

**МИНИСТЕРСТВО ОБРАЗОВАНИЯ РЕСПУБЛИКИ БЕЛАРУСЬ**  
**УЧРЕЖДЕНИЕ ОБРАЗОВАНИЯ**  
**“БЕЛОРУССКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ТРАНСПОРТА”**

**Кафедра иностранных языков**

**И. И. ЗАБРОДСКАЯ, Н. П. МОРОЗОВА**

# **ПРОБЛЕМЫ МОЛОДЕЖИ**

**Учебно-методическое пособие по английскому языку  
для студентов дневной формы обучения всех специальностей**

**Гомель 2010**  
МИНИСТЕРСТВО ОБРАЗОВАНИЯ РЕСПУБЛИКИ БЕЛАРУСЬ  
УЧРЕЖДЕНИЕ ОБРАЗОВАНИЯ  
“БЕЛОРУССКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ТРАНСПОРТА”

Кафедра иностранных языков

И. И. ЗАБРОДСКАЯ, Н. П. МОРОЗОВА

# ПРОБЛЕМЫ МОЛОДЕЖИ

Учебно-методическое пособие по английскому языку  
для студентов дневной формы обучения всех специальностей

Под редакцией *Н. А. Гришанковой*

*Одобрено методической комиссией  
гуманитарно-экономического факультета*

Гомель 2010

УДК 811.111(075.8)

ББК 81.2 Англ.

3-12

**Р е ц е н з е н т ы:** канд. пед. наук, доцент кафедры «Теория и практика английского языка» *Л. И. Богатикова* (УО «ГГУ им. Ф. Скорины»); ст. преподаватель кафедры иностранных языков *В. И. Комиссарук* (УО «БелГУТ»).

### **Забродская, И. И.**

3-12 Проблемы молодежи : учеб.-метод. пособие по английскому языку для студентов дневной формы обучения всех специальностей / И. И. Забродская, Н. П. Морозова ; под ред. *Н. А. Гришанковой* ; М-во образования Респ. Беларусь; Белорус. гос. ун-т трансп. – Гомель : БелГУТ, 2010. – 39 с.

ISBN 978-985-468-789-6

Пособие состоит из 3 частей, которые включают в себя лексические упражнения на усвоение лексических единиц, вводимых в начале каждого раздела, тексты разной степени сложности, а также предтекстовые и послетекстовые упражнения, активизирующие речевую и мыслительную деятельность обучаемых.

Цель пособия – взаимосвязное обучение всем видам речевой деятельности, направленное на формирование учебно-познавательной компетенции.

Предназначено для студентов дневной формы обучения всех специальностей.

**УДК 811.111(075.8)**

**ББК 81.2 Англ.**

**ISBN 978-985-468-789-6**

© Забродская И. И., Морозова Н. П., 2010

## YOUTH PROBLEMS

### Unit 1

#### NEW GENERATION KNOWS BEST

*When we are out of sympathy with the young, then I think our work in this world is over*

Macdonald

#### WORDS TO STUDY

**adolescence** – юность; **adolescent** – юноша; девушка; подросток; подростковый

**to aim** – стремиться (к чему-либо); **aim** – цель; намерение

**to assess** – оценивать; **assessment** – оценка; признание

**contest** – соревнование; конкурс

**to contribute** – жертвовать (деньгами и т. п.); делать вклад; **contribution** – вклад; содействие

**creative** – творческий

**to experience** – испытывать; переживать

**to face** – сталкиваться

**objective** – цель

**potential** – потенциал; возможности

**prosperity** – процветание, успех

**to socialize (with)** – общаться; встречаться

**teenage** – находящийся в возрасте от 13 до 19 лет; юношеский

**value** – ценность; важность

**to volunteer** – предлагать (свою помощь); сделать по своей инициативе;

**volunteer** – доброволец

**youngster** – юноша; мальчик; подросток

## LEXICAL EXERCISES

### 1 Match the words on the left with their synonyms on the right:

- |                 |                    |
|-----------------|--------------------|
| 1 contest       | a) aim             |
| 2 objective     | b) adolescent      |
| 3 to socialize  | c) competitor      |
| 4 teenage       | d) to live through |
| 5 to experience | e) to communicate  |

### 2 Complete the following sentences using the given words: *to assess, contribution, creative, volunteered, values*:

- 1 The young generation will make a positive ... to the society.
- 2 He was taught to be guided by the moral ....
- 3 He is too young to ... his abilities in swimming.
- 4 A group of adolescents ... to work at the old people's home.
- 5 It was useful and ... work.

### 3 Translate the following sentences into Russian:

- 1 The initiative is aimed at helping young people.
- 2 Adolescent period is a period between childhood and adulthood.
- 3 This young man has a considerable potential.
- 4 Nobody refused to contribute to the Red Cross.
- 5 She enjoys socializing with her friends in my spare time.

## TEXT 1

### Look through the text quickly and answer the questions. The Can-do Generation:

- 1 What are young people like today?
- 2 How do they see themselves and each other?
- 3 What do they think about their future?
- 4 How do boys and girls behave if they are not confident of themselves?

## CAN-DO GIRLS

Things are changing for girls – there's a new generation of confident girls. They think that they can do everything, that they'll be successful and have an exciting future. These can-do girls believe that they can-do everything that boys can-do and that they can do it even better! The typical can-do girl has a good relationship with her parents, especially with her father. Another thing that seems to be important is a good relationship between the girl's father and mother.

## TOMORROW'S MEN

Things are changing for boys too. It isn't good now to be loud, tough and macho. Tomorrow's men are confident in a different way – they have better relationships with adults, with girls and with each other. They can talk to parents and teachers about most things. School is important for them. And they don't think that men are better than women. These are can-do boys and they're sure that they'll have a great future.

### *Vocabulary*

**can-do generation** – поколение, которое все может.

## TEXT 2

**Read the text "It's So Good To Be Young" and say:**

- 1 Why the period of adolescence is important?
- 2 What the aim of the educational policy of our state is?
- 3 What the main objectives of the youth policy are?

## IT'S SO GOOD TO BE YOUNG

It's common knowledge that at the age of 18 young people take on most of the rights and responsibilities of adulthood. But until adolescent years come, the teenager lives through a very important character-building period of adolescence. During this time youngsters rapidly grow out of their last year's clothes become more intellectual, better educated and better socially informed. They want to be more independent, they try to keep to their own values which are not always the same as those held by their parents and older people. They think more for themselves and do not blindly accept the ideals of their elders. They admit that the old know a lot for the simple reason that they have been around in this world a bit longer. The young often doubt that the older generation has created the best of possible worlds. They question their values and grown-ups often lose contact with teenagers. Traditionally, the young have turned to the older people for guidance. Today, adults – if they are prepared to admit it – could learn a thing or two from their children. At the same time teenagers are definitely influenced by the values and moral requirements which they learn at home, at school as well as from their social surrounding, including mass media.

While the teenage years for most young people are basically free of a serious conflict, they may face a certain number of personal emotional problems either at home or at school or with their friends. And if they can't cope on

their own with the difficulties they face and they have nobody to turn to for support or advice and find understanding, some of the weak-willed take to drinking or they may even start taking drugs or committing crimes. They are those whom psychologists call "problem children" and they are the major concern of the society and educational authorities in every country. The educational policy of our state is aimed at creating necessary facilities for young people to develop their abilities and encouraging them to live "a healthy life".

Talented children are encouraged by the government and local authorities to realize their creative and intellectual potential to its full. Contests in various subjects are very popular with Belarusian pupils and they are held every year. So far there hasn't been a single international Olympiad at which our pupils haven't been among the winners. Becoming a winner at an international Olympiad is prestigious and is good evidence of the brilliant knowledge of the subject of an individual pupil and at the same time it's a broad assessment of the educational system of the country the winner represents.

Another way how young people can display their abilities is their contribution to the national economy. In the summertime a lot of young people in the countryside work together with their parents in the fields helping to get a good harvest. Some even get awards and prizes.

It's quite natural that young people want to socialize with their equals so as to express their views on several political and social issues. They join youth organizations and societies. The most popular with young people is the Belarusian Republican Youth Union (BRSM) which was set up in 2002. The main aim of the Union is to involve young people into socially useful activities such as sporting events, volunteering at hospitals, taking care of war veterans, assisting the old and the handicapped, carrying out some ecological projects and doing other things.

International cooperation is among the objectives of youth policy in our country as well. The existing agreements are aimed at establishing and developing relations with youth organizations of other countries, including the CIS states. Our young people attend various forums and conferences at which they debate and exchange opinions on youth problems in different countries. Youth international contacts are important and we all understand that the future of our planet is with the young and we lay our best hopes on them.

**Answer the questions:**

- 1 What is the period of adolescence characterized by?
- 2 What values are teenagers influenced by?
- 3 What problems may some teenagers face?
- 4 What happens if teenagers can't cope with their problems?



- 5 How can young people realize their creative and intellectual potential?
- 6 What is the educational policy aimed at?
- 7 Why is winning an international Olympiad prestigious?
- 8 In what other ways can young people show their abilities?
- 9 When was the Belarusian Republican Youth Union formed (BRSM)?
- 10 What activities do the BRSM members participate in?

### TEXT 3

**1 Read the text "All Starts in a Family" and say if the speaker is optimistic about family life.**

#### ALL STARTS IN A FAMILY

(A letter to the editor)

I'm a perfectionist. I believe that everything has its beginning in the family. Family is important for every person, because it gives you a sense of stability and tradition, a feeling of having support and understanding. In happy families parents are frank and honest with their children, they treat their children with respect without moralizing or bossing them around and children in their turn learn how to treat other people, how to form relationship among their equals. In a friendly family people are gentle, respectful and loving. This is how things should be in all families. And maybe that's why TV advertisements, modern magazines, films and talk shows force these ideals of family life upon millions of average people. They force them to think that a perfect family should consist of two parents (both successful) and two children (healthy, happy, with rosy cheeks), as family still remains the key social structure. At weekends they have breakfast together, then go to the park, picnic or zoo, they broadly smile and look cheerful. But at the same time the mass media report numerous instances of family tragic clashes and miserable children who suffer a lot when marriages break up and several of whom have to be brought up in children's homes.

At wedding ceremonies couples are sure that they will have and hold each other from this day forward, for better and for worse till death parts them. But what later makes them unhappy in their married life? Why does eternal love sometimes end up in tears?

Marriage is a very responsible decision. Common interests, mutual respect and understanding are no less important than love. And living under one roof always means compromise. Parents shouldn't be ashamed of saying "I love you, dear!" in front of their children. Children need to know that their parents love them and they also love each other.

I suppose the saying is true that small children create small problems while the big ones bring big problems. The older we grow, the more patient our parents should be with us. Teenagers often protest and very often they seem to be against the whole world when they are 14 or 15 years of age. Every generation is different from the previous one due to the changes that take place in economic, social and political spheres of every society and in every country. So, should our parents make us live according to their values? Of course, their judgments on many things are sensible and reasonable (experience is a great thing that is acquired with years), but at the same time I suppose that children have the right to make their own mistakes and to overcome their own hardships. As for me, I always try to look at the bright side of things.

Of course, the young should turn to their elders for guidance. And the elders should be prepared to admit that they can learn a thing or two from their children. The young are better educated nowadays; they grow up more quickly, enjoy more freedom and are not so dependent on their parents. They think more for themselves and do not blindly accept the ideals of their elders. Every new generation is different from the one that preceded it. Older people have never liked to feel that their values may be questioned. And this is exactly what the young are doing.

Respect, support, confidence and love are most important in a family. I do believe in family as a basic social institution. Am I right?

Yours Alice

### *Vocabulary*

**perfectionist** – взыскательный, добивающийся во всем совершенства человек;

**clash** – столкновение;

**mutual** – взаимный;

**previous** – предыдущий;

**hardship** – трудность;

**blindly** – слепо

**2 Read the quotations connected with family life, translate them into Russian and say how you understand them. Say which of them you agree to and which are wrong in your opinion.**

a) We never know the love of our parents until we become parents ourselves.

b) The best way to make children good is to make them happy.

c) A tree is known by its fruit.

- d) All happy families resemble one another, each unhappy family is unhappy in its own way.
- e) A family is a group of people who have the same name and sit together in front of a TV-set.
- f) Home is where the heart is.

**3 Act out a talk show on family problems. Choose the topic you are going to discuss and interview your groupmates.**

- a) The young can't blindly accept the ideals of the elders.
- b) The old can learn some useful things from the young.
- c) Too much money spoils the young especially the stars' children.
- d) Young people need guidance.
- e) Each new generation is better and more intellectual than the previous one.

#### **TEXT 4**

**1 Read the text and see whether your opinion coincides with that of the author on all the points.**

#### **A WORD FROM AN OLD GRUMBLER**

I would say that nowadays young people are poorly adapted to contemporary life, no matter how well they are armed with modern computer technologies and devices. Though some of them look quite grown-up physiologically at a rather early age, yet, they are far less developed mentally and psychologically. This contradiction leads to their incorrect self-estimation as well as to the wrong estimation of their abilities and possibilities on the part of the grown-ups who deal with them.

Most of those young dream of independence; they declare that they are sick and tired of their parents' constant supervision and too abundant care. But are they really ready and able to live separately and independently? Some of them realize how much they owe to their parents only when they lose them. We are living in a critical period of time when old values and ideals have been dethroned but those new ones, so much attracting young people with their tinsel luster are more than often false and are unlikely to stand the test of time.

Yet rare are people ready to study on others' mistakes and advice. So again and again young people "step on the same rake" as the famous Russian saying goes. There still exist and will always be preserved the so called eternal values such as genuine love, fraternal friendship, kindness and readiness to help,

the ability to understand real beauty, to admire other people's high qualities and talents and to be tolerant to their drawbacks.

Someone once said: to understand what kind of person an individual is he or she is to undergo three kinds of temptations. They are as follows: testing by wealth, testing by glory and testing by power. They who have passed these three temptations and remained sensitive to other people's pain and grief, ready to help those in need, to defend the weak, to give hand to those in trouble, not to bend neck before a mediocrity in power, but respect, value and admire other people's achievements, never envy and enjoy the beauty of the world – only those may consider themselves happy. And the last but not the least: you must love other people. The paradox is that egoists can never be happy.

### *Vocabulary*

**to grumble** – ворчать; жаловаться;

**to adapt (oneself)** – приспособливаться;

**contemporary** – современный;

**to estimate** – оценивать;

**abundant** – обильный, чрезмерный;

**tinsel** – показной; мишурной;

**luster** – глянец, блеск;

**eternal** – вечный;

**temptation** – искушение, соблазн;

**mediocrity** – человек, обладающий посредственными способностями

### **2 Discuss the following questions.**

1 Do you agree that nowadays young people are more than often accelerate in their physical development but keep behind in mental aspect? Why?

2 Do you think it is possible to learn on other people's mistakes? Why do we make the same mistakes generation by generation?

3 What do you think of the so-called "eternal values"? Can they really be unchangeable?

4 Would you like to be put to the three temptations mentioned in the letter? How do they usually change people? Would they change you? In what way?

## TEXT 5

### 1 Read the dialogue and do the assignments following it:

#### CLEAN UP YOUR ROOM

(After Art Buchwald)

(You don't really feel the generation gap in this country until a son or daughter comes home from college for Christmas. This dialogue is probably taking place all over America this week.)

– Nancy, you've been home from college for three days now. Why don't you clean up your room?

– We don't have to clean up our room at college, Mother.

– That's very nice and I'm happy you're going to such a free-willing institution. But while you are in the house I would like you to clean up your room.

– What difference does it make? It's my room.

– I know, dear. And it really doesn't mean so much to me. But your father is much afraid of the plague. He said this morning if it's going to start anywhere in this country, it's going to start in your room.

– Mother, you people aren't interested in anything really important. Do you realize how big corporations are polluting our environment?

– Your father and I are very much worried about it. But now we are more concerned with the pollution in your bedroom. You haven't made your bed since you came home.

– I never make it at the college.

– Of course you don't and I'm sure the time you save goes toward your education. But we still have that old-fashioned ideas about making beds in the morning and we can't give them up. And since you are at home for such a short time, why don't you do it to please us?

– Oh, Mother, I'm quite grown-up! Why do you have to treat me like a child?

– We are not treating you like a child. But it's difficult for us to realize you're an adult when you throw all your clothes on the floor.

– I haven't thrown all my clothes on the floor. Only those I wore yesterday.

– I'm sorry I exaggerated. Well, how about the dirty dishes on your desk? Are you collecting them for a science project?

– Mother, you don't understand us. You people were brought up to have clean rooms. But our generation doesn't care about things like that.

– No one respects education more than your father and I do, particularly at the prices they are charging. But we can't see how living in dirt can improve your mind.

– All right, all right. I'll clean up my room if it means that much to you. But I want you to know you've ruined my vacation.

– It was a risk I had to take. Oh, by the way, I know it's a terrible thing to ask you, but would you mind helping me to wash the dinner dishes?

– Wash dishes? Nobody washes dishes at college.

– Your father and I were afraid of that.

### *Vocabulary*

**a free-willing institution** – заведение, где можно делать все, что хочется;

**plague** – чума;

**to pollute the environment** – загрязнять окружающую среду;

**exaggerate** – преувеличивать.

**2 Say in what way the girl thinks her generation differs from that of her parents. Is she right?**

**3 Say how you understand the phrase "generation gap". Use the following words and expressions if necessary:**

lack of mutual understanding; common interests; disrespect of children for their parents; modern; old-fashioned; to feel superior (superiority); estrangement (отчуждение) between the younger and older generations; misunderstanding and tension in the family; to feel embarrassed; to be out of question; to spoil relationships.

**4 Role play the dialogue.**

**5 Read the joke and say what it adds to the "generation gap" problem:**

### **A Talk in the Tram**

– Who's that long-haired young man?

– It's not a young man. It's my daughter.

– Indeed? You're such a young father!

– I'm not the father. I'm the mother.

## TEXT 6

**1 Robert Bridge, an American correspondent in Moscow shares his impressions after visiting his native places in America. Read and learn what he was so amazed at. Do we deal with the same problems in this country?**

### WHERE HAVE ALL THE CHILDREN GONE

On a recent trip back to America, I decided to take a nostalgic walk through my old neighborhood, a walk down memory lane, as it were.

I visited the baseball field where life-and-death games were played until the ball was nothing but a dangerous silhouette against the night sky. I walked through a small patch of urban woods where baseball players became fearless soldiers and crude tree branches substituted as guns. I sat momentarily on the old wooden porch where lazy conversations warmed the chilly evenings.

It wasn't until later that I realized something was oddly amiss: there were no children to be seen – anywhere. My old neighborhood had become a ghost-town, devoid of the voices of children (cynics may counter that this is not such a bad thing). With a bit of detective work I soon discovered that the kids were all “interacting” with some electronic gadgets. If they weren't sitting blankly in front of a television screen, they were staring blankly at a computer screen; If they weren't playing a video game, they were sending an e-mail to a friend, who probably lived right down the street. In short, they were all “plugged in” one way or another. And the playgrounds stood silent.

Nor is Moscow immune to the scourge of the technobug. Here, the mobile phone is Public Nuisance Number One (that is, next to the shrieking car alarm). On a recent trip to a restaurant with a friend, it suddenly became obvious that an uninvited third party had joined us. The ultra-hip Nokia phone literally had a seat at the table and enjoyed far more conversation than me. Regrettably, the obnoxious device remained silent when it came to paying the bill.

How about the walkman stereo system that includes a convenient head-jack that plugs directly into the skull? The idea behind this invention, it seems, was to provide the listener with an opportunity to listen without disturbing the peace. However, over time, most walkman users have lost most of their hearing and must turn the volume up to the highest possible decibel. Thus, everyone within 10 meters is susceptible to the musical tastes of the soon-to-be-deaf adolescent. These gadgets should come with the government health warning. “Can cause permanent hearing loss”.

And how about the latest sensation in technological breakthroughs which threatens to revolutionize the entire wired world? You know – the SMS message option thingamajig on mobile phones. Not only will the youth of the world be deaf at 40, they will be blind as well from trying to hammer out those teeny-tiny little buttons in order to communicate asinine messages like “I miss you”, “You are revolting”, “Let’s not see each other anymore”. Jolly fun, isn’t it?

The greatest paradox from this technological onslaught is that we are not saying anything more we did before. Actually, we may be saying a good deal less, since when we finally meet in the flesh and blood we haven’t got the strength to talk.

I might continue on this rant – but I must check my emails now.

### *Vocabulary*

**party** – (here) person;

**momentary** – lasting for a moment;

**thingamajig** – a person or a thing whose name one forgets;

**revolting** – disgusting;

**teeny** – tiny (very small);

**to rant** – to use extravagant boating language, say or recite theatrically;

**bug** – (here) virus, germ;

**onslaught** – furious attack;

**susceptible** – easily influenced by feelings, impressionable;

## **2 Read the confession of the boy and say if you have to deal with the same problem.**

I can’t imagine my life without a computer and virtual space now. Like 10 % of the Internet users around the world I am dependent on virtual space. I am afraid this addiction is not less harmful than alcohol or drugs. I spend 14 or more hours a week playing computer games on average. I think a computer game for boys helps me to prove I can be strong and courageous and I can give a way out to my inner aggression. It also helps me put on different images and act accordingly. But I hope I can cope with computer addiction if I find an application of my strength and abilities in reality. Do you think sport and social activity are of great assistance in this case?



## Unit 2

### MALADIES OF THE 21<sup>st</sup> CENTURY

*There is no sadder sight than a young pessimist except an old optimist.*

M. Twain

#### WORDS TO STUDY

**to addict (oneself to)** – предаваться чему-л; **addict** – наркоман; **addiction** – склонность к чему-л, неистребимая привычка

**to abuse** – злоупотреблять; оскорблять; **abuse** – злоупотребление

**to adjust** – приспособлять, налаживать

**to ban** – налагать запрет

**to cause** – причинять, вызывать; **cause** – причина

**to confuse** – смущать, приводить в замешательство; запутывать

**damage** – вред; ущерб; **to damage** – повреждать, портить

**to deal with** – иметь дело; бороться с

**disease** – болезнь

**disorder** – расстройство

**to escape** – избегать

**esteem** – самооценка

**habit** – привычка

**harm** – вред; **harmful** – вредный; пагубный

**juvenile** – юный; **juvenile delinquency** – преступность несовершеннолетних; **juvenile offender** – малолетний преступник

**maturation** – созревание

**pressure** – давление; гнет

**to rebel** – восставать, протестовать

#### LEXICAL EXERCISES

##### 1 Match the words on the left with their synonyms on the right

1 to escape

a) illness

2 habit

b) damage

3 harm

c) to avoid

4 to rebel

d) addiction

5 disease

e) to revolt

2 Complete the following sentences using the given words: *pressure, habit, cause, banned, addicts*

- 1 There are more young ... than ever before.
- 2 Smoking should be ... in all public places like theatres, cinemas and restaurants.
- 3 Why do so many kids start drinking? The most common reason is peer ... .
- 4 He tried different ways in order to break off smoking ... but he couldn't.
- 5 She is the ... of all our troubles.

### **3 Translate the following sentences into Russian**

- 1 He is much addicted to drink.
- 2 I am unable to escape the conviction that he is guilty.
- 3 If you smoke and you still don't believe that there's a definite link between smoking and bronchial troubles, heart diseases and lung cancer, then you are certainly deceiving yourself.
- 4 Society tries to deal with youthful offenders in a variety of ways.
- 5 Alcohol is a very common drug abuse among teenagers.

## **TEXT 1**

### **1 Read the extract carefully and note down the following points:**

- 1 the reasons for smoking;
- 2 harmful consequences of smoking;
- 3 the most likely diseases caused by smoking;
- 4 smoking and life-span.

## **SMOKING**

*To cease smoking is the easiest thing I ever did; I ought to know because I've done it a thousand times.*

**M. Twain**

Smoking is very dangerous. Most young people smoke because their friends pressure them to do so. They may be imitating their parents who smoke, or other adults they respect. In the past it would have been accepted as normal. But in the recent years attitudes towards smoking have changes. Smoking is now banned in many places so that other people don't have to breathe in smokers' shocking tobacco smoke.

Passive smoking, when you are breathing someone else's smoke, can damage your health just like smoking itself can. Smoking becomes addictive very quickly, and it's one of the hardest habits to break.

Take 1000 young people who smoke 20 cigarettes a day. A quarter of them will die from a disease caused by smoking. That's 250 lives wasted! Only 6 of those will die in road accidents. So what is it in cigarette smoke that is harm-

ful? A chemical called nicotine is a substance that causes addiction. It is a stimulant that increases the pulse rate and a rise in the blood pressure. Cigarette smoke also contains tar – a major factor for causing cancer.

Chronic bronchitis occurs when tar and mucus damage the air sacks in the lungs. The sufferer has a bad cough which is worse in the mornings, and may get breathless easily.

Gases in cigarette smoke increase your blood pressure and pulse rate. This can contribute to heart diseases. Smokers as twice as non-smokers are likely to have heart troubles.

Smokeless tobacco that is chewed rather than smoked, is also harmful, causing mouth sores, damage to teeth and cancer.

If you've ever watched an adult try to give up smoking, you know how hard it can be. It is easier, healthier and cheaper never to start.

**2 Read the facts about smoking, think over and say:**

1 why people start and continue smoking if they know about the risks;

2 if smoking is glamourised on TV, by advertisements and if such ads must be banned.

### **THE CIGARETTE FACT-FILE**

About 100 million people around the world work in the tobacco industry.

Cigarette smoking kills 2.5 million people every year. (Some aren't even smokers. They're people who live or work with heavy smokers).

100 billion cigarettes are sold every year.

An American tobacco company developed a "healthy" cigarette in the 70s.

It was never sold. Why not? Because the new "safe" cigarette meant that the company's other cigarettes were not safe.

It is against the law to smoke on American planes if the journey (inside the USA) lasts under 6 hours.

The first smokers were American Indians. Tobacco was brought to Europe by an Englishman, Sir Walter Raleigh by name, in the 16<sup>th</sup> century.

### **TEXT 2**

**1 Read the extract and answer the questions below.**

### **ALCOHOL**

Why is alcohol so attractive to teenagers? Alcohol is a magic drug. It takes away problems. Teenage drinkers are no longer worried about their pimples or sexuality. It seems almost normal for people to turn to the bottle in a stress situation: alcohol is available everywhere. The media make you believe that ours is a culture in which drinking is the grown-up thing to do. Westerns and other films so often show a hero with a drink that drinking becomes a sign of strength. If you can drink a lot of alcohol and not show its effects, you will be proved that you are "a man." It's all very confusing to the

teenager. He knows if he drinks at 15, it's illegal and he's in trouble. But if he drinks at 18 or 21 (depending, in the USA or another state) it's legal.

### **Dangers**

Teenage drinking is very dangerous. What happens to the grown up in ten years will happen to the teenager in two. Within a short time he will have become a hopeless alcoholic. It is known that an alcoholic's life is shortened on the average by ten or twelve years. Alcohol causes heart disease **and finally brain damage**. When the effect of a drink is over an alcoholic gets nervous and aggressive until he drinks again. He often fails to recognize the problem: "I can stop any time I want to," is the typical reaction. By the time he realizes he has got a drinking problem he has already reached the point of no return. He begins losing friends and is soon unable to carry on with school or work.

### **Help**

In many schools in the USA, in Britain and in Germany programmes have been started to teach both pupils and teachers the facts about alcoholism. Many people are helped by Alcoholics Anonymous (AA), an organization of former drinkers who now spend their time helping other alcoholics to control their drinking problem. The members of AA help each other. They admit to themselves and others that they are alcoholics and therefore need help. It is being in group that helps them to control their alcoholism. They would never manage it on their own.

But many authorities believe that teenage alcoholism will go on rising. There will be no change until our attitude towards drinking begins to change.

#### **Answer the questions:**

- 1 Why is alcohol attractive to teenagers? To adults?
- 2 What consequences may alcohol abuse result in? Are they necessarily bad ones?

### **2 Debate the major points of the text either in pairs or in teams.**

## **TEXT 3**

**1 Read the extract and note down the examples, showing the effect of drugs on a human being. What social problems do the drugs cause?**

### **DRUGS**

In facts, all medicines are drugs. You take drugs for your headache or your asthma. But you need to remember that not all drugs are medicines. Alcohol is a drug, and nicotine is a drug. There are many drugs that do you no good at all.

There's nothing wrong with medicinal drugs if they're used properly. The trouble is, some people use them wrongly and make themselves ill. Most of the drugs are illegal, but some are ordinary medical substances that people use in the wrong way.

People take drugs because they think they make them feel better. Young people are often introduced to drug-taking by their friends.

Many users take drugs to escape from a life that may seem too hard to bear. Drugs may seem the only answer, but they are no answer at all. They simply make the problem worse.

Depending on the type and strength of the drug, all drug-abusers are in danger of developing side effects. Drugs can bring on confusion and frightening hallucinations and cause unbalanced emotions or more serious mental disorders.

First-time heroin users are sometimes violently sick. Cocaine, even in small amounts, can cause sudden death in some young people, due to heart-beat irregularities. Children born to drug-addicted parents can be badly affected. Some drugs can slow, even stop the breathing process, and if someone overdoses accidentally they may become unconscious or even die.

People who start taking drugs are unlikely to do so for long without being found out. Symptoms of even light drug use are drowsiness, moodiness, loss of appetite and, almost inevitably, a high level of deceit.

First there's the evidence to hide but second, drugs are expensive and few people are able to find the money they need from their allowance alone. Almost inevitably, needing money to pay for drugs leads to crime.

## **2 Decide whether the statements are true or false:**

- 1 All drugs are medicines.
- 2 All drugs are illegal.
- 3 Many users take drugs to relax.
- 4 It is impossible to find out whether a person takes drugs.
- 5 Cocaine and heroin are hard drugs.

## **CRISIS FACT-FILE**

There are three main kinds of drug – hard, soft and legal.  
They can all cause addiction, serious illness and even death.

### **Hard Drugs.**

Include heroin, cocaine, LSD and crack.

### **Soft Drugs.**

Include marijuana, amphetamines (speed), solvents (glue) and ecstasy.

### **Legal Drugs.**

Tobacco, alcohol and certain tranquillizers.

In New York over 50 % of all arrests are connected with drugs.

Customs officers only find between 15–20 % of drugs entering the USA and Western Europe.

The two most important drug-growing areas are Latin America and South-East Asia. People there depend on money from their drug crops.

Thousands of drug-addicts die every year. Some die from the drugs themselves. Others die from AIDS. This is because they use dirty needles or share needles.

Drugs are the second biggest business in the world. Only the arms industry is bigger.

As well as advertising, education is also vital in the fight against drugs.

#### **TEXT 4**

##### **1 Read the extract and discuss the questions below.**

**Teenage pregnancies and venereal diseases** are also common problems facing young people. This can severely disrupt their education. Moreover, being pregnant at such an early age can also have deleterious effects on one's health. Perhaps what is the most important is the risk of "catching" the deadly disease **AIDS**. Many young people today have contacted **AIDS** and are suffering the consequences, being terminally ill.

#### **AIDS**

AIDS is a sickness that attacks the body's natural system against disease. AIDS itself doesn't kill, but because the body's defence system is damaged, the patient has a reduced ability to fight off many other diseases, including flu or the common cold.

It has been reported that about 10 million people worldwide may have been infected by the virus that causes AIDS. It is estimated that about 350 thousand people have the disease and that another million (!) may get it within the next five years. Africa and South America are the continents where AIDS is most rampant, although in the States alone about 50,000 people have already died of AIDS.

So far there is no cure for AIDS. We know that AIDS is caused by a virus that invades healthy cells, including the white blood cells that are part of our defence system. The virus takes control of the healthy cells genetic material and forces the cell to make a copy of the virus. The cell then dies and the multiplied virus moves on to invade and kill other healthy cells.

The AIDS virus can be passed on sexually or by sharing needles used to inject drugs. It also can be passed in blood products or from a pregnant woman with AIDS to her baby.

Many stories about the spread of AIDS are false. One cannot get AIDS by working with someone who's got it, or by going to the same school, or by touching objects belonging to or touched by an infected person. Nobody car-

ing for an AIDS patient has developed AIDS and, since there is no cure for it at present, be as helpful and understanding as possible to those suffering from this terrible disease.

**Discuss the following questions:**

- 1 What does the AIDS virus attack?
- 2 How many people worldwide are believed to have the virus now?
- 3 Does having a virus mean the same as being ill?
- 4 Which continents are most "infected"?
- 5 Have people found a cure for AIDS?
- 6 How can the virus be passed on?
- 7 Can you catch the virus by touching a sick person?
- 8 Would you befriend a person infected with AIDS?

**TEXT 5**

**1 Read the text and say if juvenile delinquency is a vital topic in your country.**

**JUVENILE DELINQUENCY**

Childhood is a time of joy and innocence for most people: for others, life turns violent and so do they. Criminal acts of young persons are referred to broadly as juvenile delinquency. The age at which juveniles legally become adults varies from country to country, but it generally ranges from 15 to 18. Clearly the problem has skyrocketed: for example, in 1990 rates of arrest in California for burglary, theft, car theft, arson and robbery are higher among juveniles than among adults.

Sociological research has established such bases for predicting delinquent behaviour as the nature of a child's home environment, the quality of the child's neighbourhood, and behaviour in school. It has never been conclusively proved, however, that delinquency can be either predicted or prevented. It is far likelier that delinquency is an integral part of society and probably part of the maturation process that some children go through.

**Social factors**

In the United States, Europe, and Japan, most delinquents are boys, though since the early 1980s the number of delinquents who are girls has risen dramatically. Most of these in the United States come from the lower middle class and the poorest segments of society. One reason for this is the low esteem in which education is often held in these groups. Schooling seems bor-

ing and unchallenging, and the delinquent rebels against it by cutting classes or disrupting them and eventually may drop out altogether. Such youths find in each other's company a compensation for their educational failure by rejecting the social values to which they are supposed to adhere.

Many parents, educators, and others blame the violence found in many movies and television shows, rap music and heavy-metal rock lyrics, and comic books, as well as the economic-aspirations and goals of society itself. The signs of affluence that children in the poor and working classes see about them-money, power, and a large array of consumer goods-make them desperately want some of these things even though they may feel they will never be able to afford them.

Delinquency among middle-class youth has not been adequately researched, therefore its causes are even less clear. One theory suggests that for some boys it is a form of masculine protest against the mother figure in many middle-class homes. This may be true when the father is away at work most of the time and has little contact with his children in free time. In places where drug abuse has become more common, crime has often increased.

### **Society's response**

Society tries to deal with youthful offenders in a variety of ways. The most common unofficial means are through school counselling and sessions with psychologists and psychiatrists. Social workers who deal with family problems also attempt to sort out the differences of young potential delinquents.

Serious offences are dealt with officially by the police and the courts. Because of the nature of some of the offences committed by juveniles, there has been a tendency to try them in court as adults for certain crimes, especially for murder. The juvenile courts attempt to steer young people away from a life of crime, though the most serious offences normally result in periods of confinement in juvenile halls or prisons for younger criminals. If possible, however, the courts try more lenient methods of probation, juvenile aftercare, or foster care.

Probation means that the court suspends sentence and releases the offender on the condition of good behaviour, subject to certain rules and under the supervision of the court. Probation is frequently granted to first-time offenders. Probation has proved to be the most successful way of dealing with very young offenders.

Juvenile aftercare is the equivalent of parole for an older criminal; it takes place after the young person has been released from an institution and is supervised by a youth counsellor.



In foster care the juvenile is placed in a stable family situation with the hope that he will adjust to the positive values of society. It is often part of an effort to prevent prisoning.

### *Vocabulary*

**to refer to** – относить к;

**to predict** – предсказать;

**to disrupt** – разрывать, разрушать;

**to adhere** – придерживаться чего-либо;

**affluence** – изобилие, богатство;

**array** – масса, множество;

**to steer** – направлять, руководить;

**confinement** – ограничение, тюремное заключение;

**lenient** – мягкий, снисходительный;

**probation** – испытание; условное освобождение подсудимого на поруки;

**parole** – досрочное освобождение заключенного;

**to suspend** – откладывать;

**sentence** – приговор.

### **2 Complete the following statements.**

- 1 Criminal acts of young persons are referred to broadly as....
- 2 Schooling seems boring and unchallenging, and the delinquent ... against it.
- 3 Society tries ... youthful offenders in a variety of ways.
- 4 The juvenile courts attempt ... young people away from a life of crime.
- 5 Probation means that the court ... and releases the offender on the condition of good behaviour.
- 6 Juvenile aftercare is the equivalent to ... for an older criminal.
- 7 In foster care the juvenile is placed in a stable family situation with the hope that he will ... to the positive values of society.

## **TEXT 6**

**1 Read the text and try to explain the meanings of the underlined words.**

### **SHOPS SEEM TO PUT TEMPTATION IN THE WAY**

"I began shoplifting when I was 13," says Cheryl, a student from Ipswich. I used to do it in my school lunch breaks because I didn't have any money. The more I got away with, the more I stole. I did it because it meant I had more things than I had before, and it gave me access to things I couldn't usu-

ally afford. It became a habit and I used to dislike paying for anything. Some shops seem to put temptation on the way, and I used to feel they deserved to lose stock. My shoplifting never worried me, until I got caught. That was really frightening – such a shock, because it just seemed like a game before. The store detective blocked the exit and took me to the manager's office. Then the police came. That was the worst bit, being marched through the shopping centre in the middle of town. It's the most embarrassing thing that's ever happened to me. The police gave me a big lecture and kept saying things like, "Shoplifting is wrong, you shouldn't do it. What will your parents think? You'll grow up into an awful person!" I was a bag of nerves, really shaking and scared. My dad was really cool about it when he came down to witness my statement but my mum was very disappointed. I had to return the goods – some bottles of perfume – and got a verbal caution. If it happens again, I'll get fined, but I haven't stolen since. It totally put me off and I'm so worried I couldn't shoplift anything now."

**2 What do you think is an incentive for not committing crimes? Do you think the fear of an inevitable punishment to be the main reason holding people off the crimes?**

**3 How should such offenders as Cheryl be treated?**

## Unit 3

### STARTING ADULT LIFE

*Youth is that period when a young boy knows everything but how to make a living.*

Anonymous

### WORD TO STUDY

**apply** – обращаться за; прилагать; **applicant** – желающий получить место, работу; **application** – заявление

**to be in charge of** – быть во главе; заведовать

**to cope with** – справляться, совладать

**to employ** – давать работу; держать на службе; **employee** – служащий; рабочий; **employer** – работодатель; наниматель; **unemployment** - безработица

**to encourage** – ободрять; поощрять  
**hardship** – трудности  
**to hire** – нанимать  
**to involve** – включать в себя (in); вовлекать  
**labour** – труд; работа  
**to promote** – способствовать; повышать по службе  
**to quit** – покидать, оставлять; бросать (работу)  
**to recruit** – комплектовать; пополнять  
**to resign** – отказываться (от должности, права); уходить в отставку  
**to sack** – увольнять  
**trainee** – проходящий подготовку, обучение; стажер  
**to treat** – обращаться, относиться  
**wages** – заработная плата.

## LEXICAL EXERCISES

### 1 Match the words on the left with their synonyms on the right

- |                |                |
|----------------|----------------|
| 1 wages        | a) difficulty  |
| 2 to resign    | b) to overcome |
| 3 hardship     | c) work        |
| 4 to cope with | d) salary      |
| 5 labour       | e) to quit     |

### 2 Complete the following sentences using the given words: *coped with, hire, encourage, in charge of, unemployment* .

- 1 He is ... this department.
- 2 Parents should ... their children to be independent.
- 3 This company doesn't ... people without a diploma of higher education.
- 4 The most fundamental problem faced by young people today is ... .
- 5 She ... that task perfectly.

### 3 Translate the following sentences into Russian

- 1 Most companies expect all the personal information to be entered on a standard application form.
- 2 He was paid nothing, and in his last job was treated like a dog.
- 3 She became involved in those antisocial activities by people of her own age group.
- 4 Many young people nowadays experience financial hardships.
- 5 If you don't want to be sacked or redundant you must be honest, responsible and industrious.

## TEXT 1

**1 Read the text and say what can be done to solve the problem of unemployment.**

### UNEMPLOYMENT

Essentially, "young people" fall into the period of life from the beginning of puberty to the attainment of adulthood. This period is usually concomitant with problems as they "struggle" to fit themselves into society. The word "problem" doesn't necessarily imply that youth is assumed to be a period in which storm and stress predominate; it can be a period marked by good health and high achievement. Nevertheless, difficult decisions and adjustments face young people in today's society.

Perhaps the most fundamental problem faced by young people today is unemployment. Because of the universal downturn in the economy coupled with technology whereby particular jobs and skills are made obsolete, many youth today are experiencing problems in obtaining jobs. Young people today have certain needs and aspirations. Consequently, the threat of unemployment means financial worries, frustration and discouragement. How do the youth today respond to this?

Many youths may not be sufficiently mature to cope with such problems, they go in the undesirable direction of delinquency, drugs, vandalism, stealing, etc. Moreover, they compensate for their feelings by striking out against society, revolting against adult authority. These problems are invariably compounded by peer pressure whereby young people are forced either consciously or unconsciously to become involved in those antisocial activities by people of their own age group. What can be done to solve the problem of unemployment and its ills?

One method, which can be adopted to curb the problems, which arise out of unemployment among youths, involves the providing of relief or protection from the financial hardships of unemployment. For instance, a compulsory unemployment insurance system could be adopted in which workers and their employers contribute to a fund out of which payments are made to those young people who are eligible for work, but cannot find work. Incidentally this method is currently being used in the United States of America, Britain and other countries.

Other methods, which can be adopted, include measures aimed at creating conditions that reduce the level of unemployment. These would include: (a) programmes for retraining, in order to give young people new skills that are in demand; (b) subsidies and other incentives to encourage workers to move out of areas of labour surplus into areas in which labour is in short supply.

## TEXT 2

**1 Here is some information about unemployment in Britain. Decide what you think about the following project to help young people.**

These days In Britain, as in other industrialized nations, unemployment has become a fact of life. Although the jobless figures have begun to fall recently, the scale of the problem, with two to three million out of work is now similar to that during the great depression of the 1930s when a whole world of work, of traditional industries, mass employment in factories and offices, and life-long jobs, was collapsing. Some people began to question whether that world would ever come back. Indeed, many saw new trends developing towards a shorter working life, more changes of job, and smaller businesses, the last development being encouraged by the government.

The 1980s saw the beginning of a new project: the YTS (Youth Training Scheme). Started in 1983, it offered a place to all sixteen-year-olds who had left school and would otherwise have been out of work. Young people on the scheme got two years' full-time training, partly in a firm which did the kind of work that interested them, partly in some kind of college where they got basic education and qualifications. Trainees received small wages, most of which came from the government; at the end of the two years about two out of three either got a job with their firm, or went on to more education. Critics said it was just a way to keep young people out of the unemployment statistics, and no substitute for real work. But by the end of the decade, some industries like building and hairdressing were recruiting almost all their young employees through the YTS scheme.

**2 Do you think the type of the scheme offered in the 1980s in Britain would work nowadays? Is it possible to apply the scheme in this country?**

**3 What organizations are able to help young people out of work? Are there any in your country?**

## TEXT 3

**1 Read the text and do the exercises that follow it.**

### SHE'S NOT LEAVING HOME

Young people these days find it very difficult to get a job and to start a life of their own after leaving school. In the 1960s, the Beatles sang *She's Leaving Home*. This was the song of a new generation. The young people wanted to

leave their parents and get away from home. Their parents, on the other hand, did not look forward to this day. In the Beatles' song, the girl leaves home quietly in the night. She writes a letter for her parents. When they read that their baby has gone, they ask each other what they have done wrong. How could she think of leaving them, after all they have done for her?

What is the picture today? It is very different – because young people can't leave home. The parents wish they could. This is not because they are tired of having their children in the house, but because the children are grown-up. It is time for them to have their own life.

Why don't young people leave home? Well, they can't – they can't get a job, they have no money, they can't find a place to live. So often they stay at home – and sometimes it is a cat-and-dog life they lead with their parents.

"I left school when I was sixteen", says Mark, a big sad looking young man. "I was tired of being told what to do all day. I thought there would be work for me. I am good with my hands. But there was nothing. There were only two kinds of job. One was in a library putting books on the shelves all day. The other job was in a fish-and-chip shop sweeping the floor and cleaning up. I was paid nothing, and in the last place was treated like a dog. I couldn't live on the money. I had to stay at home. My Dad and I, were good friends, but it was too much being at home with him all day. You see, he was out of job, too."

Very often it seems that the boys have the worst problems. The girls get married and disappear from the job market and usually they leave the family-home. But still, there are many girls looking for work.

"The government schemes don't help", says Sandy, who is twenty and lives in Newcastle. "I've tried all sorts of things, I've got nowhere. They don't give you the chance of a future. I don't want to take a boy who's got a job and have kids and all that. I don't want just to get married. My Mum keeps asking if there isn't a nice boy, as if that would give me the answer to all my problems. That's not what I want. I want to be a person myself. You know, a job gives some personality. Is it too much to ask?"

Many of the young people we talked to said the same. If you are "at home", then at least you have a roof over your head and people who understand you. But when you talk to the young people, you can see that their eyes are often angry – and often ashamed. It is not easy to have to say that you are still living at home – and that if you want money for the bus into town to meet some friends, you have to ask your Mum for it.

## **2 Answer the questions on the text.**

1 What was the parents' reaction in the 1960s when their children were leaving home?

- 2 Why don't the young people leave home today?
- 3 Why did Mark leave school when he was sixteen?
- 4 What jobs did Mark do after he had left school?
- 5 Have girls the same problems as boys when they leave school?
- 6 Why do many girls want to have a job?
- 7 Why do young people get angry when you ask them about where they are living?

**3 Say if the sentences are true to the text or false.**

- 1 In the 1960s the young people wanted to leave home.
- 2 Mark could get a good job when he left school.
- 3 Mark was treated badly when he was working in a fish-and-chip shop.
- 4 The government schemes help young people to find the jobs they like.
- 5 There are a lot of jobs for young people in London.
- 6 People were more friendly to Mathew in the north.
- 7 The young people are happy to stay at home with their parents.

**4 Say what problems the young people have when they leave school.**

**TEXT 4**

**1 Read the text and list all the problems touched upon in it.**

**HOW DO YOU VISUALIZE THE STARTING POINTS OF YOUR FUTURE CAREER, ITS PROSPECTS AND POSSIBLE CHANGES?**

To begin with I'd like to say that at present I have a very vague idea about my future career and I am unable to give a detailed account of the activities it will involve. But as far as I can figure it out I'm going to send an application letter to a personnel officer and will be invited for an interview.

Of course I will be very nervous and anxious, but still I'll be able to think my strategy thoroughly, because doing well in an interview may be an important part of getting a good job. Everybody knows that, however, many young people fail to create that vital first impression because their appearance lets them down.

I will keep in mind that every applicant is very closely inspected, so a good business suit will be the right thing to wear. All my clothes won't be scruffy or casual, but well pressed and in good taste. I'll carry my Curriculum Vitae and references in a special leather file or an elegant attache case but not in a plastic bag. I won't fiddle with my hair or chew my nails as it can be very

off-putting and only highlight my nervousness. I'll smile pleasantly and shake a hand firmly looking straight into the eyes of my interviewer.

Psychologists say that an applicant's posture is also relevant, so I'll lean forward and not slouch back, so that to show interest and willingness.

As I said I'll present my C.V. I know that in some offices it is expected to be handwritten and in some it must be word-processed. Most companies expect all the personal information to be entered on a standard application form, as they give a better impression of a candidate.

I'm sure that my knowledge of English and German will make me more advantaged than the others. I'll also tell my future employers that I know word processing, typing and have some computer skills. In a five-year time I may be having a driving license as well.

I'm sure that my firm will not hire the workers indiscriminately, so they'll recruit only worthy employees, so that to keep a better staff.

Finally they'll give me a job as a trainee and for some time I'll be the junior person in a company. I'm fully conscious of the fact that I won't earn very much but they'll give me an organized help and advice. I may be as well send on training courses. Very soon I'll get enough experience and starts moving up. Generally I'm not a very ambitious person, but at the age of 22. one should be able to provide a decent living for him and the family. As the Russian proverb goes: "A soldier, who doesn't dream to be a general is no good".

That's why I'll work very hard, staying late hours, sometimes burning my candle at both ends and my prospects will look good. After my first year I hope to be given a substantial pay rise, and after two years I'll be promoted and in some six or seven years I expect to be in charge of the whole department with several other employees under me. I'm also planning to be a shareholder of this company or at least work on commission. But most of all I'll be motivated by work satisfaction, rather than by profit or good salary.

It is also possible that I'll want a fresh challenge or a new exciting situation and resign from my company and start working for a bigger one. Maybe I'll find a job which involves a lot of foreign travel and moving around. Or on the contrary I will get fed up with living in the hotels and decide to quit being a rolling stone and start gathering moss in a family circle. As I'm a girl (a man), I admit the possibility of (a maternity leave or a sickness leave for quite a long period of time). I hope that by this time I'll either have a medical insurance or at least a considerable bank account. To my mind it's quite reasonable to save for a rainy day, because calamities and troubles can't be scheduled or pre-planned. Besides, most of retired people can hardly make both ends ' meet living on a pension.



Actually at present it's very difficult to predict anything but I understand that I can be dismissed if I won't be honest, industrious and efficient. I hate the idea of being unemployed and accepting a part-time job so I'll do my best not to be sacked or made redundant.

Well, these are my visions of what my job and career will be like after I graduate from the university.

### *Vocabulary*

**personnel officer** – a civil clerk in an administrative division, firm or organization responsible for recruiting the staff;

**burn the candle at both ends** – to work excessively;

**shareholder** – someone who owns shares in a business;

**save for a rainy day** – put aside some money to have extras to live on when retired, ill or injured;

**make both ends meet** – to keep within one's budget.

### **2 Answer the questions:**

- 1 What is the first step when you've chosen your future occupation?
- 2 What should one think about?
- 3 What should every applicant keep in mind?
- 4 What skills is it preferable for an applicant to have?
- 5 What kind of job can a beginner have?
- 6 How can a beginner be promoted if he/she works hard?
- 7 Why is it reasonable to save for a rainy day?
- 8 When can a person be dismissed?

### **3 Circle the right answer.**

*1 The main thing at an interview is:*

- a) to be aggressive
- b) to look smart
- c) to be rude
- d) to speak too much

*2 The applicant should:*

- a) be dressed casually
- b) produce a favourable impression on an interview
- c) ask for the possible salary at first
- d) present C.V. at an interview

*3 Usually at first the applicant is given a job as:*

- a) a manager

- b) a boss
- c) a trainee
- d) a senior person

4 *When a person works hard he/she:*

- a) doesn't earn more
- b) will have longer holidays
- c) looks smarter
- d) will be promoted quicker

5 *If you want a fresh challenge you:*

- a) should ask for higher wages
- b) shouldn't rely on anybody
- c) should try to change your boss
- d) should start work in a new company

**4 Ask a personnel officer how to behave at an interview and what questions are usually asked.**

## TEXT 5

**1 Read the conversation among the members of the delegations from the UK and the USA and be ready to take part in a dispute of your own while receiving delegations of the kind here in Gomel.**

### IT IS NEVER TOO LATE TO LEARN

The English group is received by the Washington section of the Greenpeace Youth Organization. The membership includes university students, high school students and young working people.

**Jack.** Tell me, Brain, what is it like to be a university student in the US? Your university system is known to be unique, isn't it?

**Brain Schulz,** American university student. I think it is, and our secondary education system too, which is quite unlike

Вашингтонское отделение молодежной организации Гринпис принимает группу англичан. В состав членов отделения входят студенты университетов, старшеклассники и работающая молодежь.

- Интересно, Брайан, каково быть студентом университета в США? Известно, что ваша университетская система имеет особенности, так?

- Думаю, да, так же как и наша система среднего образования, которая в чем-то не похожа на вашу.

yours.

**Harry Clarke**, American high school student. And many young people finish their education at high school. The thing is, it provides not only academic but vocational subjects as well. I've chosen to work after finishing school.

**Cecily**. Oh, have you? To tell the truth, I am at the point of doing that myself. But my parents won't be happy about it, I'm afraid. They insist on my staying at school and going to college.

**Ulaf**. I know how it is. You feel tired and exasperated after studying for G.C.S.E. (General Certificate of Secondary Education) examinations and are keen to go into the world and get started.

**J.** Why not? Many rich and famous people started working young. Practice is the best teacher!

**B. S.** But it's also true that some of them regret it. My father believes there are disadvantages in starting work young: you work too hard, suffer and sacrifice a lot before you learn your profession properly.

**C.** I'm not so pessimistic about early start. I believe, you can succeed if you have direction. I mean if you know from the start what you want to become.

- Многие молодые люди свое образование завершают средней школой. Дело в том, что в ней дают не только академические, но и профессиональные предметы тоже. Я решил пойти работать после школы.

- Да? По правде говоря, я тоже собираюсь так поступить. Но, боюсь, мои родители не будут рады этому. Они настаивают на том, чтобы я закончила школу и поступила в колледж.

- Я знаю, как это бывает. Ты чувствуешь себя усталым и выдохшимся после подготовки к экзаменам на аттестат об окончании средней школы, и ты горишь желанием выйти в большой мир и начать свою жизнь.

- Почему бы нет? Многие богатые и знаменитые люди начали работать рано. Практика – лучший учитель!

- Но верно и то, что многие об этом пожалели. Мой папа говорит, что работа с раннего возраста имеет свои недостатки: ты вынужден много работать, страдать и жертвовать многим, прежде чем научишься хорошенько своей профессии.

- Я не столь пессимистично смотрю на то, чтобы начать работать с юности. Я уверена, что можно добиться успеха, если у тебя есть направление. Я имею в виду, если знаешь, чего хочешь с самого начала.

**B. S.** Then why not get education first and then do your work professionally?

**Alice.** Certainly. But some people get upset at having to ask the parents for money. You've got to live a social life and buy things.

**B. S.** I agree, that counts. But there are plenty of part-time jobs at stations, motels, snackbars and stores that a teenager can get during summer vacations or during the academic year. I admit that kind of work is mindless, but in order to have some extra cash without asking your parents for it. It's great to feel independent!

**J.** Well, this is what I think. If I have to work in any case I'd rather work for myself than work for somebody else.

**Eva.** Don't you have any difficulties in finding a job in the US?

**H.** Actually it's not always easy to get a permanent job. But there are training centres, called Job Corps where people are taught baby-sitting, typing, cooking, nursing, bricklaying, book-keeping, bookbinding and other trades. Job Corps are there to help people find a job.

- Почему тогда не получить сначала образование, а уж потом делать свою работу профессионально?

- Конечно. Но некоторых угнетает то, что надо просить деньги у родителей. Ведь у человека должны быть развлечения и нужно покупать вещи.

- Согласен. С этим надо считаться. Но существует огромное количество работ на неполный рабочий день на бензоколонках, в мотелях, закусочных, магазинах, которые можно делать во время каникул или в течение учебного года. Я допускаю, что это механический труд, но для того, чтобы заработать дополнительные деньги, не обращаясь к родителям, можно и потерпеть. Здорово чувствовать себя независимым!

- Я вот что думаю: раз уж я все равно обязан работать, я предпочел бы занять свое собственное дело, вместо того чтобы работать на другого.

- Разве у вас нет трудностей с поиском работы в США?

- Найти постоянную работу фактически не всегда легко. Но существуют учебные центры, именуемые профессиональными, где людей учат нянчить детей, печатать, готовить, ухаживать за больными, класть кирпичи, вести бухгалтерский учет, переплетать книги и другим профессиям. Профессиональные центры

**E.** I see young people have many opportunities to choose from.

**Bert.** All the same I'm convinced that it's better to spend one's youth studying.

**A.** I'm with you there. But when I come to think of the long anxiety-filled process of applying to university I can't help feeling distressed.

**B. S.** You definitely shouldn't. You never know what you can do till you try. True, applying to college is one of the most distressing times in the life of high school seniors but you must face it if you want to compete successfully in the working world.

**H.** Ask Brian, he knows all about it. He was enrolled to Georgetown University last year and is a freshman now, aren't you, Brian?

**B. S.** It all began at the end of my third year of high school with the Scholastic Aptitude Test, or SAT.

**A.** Is it the same kind of thing as the examinations for General Certificate of Secondary Education in Britain?

**B. S.** Not exactly. This is a multiple choice test given on the same day across the nation. It's 3 hours long and has several sections that test math, verbal and reasoning skills.

существуют для того, чтобы помочь людям найти работу.

- Да, я вижу, у молодых людей много возможностей для выбора.

- Тем не менее я убежден, что лучше отдать свою молодость учебе.

- В этом я солидарна с тобой. Но когда я задумываюсь об этом долгом, тревожном процессе поступления в университет, я не могу не чувствовать угнетенности.

- Это решительно ни к чему. Никогда не знаешь, на что ты способен, пока не попробуешь. Правда, поступление в колледж – один из самых напряженных периодов в жизни старшеклассников, но нужно выдержать его, если хочешь успешно конкурировать на рынке рабочей силы.

- Спроси Брайана, он все об этом знает. В прошлом году его зачислили в Джорджтаунский университет, и теперь он первокурсник, да, Брайн?

- Все это началось для меня на третьем году старшей школы со Стандартного теста достижений, или сокращенно SAT.

- Это то же самое, что экзамены на свидетельство об общем среднем образовании в Англии?

- Не совсем. Это тест в форме множественного выбора, который дается в один и тот же день по всей стране. Он длится 3 часа и имеет несколько разделов,

**J.** Well, what if a college rejects you?

**B. S.** You can apply to as many colleges at a time as you like. In fact it's much easier to enroll at University than to study there.

**Rona.** Do you mean that there is no competition for admission at all?

**B. S.** For some prestigious colleges it is private intense. But public some universities accept almost all applicants. It is in the course of study that nearly 50 percent of the students drop out.

**R.** Did you have to pass examinations?

**B. S.** I had to complete the application forms. They are several pages long and ask a lot: what types of classes I took in high school, hobbies and extra curricular activities, my family background and why I want to attend this college.

**Irene.** What else did you have to do?

**B. S.** Then I had to write the dreaded essay, some 200-1000 words in response to two questions, something like: If you could change one fact of human development what would it be and why?

**U.** You had to present recommendation letters, didn't you?

**B. S.** Oh, quite a few of them, telling what kind of person I had

которые проверяют знания по математике, умение излагать мысль и интеллектуальный уровень учащихся.

- А что, если тебя не примут в колледж?

- Ты можешь подавать документы одновременно в какое угодно количество колледжей. Фактически гораздо легче быть зачисленным в университет, чем учиться там.

- Ты хочешь сказать, что при поступлении совсем нет конкурса?

- В некоторых престижных и частных колледжах он очень большой. Но некоторые государственные университеты принимают почти всех абитуриентов. Это в процессе учебы отсеивается почти 50 % студентов.

- Тебе пришлось сдавать экзамены?

- Я должен был заполнить анкеты для поступающих. В них несколько страниц и множество вопросов: какие предметы я проходил в школе, о моих увлечениях и внеклассной работе, о моей семье и почему я хочу поступить в данный колледж.

- Что еще тебе пришлось делать?

- Затем мне пришлось писать жуткое сочинение, что-то около 200-1000 слов в ответ на два вопроса примерно такого типа: какой фактор развития человечества и почему вы предпочли бы изменить, если бы это было и ваших силах.

been in class and outside of school.

**Gloria.** Quite a lot of requirements, isn't it? I hope those were the last.

**B. S.** Not in the least. Some colleges also require a personal interview. They like to hear you speak, to see how you act under pressure, and how you present yourself as a person.

**G.** When did you find out whether you had been accepted by the college?

**B. S.** In April. Admission committees review all the papers and pick the best candidates for their school by February or March; Then they send notification letters to the applicants.

**I.** Did you get many of them?

**B. S.** I've heard from all the universities I had applied to. I had been accepted to eight, rejected by one, and put on the waiting list for one.

**A.** Good for you. That sounds encouraging. Perhaps I should try to apply to some professional college in the US? Why not? Anyway, you can take a job anytime.

**H.** But not straight away on the eve of Halloween. Holidays are to be enjoyed, not wasted! So we are glad to invite your group to our university Halloween Dance on the 31<sup>st</sup> of October.

- Тебе пришлось представить рекомендательные письма?

- Да, причем несколько характеризующих меня как личность в школе и вне школы.

- Довольно много требований! Надеюсь, это были последние?

- Ничуть не бывало. В некоторых колледжах требуется пройти и индивидуальное собеседование. Они хотят услышать, как ты говоришь, увидеть, как ты держишься в трудные моменты, как представляешь свою личность.

- Когда ты узнал о том, принят ли ты в колледж или нет?

- В апреле. Приемные комиссии просматривают все документы и выбирают лучших кандидатов для своего заведения к февралю или к марту. Потом они рассылают уведомительные письма абитуриентам.

- Ты много получил?

- Мне ответили все университеты, в которые я обращался. Я был принят в восемь, не прошел в один и в один был зачислен вольнослушателем.

- Молодец! Все это звучит обнадеживающе. Пожалуй, мне следует попробовать поступить в какой-нибудь профессиональный колледж в США. Почему бы нет? В любом случае работать пойти можно когда угодно.

- Но только не прямо сейчас,

накануне Хэллоуина. Праздники даны не для того, чтобы их упускать, а чтобы развлекаться. Поэтому мы рады пригласить вашу группу на танцевальный вечер в честь Хэллоуина 31 октября.

## **FINAL DISCUSSION ON THE TOPIC**

### **1 Meeting English – speaking friends Role play**

Now it's your turn to receive a group of students from the UK and the USA. You are expected to answer their questions about the life of the young people in this country and ask them some questions concerning youth problems that may be of interest to you.

The list of roles:

- 1 Students from the UK.
- 2 Students from the USA.
- 3 Students from the RB.

### **2 Choose one of the topics offered below or you might as well combine them:**

1 Talk on educational and financial problems of young people in different countries, choice of profession, getting a job, etc.

2 Talk on the relations in the family and the help young people get from their parents. Discuss the problem of generation gap in different countries.

3 Speak on the most acute and alarming problems nowadays: juvenile delinquency, drugs, alcohol, AIDS, suicides, etc.

4 Have a talk on love, sex and making a family of your own. Find out why your coevals are not in a hurry to get married nowadays.

5 Speak on your leisure time and the youth subculture. Tell each other about music you are keen on, your fondness for computers, fashions, movies, students' jargon, etc.

6 Think of and discuss what can be done to solve the major youth problems of today. Can any organizations or social activities be of any help in this respect? Dwell upon the situation in this country.



## CONTENTS

UNIT 1. New Generation Knows Best.....	3
UNIT 2. Maladies Of The 21 <sup>st</sup> Century.....	14
UNIT 3. Starting Adult Life.....	24

Учебное издание

*ЗАБРОДСКАЯ Ирина Игоревна*  
*МОРОЗОВА Наталья Павловна*

### **ПРОБЛЕМЫ МОЛОДЕЖИ**

Учебно-методическое пособие  
по английскому языку  
для студентов дневной формы обучения всех специальностей

Технический редактор В. Н. Кучерова  
Корректор Т. А. Пугач

Подписано в печать 02.12.2010 г. Формат 60x84 1/16.  
Бумага офсетная. Гарнитура Таймс. Печать на ризографе.  
Усл. печ. л. 2,32. Уч.-изд. л. 2,40. Тираж 1200 экз.  
Зак. № . Изд. № 117.

Издатель и полиграфическое исполнение  
Белорусский государственный университет транспорта:  
ЛИ № 02330/0552508 от 09.07.2009 г.  
ЛП № 02330/0494150 от 03.04.2009 г.  
246653, г. Гомель, ул. Кирова, 34.

© Оформление. УО «БелГУТ», 2010

### **Перечень используемой литературы**

1. «Практическая грамматика английского языка». Лариса Романова, Москва 2002.
2. Ю. Голицынский. Грамматика. Сборник упражнений. Санкт-Петербург 2007.
3. И.А.Курбатова, Е.И.Силантьева, И.Н.Слободская. Учебник для технических вузов. Москва 1988.
4. А.И.Макарова, Л.И.Слюсарева, Е.Н.Петрова. «Обучение чтению технических текстов на английском языке» Часть II, Гомель 1989.
5. Э.С.Пряхина, Р.С.Сосновская. «Обучение чтению технических текстов на английском языке». Гомель 1990.
6. К.Н.Качалова, Е.Е.Израилевич. Практическая грамматика английского языка. Москва 2007.

