolved...
 - ✓ To conclude/To sum up/In conclusion, the survey clearly shows... on the basis of these findings, it would seem that..., the results of this survey suggest/indicate/demonstrate/reveal that..., etc...
-
- ✓ to carry out/conduct a survey (=do a survey)
 - ✓ survey shows/reveals that
 - ✓ to outline the results
 - ✓
 - ✓ to obtain data from sb
 - ✓ to respond to a questionnaire survey
 - ✓ to indicate sth

TO EXPRESS FACTS AND PROPORTIONS:

- ✓ Of the 450 people/students/workers who, etc, were questioned/interviewed/asked...
- ✓ Ten/fifty-six, etc, percent of people/consumers, etc were of the opinion...
- ✓ The majority/minority of viewers/etc felt/believe that...
- ✓ A significant percentage of those who responded expressed (dis)approval of...

- ✓ A large/small proportion of people surveyed replied/reported that...
- ✓ Over one third/half of those interviewed chose/preferred...

TO EXPRESS GENERALIZATIONS:

- ✓ On the whole/Mainly/In general terms/Generally speaking, ...
- ✓ Most consumers prefer..., which is shown/illustrated by the fact that...
- ✓ It is generally felt that..., as proved/demonstrated by the fact that...
- ✓ Few people approve of..., as confirmed/emphasized by the fact that...
- ✓ This fact suggest/implies/indicates that the average person chooses...

To begin reports:

- ✓ The purpose/aim/intention of this report is to...
- ✓ As requested, this is a report concerning/regarding...
- ✓ This report, etc contains/outlines/examines/assesses...
- ✓ This report commissioned by smb to access..

To end reports:

- ✓ To conclude/To sum up/ In conclusion/ On the whole..
- ✓ On the basis of the points mentioned above, it would seem that..
- ✓ It is (therefore) felt/ believed/ apparent/ obvious (that)..
- ✓ I / We conclude/ recommend/ would suggest (that)..
- ✓ My/ Our recommendation is that.. should be..

Linking words:

- ✓ In addition/ Moreover/ Furthermore *fml*/ as well as / besides/
- ✓ For example/ For instance
- ✓ but/ although / however/ nevertheless/ nonetheless/ whereas/ while/ in spite of/ despite the fact that
- ✓ therefore *fml*/ so/ thus *fml*/ as a result/ consequently/ as a consequence

Dictionaries Online:

<http://dictionary.cambridge.org> Cambridge Dictionaries Online

<http://www.macmillandictionary.com> Macmillan Dictionary

<http://www.ldoceonline.com> Longman Dictionary of Contemporary English

<http://www.collinslanguage.com> Collins English Dictionary + Thesaurus + Cobuild