

Саратовский национальный исследовательский государственный
университет имени Н.Г. Чернышевского

PERSONAL DEVELOPMENT FOR CAREER GROWTH

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Введение

Данное пособие написано в рамках спецкурса 'Professional Ethics in Business and Economics', предназначенного для студентов – будущих экономистов. В отличие от предыдущего пособия автора под названием 'Professional Ethics in Business and Economics', где в большей степени рассматривались теоретические вопросы этики и экономики, данное пособие больше касается вопросов личностного роста студента и выработки у них так называемых «мягких навыков» (soft skills): эмоциональный интеллект, отношение к работе, способность к рефлексии и решению сложных профессионально-этических задач, стремление к самоактуализации. Учитывая темы, представленные в пособии, его можно использовать не только в обучении английскому языку студентов – экономистов, но и студентов других специальностей, в качестве дополнительной литературы к основному курсу, а также для магистрантов, обучающихся по программе «Деловой иностранный язык».

В пособии представлены задания на понимание и воспроизведение усвоенного материала, творческие задания. Статьи по грамматике помогают выработке необходимых навыков для понимания материала и применения их в самостоятельных заданиях (например, тема «Типы вопросов» помогает ведению дискуссии в форме сократического диалога).

Все задания сопровождаются иллюстрациями, чтобы сделать процесс обучения более наглядным и эмоционально окрашенным. Также пособие содержит полезные ссылки для студентов, чтобы они имели возможность просматривать видео материалы, используемые в пособии. Глоссарии помогают студентам глубже изучить значения некоторых понятий и повысить уровень эрудиции.

Пособие написано в соответствии с ФГОС ВО и направлено на формирование основных универсальных компетенций.

Emotions and the brain¹

When we hear the word «emotion», most of us think of love, hate, happiness or fear. Those strong feelings we experience throughout life. Our



emotions are the driving force behind many of our behaviors: helpful and unhelpful.

Just where do our emotions come from?

Our brain *is wired*² to look for threats and rewards. If one is detected, the feeling region of the brain alerts us through the release of chemical messages. Emotions are the effect of these chemical messages, travelling from our brain through the body. When our brain detects a potential threat, our brain releases the stress hormones adrenalin and cortisol, which prepare us for a «*fight or flight*»³ response.

When we detect or experience something *rewarding*⁴ such as someone doing something nice for you our brain releases dopamine, oxytocin or serotonin – these are the chemicals that make us feel good and motivate us to continue on the task or behavior. In these instances *the feeling region*⁵ of the brain *kicks in*⁶ before *the thinking part*⁷.

Sometimes the reactions of the feeling brain are so strong that it dominates our behaviors and we are unable to think rationally at the moment: our emotions *hijack*⁸ our brain.

While many of our emotional responses happen subconsciously, our thinking can influence our emotions and sometimes this can be unhelpful. Just thinking about something threatening can trigger an emotional response – this is where we can manage our emotions with conscious thinking.

¹ <https://www.youtube.com/watch?v=xNY0AAUtH3g&t=15s>

² настроен

³ «сражайся или спасайся»

⁴ приносящий удовлетворение

⁵ эмоциональная зона

⁶ начинает работать раньше

⁷ мыслительная зона

⁸ захватывать, брать в заложники

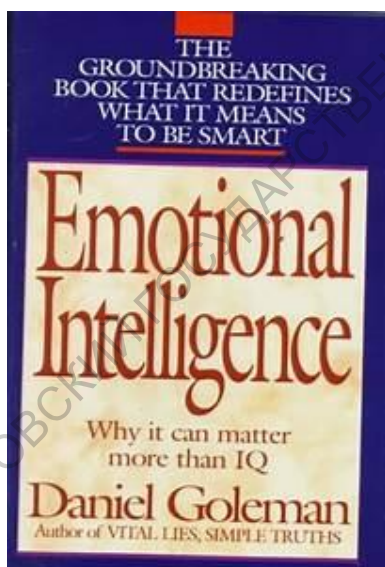
Our emotions play a powerful role in the way we experience the world. Understanding and regulating our emotions through our thoughts and behaviors can help us take greater control of our brain and achieve our goals.

Task 1

Read the text «Emotions and the brain». Then answer the questions.

1. What are four strong emotions which we experience throughout life?
2. Could you describe emotions in the physiologic aspect?
3. What hormones does our brain release when it detects a potential threat?
4. What is the name of a response to a potential threat?
5. What hormones does our brain release when it detects something rewarding?
6. What is our common behavior when we experience something rewarding?
7. Can our thinking influence our emotions?
8. How can we manage our emotions?
9. What conclusion does the author make up?

Book review of «Emotional Intelligence» by Daniel Goleman⁹



Daniel Goleman argues that our IQ¹⁰ is not everything and the superior metric he prefers to use is EQ, in other words, «emotional intelligence», and personally I completely agree with Daniel Goleman. You would be the smartest person in the whole world but if you don't know how to relate to others, how to express your ideas to other people, how to work with other people as a team, how to lead a team, if you can't do these things, you will not be successful in life. One person does not make a

⁹ <https://www.youtube.com/watch?v=40ClnolSyTQ>

¹⁰ IQ – intelligence quotient – quantitative assessment of a person's cognitive abilities

team, you need other people and you need to be able to work with other people, and having emotional intelligence is a big big key in order to be able to successfully work with other people.

Emotional intelligence is made up of *five skills*.

Number one is *self-awareness*. If you are aware of your emotions as they happen, you can make better decisions.

Number two is *managing emotions*. This is the ability to be able to manage and handle your feelings. People who are good at managing their emotions are more likely to gather up after a failure and they are less likely to be distracted by negative criticism or negative comments.

Number three is *self-motivation*. Self-motivation is the only kind of motivation I personally believe in because if you are relying on other people to come and motivate you, you are leaving yourself at the mercy of other people`s hands.

Number four is *empathy*. Empathy is the key to developing your human skills. Empathy is the ability to recognize emotions in others and this skill is what makes great teachers, great managers, great leaders and great salespeople.

Number five is *handling relationships*. This skill leads to popularity, leadership, good social circle and interpersonal effectiveness.

Task 2

Read the text «Book review of «Emotional Intelligence» by Daniel Goleman». Then answer the questions.

1. What does IQ stand for? What does it indicate?
2. Why is having emotional intelligence so important in life?
3. What can people do well when they are aware their emotions?
4. What is managing emotions?
5. What can people who are good at managing their emotions do well?
6. Can you name two types of motivation mentioned in the article? Which of them is more effective?
7. What is empathy?
8. What occupations need developed empathy?

9. What does handling relationships lead to?
10. Which skill described in the article do you mostly possess? Which skill would you like to develop?

This is another view of the emotional intelligence (sort of Guide to Action). Read the text «13 Signs of High Emotional Intelligence» and answer the questions below using the information in the glossary as well.

13 Signs of High Emotional Intelligence¹¹

Wonder what emotional intelligence looks like in everyday life? Here are 13 examples.

In 1995, psychologist and science journalist Daniel Goleman published a book introducing most of the world to the concept of emotional intelligence. The idea that an ability to understand and manage emotions greatly increases our chances of success quickly **took off**, and *it went on to greatly influence¹²* the way people think about emotions and human behavior.

But what does emotional intelligence look like, as manifested in everyday life?

Here are 13 Signs of High Emotional Intelligence:

1. You think about feelings.

Emotional intelligence begins with what is called self- and social awareness, the ability to recognize emotions (and their impact) in both yourself and others.

That awareness begins with **reflection**. You ask questions like:

What are my emotional strengths? What are my weaknesses?

How does my current mood affect my thoughts and decision making?

What's going on under the surface that influences what others say or do?

Pondering questions like these yield valuable insights that can be used to your advantage.

2. You pause.

¹¹ <https://www.inc.com/justin-bariso/13-things-emotionally-intelligent-people-do.html>

¹² В дальнейшем привело к большому влиянию

The pause is as simple as taking a moment to stop and think before you speak or act. (Easy in theory, difficult in practice.) This can help save you from embarrassing moments or from making commitments too quickly.

In other words, pausing helps you refrain from making a permanent decision based on a temporary emotion.

3. You strive to control your thoughts.

You don't have much control over the emotion you experience in a given moment. But you can control your reaction to those emotions by focusing on your thoughts. (As it's been said: You can't prevent a bird from landing on your head, but you can keep it from building a nest.)

By striving to control your thoughts, you resist becoming a slave to your emotions, allowing yourself to live in a way that's in harmony with your goals and values.

4. You benefit from criticism.

Nobody enjoys negative feedback. But you know that criticism is a chance to learn, even if it's not delivered in the best way. And even when it's unfounded, it *gives you a window*¹³ into how others think.

When you receive negative feedback, you keep your emotions in check and ask yourself: How can this make me better?

5. You show authenticity.

Authenticity doesn't mean sharing everything about yourself, to everyone, all of the time. It does mean saying what you mean, meaning what you say, and sticking to your values and principles *above all else*¹⁴.

You know not everyone will appreciate your sharing your thoughts and feelings. But the ones who matter will.

6. You demonstrate empathy.

The ability to show empathy, which includes understanding others' thoughts and feelings, helps you connect with others. Instead of judging or labeling others, you work hard to see things through their eyes.

¹³ Помогает вам увидеть

¹⁴ Превыше всего; прежде всего остального

Empathy doesn't necessarily mean agreeing with another person's point of view. Rather, it's about striving to understand which allows you to build deeper, more connected relationships.

7. You praise others.

All humans crave acknowledgement and appreciation. When you commend others, you satisfy that craving and build trust in the process.

This all begins when you focus on the good in others. Then, by sharing specifically what you appreciate, you inspire them to be the best version of themselves.

8. You give helpful feedback.

Negative feedback has great potential to hurt the feelings of others. Realizing this, you reframe criticism as constructive feedback, so the recipient sees it as helpful instead of harmful.

9. You apologize.

It takes strength and courage to be able to say you're sorry. But doing so demonstrates humility, a quality that will naturally draw others to you.

Emotional intelligence helps you realize that apologizing doesn't always mean you're wrong. It does mean valuing your relationship more than your ego.

10. You forgive and forget.

Hanging on to resentment is like leaving a knife inside a wound. While the offending *party*¹⁵ moves on with their life, you never give yourself the chance to heal.

When you forgive and forget, you prevent others from holding your emotions hostage allowing you to move forward.

11. You keep your commitments.

It's common nowadays for people to break an agreement or commitment when they feel like it. Of course, *bailing on*¹⁶ an evening of Netflix¹⁷ with a friend will cause less harm than breaking a promise to your child or missing a major business deadline.

¹⁵ Другой участник событий, другая сторона

¹⁶ Отказаться, пропустить (разг.)

¹⁷ Netflix is the world's leading subscription service for watching TV episodes and movies on electronic devices.

But when you make a habit of keeping your word - in things big and small - you develop a strong reputation for reliability and trustworthiness.

12. You help others.

One of the greatest ways to positively impact the emotions of others is to help them.

Most people don't really care where you graduated from, or even about your previous accomplishments. But what about the hours you're willing to take out of your schedule to listen or *help out*¹⁸? Your readiness to get down in the trenches and work alongside them?

Actions like these build trust and inspire others to *follow your lead*¹⁹ when it counts²⁰.

13. You protect yourself from emotional sabotage.

You realize that emotional intelligence also has a dark side - such as when individuals attempt to manipulate others' emotions to promote a personal **agenda** or for some other selfish cause.

And that's why you continue to sharpen your own emotional intelligence - to protect yourself when they do.

Glossary²¹

To take off (took off, taken off) (verb) – to become successful or popular very fast. Example: "His business has really taken off".

Reflection (noun) – careful thought about a particular subject. Example: "After days of reflection she decided to write back".

Insight (noun) – an accurate and deep understanding of a complex situation. Example: "The project would give scientists new insights into what is happening to the Earth's atmosphere".

Ego (noun) – the opinion that you have of yourself and your own importance. Example: "A guy with a huge ego".

¹⁸ выручать

¹⁹ Следовать вашему примеру

²⁰ Когда это важно

²¹ <https://www.collinsdictionary.com>; <https://www.macmillandictionary.com>

To sabotage (verb) – to act with a destructive or obstructive aim.
Example: “I deliberately tried to sabotage Stuart`s date with Alice”.

Agenda (noun) – a plan or aim that is kept secret. Example: “The Minister seems to have her own agenda”.

Questions

1. What does awareness begin with?
2. What is reflection?
3. What is insight?
4. What questions can we ask to ourselves to gain an insight into our emotional state?
5. What does pausing help you do?
6. How can we benefit from criticism?
7. What is authenticity?
8. What is opposite of empathy (according to the article)?
9. What do all humans crave?
10. How can we praise others sincerely?
11. What potential does negative feedback have?
12. What does apologizing take?
13. What does your apologizing mean to others?
14. What is ego?
15. What are the consequences of hanging on to your resentment?
16. How can we develop a reputation of reliability?
17. How can we positively impact the emotions of others?
18. What is emotional sabotage?



Grammar Reference

Герундий²² – это неличная глагольная форма, образующаяся присоединением окончания -ing к глаголу. Например, герундием глагола read является reading. Аналога герундия в русском языке нет.

На русский язык герундий можно переводить существительным (например, существительным, обозначающим действие reading – чтение, drawing – рисование, singing – пение), глаголом в начальной форме (инфинитивом), который отвечает на вопрос «что делать?» – читать, писать, рисовать или деепричастием – читая, рисуя и т.п.

Примеры переводы герундия:

Trespassing is prohibited. - *Нарушение прав собственности* запрещено.

We don't allow smoking in our house. - Мы не разрешаем *курить* в нашем доме.

I don't believe in buying wine as an investment. - Я не считаю, что *покупка* вина – это хорошее вложение.

My favorite activity is reading. - Мое любимое занятие – *чтение*.

Our mistake was trusting him. - Наша ошибка заключалась в том, что мы *поверили* ему.

Practice ²³

Exercise 1.

Complete the sentences with the verbs in brackets in gerund form. Translate them into Russian.

1. Start ... about pleasant things — and you'll be happy! (think)
2. Americans enjoy ... houses and ... to new places. (change/ move)
3. Would you like to go ... in the sea? (sail)
4. Most people enjoy ... in the sun. (lie)
5. I haven't had my lunch yet. Do you mind ... outside for ten minutes? (wait)
6. John likes ... at a high speed. (drive)
7. Stop ... about your troubles. (worry)
8. Jack was proud of ... the first prize for.... (get/ jump)

²² <http://www.correctenglish.ru/theory/grammar/gerund/> (read for more details)

²³ <http://englishinn.ru/gerund-gerundiy-uprazhneniya-dlya-prodolzhayushhih-uroven-2.html> (read for more details and practice)

9. Helen was so angry that she left without... a word. (say)

Exercise 2.

Complete the conversation with the correct word in the box in gerund form.
Translate it into Russian.

cook, sleep, spend, hike, talk

A: What's the best way to relax?

B: Well, I love ... in the country. And you?

A: Yeah, but I dislike ... on a camp fire and can't stand ... on the ground!

B: Oh, where's your sense of adventure? And I bet you hate ... a week without your mobile phone.

A: That's true. I quite like ... to people.

Exercise 3.

Translate the sentences into Russian.

1. She is very good at baking.
2. He was afraid of speaking to strangers.
3. I am looking forward to going on holiday.
4. I thanked her for helping me.
5. He thinks of buying a new car.
6. He gave up the idea of visiting New York.
7. He congratulated his friend on entering the institute.
8. I succeeded in translating this difficult text.
9. They suspected him of lying to them.
10. After checking the students' papers, the teacher left the classroom.
11. She has always dreamt of going abroad.
12. He persisted in solving that difficult problem.
13. They accused him of having robbed their house.
14. My happiness depends on your loving me.
15. I object to lending money to him.
16. They felt like crying.
17. She must apologize to him for wasting his time.
18. Nothing can prevent us from visiting our grandparents this summer.
19. I am used to drinking a glass of juice in the morning.

Exercise 4.

Find sentences with gerunds in texts «Emotions and the Brain» and «Book review of «Emotional Intelligence» by Daniel Goleman». Translate them into Russian.

Do you feel me?

Watch or read the children`s stories when they experienced their strong feelings, try to identify these feelings. You can give your own version. Use the information in the glossary (see below).



Younger brother²⁴

My mom plays more with Andy than me. Well, you know, good thing, I have my dad. But he always plays with Andy more than me as well. So I have to play by myself. And I don`t really like playing by myself. I really like playing with other people. (Does she feel fearful, accepted, jealous or something else?)



First test²⁵

We had to take a test. Our teacher told us that on Friday the test will have to be graded though. And it had 52 questions, and my stomach was hurting. I couldn`t sleep at night. I had nightmares twice a week. And when this test started my stomach was hurting, but I tried my best on it and I got 100 per cent. (Did she feel: worried, carefree, frustrated or something else?)

²⁴ <https://www.youtube.com/watch?v=5qNTmGX8dig>

²⁵ <https://www.youtube.com/watch?v=axykzbw2sJ4>



Monkey bars²⁶

At *lunch recess*²⁷ I was on the *monkey bars*²⁸. And I was really good at them because I swung so high that my feet went like – so pretend that my arm is the monkey bar. This is me. And these are my feet. Me feet went like chh, chh. And so I could grab one to another and then... oops! Because my hands were slippery and they had *blisters*²⁹ and they were hurting, my hands slipped off the middle bar and I went swirling down, like I was lying down in a tornado. I fell back first on the wood chips³⁰. And like³¹ only two people came to help me. Other people laughed at me, two of my classmates. (Did she feel: selfish, hurt, accepted or something else?)



Dodgeball³²

So I was playing *dodgeball*³³. I got a lot of people out. Then, I was running. And then a guy fell because of someone else – because someone accidentally *tripped him*³⁴. And then since I walked right past him, they thought I did it. I said, 'I didn't do it!' And then I ran away and didn't play dodgeball that day. But then next day I told them I didn't do it. They just didn't talk to me. And I just kept playing dodgeball. (Did he feel: included, frightened, blamed or something else?)

Task 3

- Read the information in the glossary. Translate it into Russian.

²⁶ <https://www.youtube.com/watch?v=OphByGm6vB8>

²⁷ (амер.) перемена в школе

²⁸ конструкция для лазания

²⁹ волдыри

³⁰ древесная стружка

³¹ вроде

³² <https://www.youtube.com/watch?v=1S3fap8U9I0>

³³ вышибалы

³⁴ заставил его споткнуться

- Give your own examples for each feeling described above. Pay your attention to underlined phrases.

Glossary³⁵

Feeling *accepted*: when someone *accepts* us, it means my identity ("What I am") is OK; it means I am worthy, I am valuable³⁶.

Feeling *worried*: feeling unhappy because you are thinking about your problems or about bad things that could happen. *Example: Everyone was very worried when John didn't show up.*

Feeling *jealous*:

1) feeling unhappy because someone has something that you would like or can do something that you would like to do. *Example: Other girls were jealous of her good looks.*

2) feeling unhappy and upset because you think someone who you love is attracted to someone else. *Example: He would dance with other women to make her jealous.*

Feeling *carefree*: feeling happy and without any worries, problems, or responsibilities. *Example: Dan thought back to those carefree days when he was a student.*

Feeling *frustrated*: feeling annoyed and impatient because you are prevented from achieving something. *Example: Parents are increasingly frustrated with the local school system.*

Feeling *hurt*:

1) feeling pain somewhere in your body. *Example: Fred's knees hurt after skiing all day.*

2) emotional pain is an unpleasant feeling (a suffering) of a psychological, non-physical origin. *Example: His cold behavior hurt her deeply.*

Feeling *included*: feeling part of a social group (a family, a team and so on). *Example: When the kids gathered in a circle, they suddenly felt included.*

³⁵ <https://www.macmillandictionary.com/>

³⁶ <https://www.quora.com/What-does-it-mean-for-any-of-us-to-be-accepted-What-does-acceptance-mean> (read for more details)

Feeling *blamed*: this feeling occurs when someone says to you or thinks that you are responsible for an accident, problem, or bad situation. *Example: Parents often feel blamed by the community when things do not go well for their children.*



I am miserable at my workplace³⁷

Watch this video and answer the questions.

I am Dr. Tal Ben-Shahar. You`re watching «Your Quest» on

Happier.TV.

We`ll answer your questions. Let`s see what Wasim, 28, from Singapore is asking.

“I`ve been working in the same place for over three years and I`m unhappy. My boss *is* constantly *after me*³⁸ pointing out my shortcomings and often scrolls me in public. Getting up in the morning for work is a **challenge**. Being at work is a challenge. And I come home at the end of a long day exhausted and irritable. I cannot **afford** to leave my job. I have a family to support and my visa in Singapore will be revoked if I leave the company”.

You know, Wasim. I can feel your struggle through your words. It`s no fun feeling miserable at work and it`s even worse when we feel it at a place where we see no way out, locked up in our predicament. So let me try to offer a few ideas that may help.

All right. So first of all I`d like you to (1) try to get out of **all-or-nothing** assessment of your work situation. Even in the most difficult of circumstances we usually have a choice.

What happens to many of us however is that if we`re in a certain oppressive environment for a long time, we lose sight of the possibility of

³⁷ <https://www.youtube.com/watch?v=6RuNzTeHop8>

³⁸ Пристально следит за мной

change. We become helpless. Even though the objective circumstances DO provide us some way out. So (2) put your helpFUL rather than helpLESS glasses on for a while and sit down to write about the options that MAY exist.

Can you do something else at work that will take you away from your boss`s scrutiny? (3) Could you ask for a transfer to another department or perhaps you can even talk to your boss? Now granted none of these suggestions may even be relevant. But I know that sometimes there are solutions that we overlook especially if we`ve been in a particular situation of helplessness for a while.

Second, (4) if you cannot exchange your external circumstances you may be able to change your attitude. Now I`m maybe taking this too far with my example but allow me to show one of my favorite quotes from Viktor Frankl, a psychologist who survived the Auschwitz concentration camp during World War Two. Here is what he wrote: `Everything can be taken from a man but one thing: the last of the human freedoms – to choose one`s attitude in any given set of circumstances, to choose one`s own way`.

In just about every situation, you have a choice, *as to*³⁹ the attitude you assume. (5) You can focus on the positive aspects of your work, say, your colleagues, your **contribution** to something important, your ability to handle your bosses` ire or the fact that you can provide for you family.

(6) I recommend that you take a look at the **reflection** on finding your *calling*⁴⁰. It`s *relevant*⁴¹ to what you`re going through right now.

And finally, if all else fails there may be ways that you`re not seeing right now: (7) to leave your workplace without *disrupting*⁴² your life.

I go back to the feeling of helplessness. Sometimes we *think ourselves*⁴³ into *being stuck*⁴⁴ when we`re not actually stuck. If you feel comfortable and have not done so already, (8) *share* what you`re going through with your friend or your partner. Help them sort of **reflect** what

³⁹ В отношении

⁴⁰ призвание

⁴¹ важно

⁴² разрушение

⁴³ Мы представляем себя

⁴⁴ Быть в тупике

you`re going through to you. You don`t need to carry all this burden by yourself and they may be able to help.

*The bottom line*⁴⁵ is that even in difficult situations much more is under our control than we think.

*Good luck with it all*⁴⁶, Wasim! And viewers, if you have questions regarding your own or others` happiness, please send it to Happier.TV.

www.happier.tv (Business and Career)

Questions:

- 1) What is Wasim`s problem?
- 2) What type of a situation assessment is not effective?
- 3) What happens to us when we are in an oppressive environment for a long time?
- 4) Describe one-by-one the pieces of advice Dr. Tal Ben-Shahar gave Wasim (numbers in the text can help you).

Glossary⁴⁷

Task: match the words a-h with their meanings 1-8

a) *challenge*

b) *all-or-nothing*

c) *attitude*

d) *reflect*

e) *contribution*

f) *reflection*

g) *aspect*

h) *(not) afford*

1. Something that needs a lot of skill, energy, and determination to deal with or achieve.
2. Careful thought about something than generates your ideas and opinions.
3. Someone`s opinions or feelings about something, especially as shown by their behavior.

⁴⁵ главное

⁴⁶ Удачи тебе во всём!

⁴⁷ <https://www.macmillandictionary.com/>

4. Involving either the whole of something or none of it.
5. Something that you do that helps to achieve something or to make it successful.
6. A particular part, feature, or quality of something.
7. To think about something carefully.
8. It means you cannot do it without having to worry about it causing problems for you.

Task 4

Read the comments on this video (writing and grammar have not been changed)⁴⁸. Choose one of the users and give him/her some advice about his/her problem (in a written form). 5-7 sentences.



We are slaves to the system!



I have started a new job in outbound sales. It's a real challenge. Although I am improving and developing I find myself bored, frustrated, irritated and miserable. Yes I do well at times but my manager keeps pressuring to make more calls. I am on the verge on quitting.



after 5 yrs i am making less money than when i started, i hate my job



Ive been working for the same company for 8 years and im at the end of my wits. Payment is good, workload isnt bad but the job is so manual and tedious. Im in search for a career that id enjoy for a long time and also could support myself.



Im an apprentice who is poorly paid and treated as they are aware if the lack of work around my area and because of this treat me terribly as they can get away with it and I'm helpless, it is making me

⁴⁸ <https://www.youtube.com/watch?v=6RuNzTeHop8>

suicidal and I've already survived an overdose that was from stress at work. –

The answer to the previous comment:



Exactly same situation I am going through bro, that's why am here, I wish my f..... seniors read this, who are the devils of life!

Perhaps you have tried all options to solve your problems in your working place and the only option left is quitting the job. Now read this article that can help you do it correctly.

The Top Things You Shouldn't Say When You Quit Your Job⁴⁹



There are ways to quit your job gracefully and to say all the right things. There are also some things that you should never say when you're moving on, even if you're thinking them and you would love an opportunity to vent.

✓ **Your Boss Is a Jerk**

Any commentary linking your departure to your boss's character or disposition isn't going to help. She/He may have been an **ogre**, but if word gets back to her/him that you said so, she/he will be more likely to **disparage** your attitude or *performance*⁵⁰ when talking to prospective employers.

✓ **Your Manager Isn't Good**

Don't say that you are leaving because your boss was **incompetent** even if it's true. Your manager will be more likely to ascribe any failures to you and provide a negative appraisal of your work.

✓ **Team Members Performance or Bad Attitude**

⁴⁹ <https://www.thebalancecareers.com/top-things-not-to-say-when-you-quit-your-job-2061013> (BY ALISON DOYLE Updated January 02, 2019)

⁵⁰ Выполнение работы

Don't mention the performance or bad attitude of team members as a reason for your departure. When employers check on your background, they often seek input from staff as well as supervisors. If former subordinates or co-workers are insulted by your departing remarks, then they will be more likely to reference your shortcomings as a manager or teammate.

✓ **You Were Underpaid**

There is no need to encourage management to perceive you as a **disgruntled** employee, since this characterization *may be passed along*⁵¹ to others who inquire about your **tenure** with the organization.

✓ **The Company Is a Mess**

If you think the company is **floundering** or underachieving in some way, don't say so. Your employer will be well aware of any problems within their organization. You have nothing to gain by conveying to management that they are stuck in a bad organization while you are moving on to better things.

✓ **The Products or Services Provided Are Inferior**

Disloyal employees *are normally frowned upon*⁵². Former supervisors will more likely assert that any limitations to your success were due to your deficiencies and not flaws in their products or services. Prospective employers will wonder if you are going to **badmouth** them when you move on.

✓ **Unwilling to Train Your Replacement**

It's a good idea to demonstrate that you are a committed employee right up until the end of your employment. Cooperation that eases the transition for your boss will be remembered and often rewarded with a positive recommendation.

✓ **Don't Brag**

Don't brag about your new job to fellow employees since this can generate resentment, particularly if you imply that you are better than

⁵¹ Может передаваться

⁵² Не одобряется

them. Thank others for their support and mention how you will miss working with them.



Task 5

Match the words 1-11 from the text above with the meanings a-j

1. disparage
2. incompetent
3. loyal
4. inferior
5. badmouth
6. disgruntled
7. floundering
8. tenure
9. brag
10. ogre

- a. (noun) a large, frightening, and cruel person in children's stories.
- b. (verb) to say unpleasant things about someone or something that show you have no respect for them.
- c. (adjective) lacking the ability or skills to do something.
- d. (adjective) disappointed and annoyed about something.
- e. (noun) the period during which someone has a job or is an elected official.
- f. (adjective) having difficulties and being likely to fail.
- g. (adjective) being of bad quality.
- h. (adjective) willing to support, work for, or be a friend to someone, even in difficult times.

i. (verb) to criticize someone or something.

j. (verb) to talk about your achievements or possessions in a proud way that annoys other people

Task 6

None one is immune from fails at work. Think about the tips above and answer the question:

Have you/your relatives/friends ever had bad job experience. What was it like?

Was it worth avoiding or learning something useful to you/them?



Grammar Reference

Types of Questions⁵³

Вопросы в английском языке делятся на несколько видов. Способ образования вопроса и порядок слов в вопросе различается для разных видов вопросов.

Общие вопросы в английском языке

Общий вопрос – это вопрос, требующий ответа "да" или "нет". В вопросах такого вида на первое место ставится вспомогательный глагол, после которого следует обычный порядок слов.

Например:

Are you from Brazil?

Вы из Бразилии?

Возможные ответы: Yes, I am. / No, I am not.

Did you meet Andy?

Вы видели Энди?

Возможные ответы: Yes, I did. / No, I did not.

Was she at home yesterday?

Она вчера была дома?

Возможные ответы: Yes, she was. / No, she was not.

Специальные вопросы в английском языке

Специальный вопрос используется, чтобы узнать какие-либо детали, подробности чего-либо. Специальные вопросы начинаются с вопросительного слова или группы слов, которые указывают, к какому члену предложения относится вопрос.

Например:

Where are you from?

Откуда вы?

How much money do you have?

Сколько у вас денег?

⁵³ <http://www.correctenglish.ru/theory/grammar/kinds-of-questions/>

How old are you?
Сколько вам лет?

Обратите внимание, что в случае, когда вопросительное слово, вводящее специальный вопрос, является подлежащим в предложении, то порядок слов в таком вопросе соответствует порядку слов в повествовательном предложении.

Например:

Who wrote this book?

Кто написал эту книгу?

What makes you feel nervous?

Что заставляет тебя нервничать?

Разделительные вопросы в английском языке

Разделительные вопросы известны также как вопросы с "хвостиком", или хвостатые вопросы. Данные вопросы - в основной части утвердительные (или отрицательные) предложения, к которым присоединяется "хвостик", состоящий из вспомогательного глагола, отрицания (если его не было в основной части) и подлежащего, выраженного, как правило, местоимением.

Интонация зависит от того, какой ответ ожидается, и насколько говорящий уверен в истинности своего высказывания. Вопросы с "хвостиком" употребляются в том случае, когда говорящий ожидает от собеседника подтверждения высказанной мысли.

В русском языке вопросам с "хвостиками" соответствуют вопросительные обороты "не правда ли?", "не так ли?" или усилительная частица "ведь" в составе вопросительного предложения.

Например:

They have just arrived, haven't they?

Они только что прибыли, не так ли?

He wasn't serious, was he?

Он ведь не серьезно?

Our team will win this match, won't it?

Наша команда выиграет этот матч, не правда ли?

Justin met her 3 years ago, didn't he?

Джастин познакомился с ней 3 года назад, не так ли?

You like her, don't you?

Она ведь тебе нравится?

Отрицательные вопросы в английском языке

При переводе на русский язык сокращенные отрицательные вопросы иногда могут добавляться такими словами, как "разве", "неужели" и т.п.

Порядок слов: вспомогательный глагол + n't + подлежащее

Например:

Why don't you listen to me?

Почему ты не слушаешь меня?

Don't you understand?

Разве ты не понимаешь?

Haven't you received my postcard?

Неужели ты не получал моей открытки?

Aren't they ready?

Разве они не готовы?

Отрицательные вопросы, начинающиеся со слов "Won't you ...?", "Wouldn't you ...?" или "Why don't you ...?" являются очень распространенными в вежливых просьбах, приглашениях, предложениях, недовольствах, и замечаниях с критикой.

Например:

Wouldn't you like a cup of coffee?

Не хотели бы вы чашечки кофе?

Why don't you come and stay with us?

Почему бы тебе не приехать и не погостить у нас?

Why don't you find something to do?

Почему ты не найдешь, чем заняться?

В ответ на отрицательный вопрос, **yes** предполагает положительный ответ, а **no** – отрицательный.

Например:

"Haven't you written to her?" "Yes." (= I have written to her.)

Разве ты ей не писал? – Да. (= Я писал ей.)

"Haven't you told her about us?" "No." (= I haven't told her about you.)

Ты не рассказал ей о нас? – Нет. (= Я не рассказал ей о тебе.)

Вопросы О МНЕНИИ (или точке зрения) собеседника, то есть второго лица (или вторых лиц) с которым ведется диалог. Такие вопросы так и называются = "Как- вы -думаете" вопросы или "do-you-think" questions .

Вопросы о мнении состоят из двух вопросов, один из которых – это "do-you-think" question, то есть, вводная фраза, а второй это, собственно, и есть вопрос.

1. Как вы думаете, что он делает сейчас? = Как вы думаете? + Что он делает сейчас?

2. Зачем, по вашему мнению, он это сделал? = Как вы думаете? + Зачем он это сделал?

3. Они выиграют, как вы считаете? = Как вы думаете? + Выиграют ли они?

Такие вопросы образуются точно так же, как знакомые всем, общие и специальные вопросы, а вводная фраза ставится в начале вопроса, если это общий вопрос или после вопросительного слова, если это специальный вопрос. Но сам основной вопрос перестраивается в

повествовательное предложение, так как невозможно соединить два вопроса вместе.

Пример:

1. Как вы думаете, что он делает сейчас?

Сначала переводим сам вопрос:

Что он делает сейчас? = What is he doing now?

Перестраиваем: What he is doing now

Вводим "как-вы-думаете" = "do-you-think". В результате имеем:

What DO YOU THINK he is doing now?

2. Зачем, по вашему мнению, он это сделал?

Сначала переводим сам вопрос:

Зачем он это сделал? = Why has he done it?

Перестраиваем: Why he has done it

Вводим "как-вы-думаете" = "do-you-think". В результате имеем:

Why DO YOU THINK he has done it?

3. Они выиграют, как вы считаете?

Сначала переводим сам вопрос:

Они выиграют? = Will they win?

Перестраиваем: they will win

Вводим "как-вы-думаете" = "do-you-think". В результате имеем:

DO YOU THINK they will win?

Трудность перевода таких вопросов состоит, в том, что надо "угадать", что это именно и есть "как-вы-думаете" вопрос = "do-you-think" question, так как в русском языке перевод таких вопросов о мнении очень вольный, например:

По вашему мнению, он прав?

Когда, вы предполагаете, они приедут?

Как вы считаете, детей надо наказывать?⁵⁴

Practice⁵⁵

⁵⁴ <http://oose.ru/voprosyi-s-vvodnyimi-frazami-parentheses/>

Exercise 1. Fill in the words to form questions then specify the type of each question (a-d).

did, are, do, have, was, haven't, is, isn't

1. What types of books _____ you like to read?
2. _____ she reading love story or an adventure story?
3. _____ you seen «Titanic»?
4. Who _____ watching TV at eight o'clock last night?
5. It's an exciting book, _____ it?
6. _____ you going to watch a romantic film or a musical?
7. You have seen this film, _____ you.
8. _____ you go to the cinema last night?
9. Now group this question by their types.

- a. Yes / No Questions: _____.
- b. Alternative Questions: _____.
- c. Special Questions: _____.
- d. Tag Questions: _____.

Exercise 2. Form questions.

1. birthday / is / when / your?
2. many / How / cards / did / get / you?
3. do / What / like / you / presents?
4. mum / What / make / did / cake / your?
5. at the party / you / did / what / do?
6. like / you / parties / do / Why?
7. summer / are / this / where / you / going?
8. there / going / How / you / are?
9. take / going / to / what / you / are?
10. with / are / you / Who / going?
11. do / going / to / you / there / What / are?
12. you / stay / going / to / are / Where?
13. what / playing / dad / sports / your / games / is / of / fond?
14. roller-skate / when / learn / you / to / did?
15. of / afraid / are / swimming / you?

⁵⁵ <http://grammar-tei.com/uprazhneniya-na-postroenie-voprosov-v-anglijskom-yazyke/>

Exercise 3. Write questions to the sentences beginning with the words in brackets.

1. My sister eats sweets every day. (Who)
2. He won't go to the country this summer (Will)
3. We were advised to come. (What?)
4. I haven't seen Peter since Saturday. (Since when?)
5. They are planning to have a holiday soon. (They)
6. She made a beautiful dress for herself last week. (What?)
7. Everybody was waiting at the door to the museum. (Was)
8. By the end of the year, he had read about twenty books. (How many)
9. He is followed by his friend everywhere. (By whom?) (Who...by?)
10. He didn't know how he could help his friend. (Why?)

Exercise 4. Write questions to the underlined parts of the text.

John is my cousin (1). He is only 18, but he is already a student (2). John is very intelligent (3) and he is a good-looking boy too. Many girls (4) admire his dark brown (5) eyes and curly hair. The only problem is that John hasn't got enough money (6). He likes books (7) but he often has no money to buy them.

Exercise 6. Write questions to the answers.

1. _____?

A computer. (The Adams bought a computer.)

2. _____?

They have. They have already met Mr Smith.)

3. _____?

They met Mr Smith when they were in London.

4. _____?

They are. (They are going to there again).

5. _____?

English. She teaches English.

6. _____?

Travelling. (He was interested in travelling.)

7. _____?

They do. (They have to get up early.)

8. _____?

At the airport. (He had to meet them at the airport.)

9. _____?

The baby's room. (Mary has to clean the baby's room every morning.)

10. _____?

Boots. (They have to wear boots.)

Exercise 7. Complete the tag questions.

1. The books about animals are real fun, ...
2. You really like reading magazines, ...
3. You can go to the library tomorrow, ...
4. Your mum thinks adventure stories are exciting, ...
5. You haven't seen «Harry Potter» yet, ...

Exercise 8. Read these facts. Ask and answer questions about the facts. Use *Who?* *When?* *What?*

1. Mary Shelley wrote Frankenstein in 1818.
2. Guglielmo Marconi invented the radio in 1894.
3. Hubert Booth invented the vacuum cleaner in 1901
4. King Camp Gillette invented the razor in 1901
5. Henry Ford produced the first cheap car in 1908.
6. Peter Chilvers built the first windsurfer in 1958.

Exercise 9. Ask questions with *who* or *what*.

1. Jack is waiting for someone.
2. Someone is waiting for Jack.
3. Something is happening.
4. Someone has got the money.
5. Carmen wants to see someone.
6. Someone wants to see Carmen.
7. Carmen wants to see something.
8. Steven smiled at someone.
9. Someone smiled at Steven.
10. Steven smiled at something.
11. Something happened.

Exercise 10. Correct the mistakes.

1. What Tony is writing?

2. What is writing?
3. What Julia want to do?
4. Who does wants a cup of tea?
5. Who President John F. Kennedy killed?
6. Who did invented the telephone?
7. Whose your favorite actor?
8. Who's is this coat?
9. What hand do you write with?
10. Arthur is 21, hasn't he?
11. You're a student, isn't it?
12. They live in Milan, doesn't it?
13. Does Diana like golf, doesn't she?

Exercise 11. Translate the sentences into English.

1. Почему бы тебе не позвонить ей?
2. Разве вы не слышали эту новость по телевизору?
3. Может зайдешь ко мне в гости?
4. Не желаете что-нибудь выпить?

Exercise 12. Translate the sentences into Russian

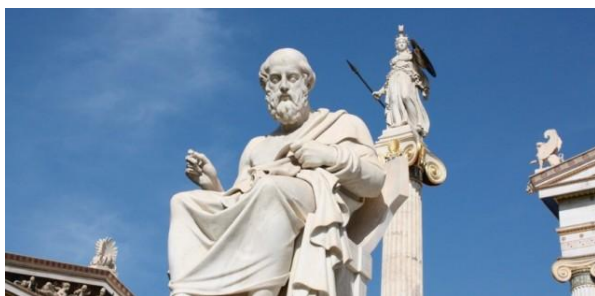
1. Who do you think watches these series?
2. Why do you think she is so sad?
3. Do you think he really loves Mary?
4. How much money do you think they earn?
5. Do you think this train arrives on time?

Exercise 13. Translate the sentences into English.

1. Как ты думаешь, какой он человек?
2. Как ты думаешь, что он будет дальше делать?
3. Как ты думаешь, зачем она звонила мне?
4. Как ты думаешь, он надёжный человек?
5. Как ты думаешь, ей понравится мой подарок?

Socratic Discussion

Now read an abstract from www.theschooloflife.com and answer the questions after the text.



Athens, 2400 years ago. It`s a compact place: only about a quarter of a million people live here. There are fine baths, theatres, temples, shopping arcades and gymnasiums. It`s warm for more than half the year.

This is also home to the world`s first true and probably greatest philosopher – Plato. Born into a prominent and wealthy family in the city, Plato devoted his life to one goal – helping people to reach a state of what he termed *EUDAMONIA*⁵⁶

Plato is often confused with Socrates.

Socrates was an older friend who taught Plato a lot but didn`t write any books. Plato wrote lots of them – 36, all dialogues – beautifully crafted scripts of imaginary discussions in which Socrates is always allocated a starring role among them.



Plato had several big ideas for making life more fulfilled.

THINK MORE!

We rarely give ourselves time to think carefully and logically about our lives and how to live them. Sometimes we just go along with what the Greeks called “doxa” - popular opinions. In the 36 books he wrote, Plato showed this “common sense” to *be riddled with*⁵⁷ errors, prejudice and



⁵⁶ Эвдемонизм (греч.) - счастье

⁵⁷ пронизано

superstition: "Fame is great!", "Money is the key to a good life!" and so on. The problem is popular opinions edge us towards the wrong values, careers and relationships. Plato's answer is "KNOW YOURSELF!". It means doing a special kind of therapy, philosophy – subjecting your ideas to examination rather than acting on impulse. If you strengthen yourself-knowledge, you don't get so pulled around by feelings. Plato compared the role of our feelings to being dragged dangerously along by a group of wild horses. In honor of his mentor and friend Socrates, this kind of examination is called A SOCRATIC DISCUSSION. You can have it with yourself or ideally, with another person who isn't trying to catch you out but wants to help you clarify your own ideas.

LET YOUR LOVER CHANGE YOU!

That sounds weird, if you think that love means finding someone who wants you just the way you are. In "The Symposium" Plato plays about a dinner party where a group of friends drink too much and get talking about love, sex and relationships. Plato says: "True love is admiration." In other words, the person you need to get together with, should have very



good qualities which you yourself lack. Let's say, they should be really brave or organized or warm and sincere. By getting close to this person, you can become a little like they are. The right person for us helps us grow to our full potential. For Plato, in a good relationship a couple shouldn't love each other exactly as they are right now. They should be committed to educating each other and enduring the stormy passages this inevitably involves. Each person should want to seduce the other into becoming a better version of themselves.

DECODE THE MESSAGE OF BEAUTY

Everyone pretty much likes beautiful things. Plato was the first to ask why we do like them. He



found a fascinating reason: beautiful objects are whispering important truth to us about the good life. We find things beautiful when we unconsciously sense in them qualities we need but are missing in our lives: GENTLENESS, HARMONY, BALANCE, PEACE and STRENGTH. Beautiful objects therefore have a really important function – they help to educate our souls. UGLINESS is a serious matter too. It *parades*⁵⁸ dangerous and damaged characteristics in front of us. It makes it harder to be wise, kind and calm. Plato sees ART as therapeutic: it is the duty of poets and painters (and nowadays, novelists, TV producers and designers) to help us live good lives⁵⁹.

Questions

1. What was Plato`s goal in life?
2. Who is Socrates?
3. What is DOXA? What is DOXA riddled with, according to Plato?
4. What do common opinions edge us towards?
5. What does Plato`s appeal “Know yourself!” mean?
6. What did Plato compare our feelings with?
7. What is the name for careful examination your ideas through questioning and answering?
8. Who is the best lover for you, according to Plato?
9. What is a good relationship, according to Plato?
10. What is the function of beautiful things?
11. What is the function of ugly things?

Now read the abstract from a book by Plato and do some tasks.

PLATO “REPUBLIC”. BOOK I

POLEMARCHUS: ...Nonetheless, I still just say JUSTICE is helping friends and harming enemies.

SOCRATES: By “friends” do we mean those who appear to each man to be worthy, or



⁵⁸ выставляя на показ, демонстрировать

⁵⁹ <https://www.youtube.com/watch?v=VDiyQub6vpw> (watch and read for more details)

rather those who actually are, even if they don't seem to be? And I would ask the same concerning enemies.

POLEMARCHUS: Probably people become friends with those they think are good, and grow to hate the ones they judge evil.

SOCRATES: Yes, but don't people often make mistakes about this, so that many of those they believe are good aren't, and vice versa?

POLEMARCHUS: People do mistakes.

SOCRATES: Then in their eyes those who are good will be enemies and those who are evil will be friends?

POLEMARCHUS: Certainly.

SOCRATES: In that case these people will be right to do good to evil people and evil to good ones?

POLEMARCHUS: It would seem so.

SOCRATES: But the good are just, and the sort who would not do wrong?

POLEMARCHUS: True.

SOCRATES: Then according to your argument it is right to harm those who do no wrong?

POLEMARCHUS: No, Socrates, this result is wrong.

SOCRATES: Then I suppose we are right to harm the unjust, and aid the just?

POLEMARCHUS: I think it comes out better that way.

SOCRATES: But note what follows, Polemarchus. For all those who are mistaken in their judgement amount men it will be right to harm their friends, for they are wicked, and aid their enemies, who are actually good. But in affirming this we say the opposite of what we said Simonides meant.

POLEMARCHUS: That certainly is the result. Let's make a correction. We probably haven't defined the words "friend" and "enemy" properly.

Socrates: How did we define them, Polemarchus?

POLEMARCHUS: We said someone who seems good is a friend.

SOCRATES: How are we going to fix the problem?

POLEMARCHUS: We should say instead that he is a friend who doesn't merely seem, but truly is, good. One who only seems good, but isn't, only seems a friend, but isn't. The same goes for enemies.

Questions

1. What concept are Socrates and Polemarchus discussing in this dialogue?
2. What is Justice concerning friends and enemies (according to Polemarchus)?
3. Do people make mistakes while they consider who their friends and enemies are?
4. How do Socrates and Polemarchus define friends and enemies at the end of their discussion?

Developing your problem-solving skills

These questions are reproduced from *the Foundation for Critical Thinking*⁶⁰. They will help you build your discussion and reflection more organized and effective in order to solve a problem or clarify an idea.

Questions of Clarification

- What do you mean by _____?
- What is your main point _____?
- How does _____ relate to _____?
- Could you put that another way?
- What do you think is the main issue here?
- Is your basic point _____ or _____?
- Could you give me an example _____?
- Would this be an example: _____?
- Could you explain that further?
- Would you say more about that?
- Why do you say that?
- Let me see if I understand you; do you mean _____ or _____?
- How does this relate to our discussion/problem/issue?

⁶⁰ <https://www.criticalthinking.org/>

- What do you think John meant by his remark? What did you take John to mean?
- Jane, would you summarize in your own words what Richard has said? Richard, is that what you meant?

Questions That Probe Purpose

- What is the purpose of _____?
- What was your purpose when you said _____?
- How do the purposes of these two people vary?
- How do the purposes of these two groups vary?
- What is the purpose of the main character in this story?
- How did the purpose of this character change during the story?
- Was this purpose justifiable?
- What is the purpose of addressing this question at this time?

Questions That Probe Assumptions

- What are you assuming?
- What is Karen assuming?
- What could we assume instead?
- You seem to be assuming _____. Do I understand you correctly?
- All of your reasoning depends on the idea that _____. Why have you based your reasoning _____ on rather than _____?
- You seem to be assuming _____. How would you justify taking this for granted?
- Is it always the case? Why do you think the assumption holds here?

Questions That Probe Information, Reasons, Evidence, and Causes

- What would be an example?
- How do you know?
- What are your reasons for saying that?
- Why did you say that?
- What other information do we need to know before we can address this question?

- Why do you think that is true?
- Could you explain your reasons to us?
- What led you to that belief?
- Is this good evidence for believing that?
- Do you have any evidence to support your assertion?
- Are those reasons adequate?
- How does that information apply to this case?
- Is there reason to doubt that evidence?
- What difference does that make?
- Who is in a position to know if that is the case?
- What would convince you otherwise?
- What would you say to someone who said_____?
- What accounts for_____?
- What do you think is the cause?
- How did this come about?
- By what reasoning did you come to that conclusion?
- How could we go about finding out whether that is true?
- Can someone else give evidence to support that response?

Questions about Viewpoints or Perspectives

- You seem to be approaching this issue from_____ perspective. Why have you chosen this perspective rather than that perspective?
- How would other groups or types of people respond? Why? What would influence them?
- How could you answer the objection that_____?
- Can/did anyone see this another way?
- What would someone who disagrees say?
- What is an alternative?
- How are Ken's and Roxanne's ideas alike? Different?

Questions That Probe Implications and Consequences

- What are you implying by that?
- When you say_____, are you implying_____?

- But if that happened, what else would also happen as a result? Why?
- What effect would that have?
- Would that necessarily happen or only probably happen?
- What is an alternative?
- If this and this are the case, then what else must be true?

Questions about the Question

- How can we find out?
- Is this the same issue as_____?
- How could someone settle this question?
- Can we break this question down at all?
- Is the question clear? Do we understand it?
- How would_____ put the issue?
- Is this question easy or difficult to answer? Why?
- What does this question assume?
- Would_____ put the question differently?
- Why is this question important?
- Does this question ask us to evaluate something?
- Do we need facts to answer this?
- Do we all agree that this is the question?
- To answer this question, what other questions would we have to answer first?
- I'm not sure I understand how you are interpreting the main question at issue. Could you explain your interpretation?

Questions That Probe Concepts

- What is the main idea we are dealing with?
- Why/how is this idea important?
- Do these two ideas conflict? If so, how?
- What was the main idea guiding the thinking of the character in this story?
- How is this idea guiding our thinking as we try to reason through this issue? Is this idea causing us problems?

- What main theories do we need to consider in figuring out_____?
- Are you using this term “_____” in keeping with educated usage?
- Which main distinctions should we draw in reasoning through this problem?
- Which idea is this author using in her or his thinking? Is there a problem with it?

Questions That Probe Inferences and Interpretations

- Which conclusions are we coming to about_____?
- On what information are we basing this conclusion?
- Is there a more logical inference we might make in this situation?
- How are you interpreting her behavior? Is there another possible interpretation?
- What do you think of_____?
- How did you reach that conclusion?
- Given all the facts, what is the best possible conclusion?
- How shall we interpret these data?

Socratic questioning in case study

Exploiting Cheap Labour⁶¹

On a business trip to a Third World country you see an interesting and unusual product which you are sure could be successfully marketed in your own country at a price which would be both attractive to the consumer and profitable to you. When you visit the factory which makes this product you find that the working conditions of the workforce are bad and the pay rates low. Should you make a contract with them?

Socratic Discussion⁶²



A: What do you mean by saying “a Third World Country”?
(clarification)

⁶¹ Mawer Jenny *Business Games*. - Hove : Language Teaching Publications 35 Church Road, Hove BN3 2BE, 1992.

⁶² By O.V. Pavlova



B: I mean developing countries, poorer countries like countries of Africa, Asia, Latin America.



A: Could you give me an example of bad working conditions? (clarification)



B: When employees` salaries are small, when they are exhausted by overwork, when their work environment is unsatisfactory: stuffy, dirty, poorly equipped rooms, no lunch breaks, no pays during illness, the employment of children etc. What effect would bad working conditions have? (consequences)



A: When the rights of workers are frequently violated they can`t do their job well, so the service or the product the company offers can`t be good quality either. This product can`t be marketed successfully in my country. So I shouldn`t make a contract with them.



B: Can anyone see this another way? (viewpoints and perspectives)



C: I don`t think that poor working conditions can affect badly the products or service the company offers.



B: By what reasoning did you come to that conclusion? (information, reasoning, evidence, and causes)



C: I think most companies in Third world countries have bad working conditions and their employees got accustomed to it. So they are able to work well in any conditions.



B: Let me see if I understand you: do you mean employees can work well in bad working conditions? (clarification)



C: Not all of them, but people of Third World countries can.



B: You seem to be assuming Third World countries` people differ greatly from the people of Developed countries because of their physical or cultural features? And people in the world are not equal? Do I understand you correctly? (assumptions)



C: Yes, all human beings are equal irrespective of their nationality, gender, citizenship.



B: Do we all agree that all human beings equally need good working conditions irrespective of their nationality, gender and citizenship and others? (question about the statement)



A,C: Yes, we do!



B: Can`t all employees do their job well in bad working conditions irrespective of their nationality, gender, citizenship?



A,C: No, they can`t.



B: Which conclusions are we coming to about dealing with this factory described in this case? (inferences and interpretations)



A,C: Even though the product this factory manufactures is interesting and unusual, bad working conditions can`t provide high quality. Besides, respect for workers and humanistic regard to them are currently demanded from business. So we shouldn`t make a contract with them. If they want to deal with us they should improve the working conditions at the factory.

Keeping Quiet about Pollution⁶³

The production process used in your factory is known, by your scientists, to produce pollution. At the moment it is not scientifically possible to test and prove this and so there is no legal obligation to change your process. There is an alternative process but it would make your product more expensive and therefore less competitive. What should you do?

Socratic Discussion⁶⁴



A: Our scientists (the scientists of the factory) say that the factory produces pollution, doesn't it? (clarification)



B: Yes, it does.



A: Can we trust the scientists? As we know the pollution has not been tested yet, has it? (clarification)



B: No, it hasn't. But we can trust the scientists because their professional knowledge and experience give them the right to assume this.



A: What is pollution? Would you say more about that? (clarification)



B: Pollution is the process of damaging the air, water or land with chemicals or other substances.



A: What do you think is the possible result of the pollution?



B: There are a lot of stakeholders of the factory. They might suffer from the pollution.

⁶³ Mawer Jenny Business Games. - Hove : Language Teaching Publications 35 Church Road, Hove BN3 2BE, 1992.

⁶⁴ By O.V. Pavlova



A: What is "stakeholder"?



B: It is an entity that can be affected by the factory's operations.



A: Who and what are the stakeholders of the factory? Could you give me an example? (clarification)



B: The citizens of the city where the factory is, the employees, the children, the future generations, the local nature: the animal species, plants etc.



C: I think there is no need to change anything in the process of the production as we are not legally obligated to do it.



B: Why do you say that? (clarification) Could you explain your reasons to us? (information, reasons, evidence, causes)



C: The launch of the alternative process might need a lot of costs, so, as you have said before, the product might become more expensive and less competitive, and we might lose our profits and even go bankrupt. The employees will lose their jobs and the economic situation in the city will worsen.



B: What would someone who disagrees say? (viewpoints and perspectives)



A: I would say it's better to launch an alternative production process in the factory. If we don't - the pollution will get worse, the stakeholders might suffer more and they might lodge a lawsuit against

the factory and it will lose a lot more money. Besides applying ecological production could be efficient product advertising. Many companies are taking this approach and their profits are growing because now people want to be “ethical consumers” - not just pragmatic or “zombied” buyers.



B: Given all the facts, what is the best possible conclusion? (inferences and interpretations)



C: We should take an alternative ecological process of production to eliminate the pollution. We won't have to go against our conscience. Finally it will make our profits grow and our stakeholders happy. Being ethical can be profitable and beneficial.

Task 7

Having studying all the information about Socratic Discussion/Dialogue above (with the examples), make your own discussions on the topics⁶⁵ (see below) in a written form.

1. Economizing

You work in a company operating a bus system in your city and have asked your managers to suggest ways of cutting costs. The 3 feasible schemes were either: 1) redundancies⁶⁶; 2) wage cuts; 3) economies in the maintenance programme. What are the problems associated with agreeing to each of these options? Which would you choose?

2. Withdrawing Your Product

The peak sales time for your company's product always in the 3 months before Christmas. In October you find that there is a minor fault in the product. It is not dangerous but shortens the normal life of the product. What could be the consequences of withdrawing it at this time and losing sales? Would you recommend withdrawing it immediately?

3. A Question of Conscience

You have been negotiating to buy a property from the widow of a businessman whose firm went bankrupt. The stress of the failure gave him a heart

⁶⁵ All the topics were taken from the book by Jenny Mawer “Business Games”. Language Teaching Publications 35 Church Road, Hove BN3 2BE. ©LTP 1992 ISBN 0906717 98 1

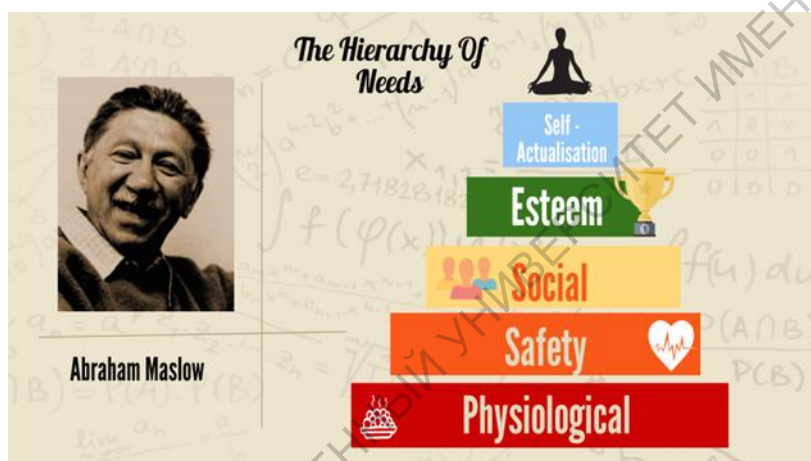
⁶⁶ Сокращение рабочего персонала

attack and he left her with nothing but the property that you have been trying to buy. You hear from a friend that, in a few months, the land will be re-zoned by the local government and the value will increase dramatically. What do you do: conclude the sale or tell the vendor?

Book Review: Motivation and Personality by Abraham Maslow⁶⁷

Through the core idea of the 'self-actualizing person', Maslow's *Motivation and Personality* (1954) presented a new image of human nature that excited a whole generation. Rather than the sum of needs and impulses, Maslow saw people as having limitless room for growth.

Hierarchy of needs



Maslow's 'hierarchy of needs'⁶⁸ is a famous concept. He organized human needs into three broad levels: the physiological of air, food and water; the

psychological of safety, love and self-esteem; and self-actualization. Most civilizations put the higher and lower needs at odds with each other⁶⁹. In contrast, Maslow saw that the satisfaction of the lower needs came before higher mental and moral development. Maslow's greatness was in reimagining what a human being could be. He insisted that psychological health required the presence of self-actualizing traits. His hierarchy of needs has been seminal to understanding motivation in the workplace, and the self-actualization of the employee has become a serious concern in business.

⁶⁷ <https://citywire.co.uk/new-model-adviser/news/book-review-motivation-and-personality-by-abraham-maslow/a501223> (By Tom Butler-Bowdon 27 Jun, 2011)

⁶⁸ Пирамида потребностей

⁶⁹ Put at odds with each other – противопоставляют друг другу

He foresaw the trend toward personal growth and excitement⁷⁰ replacing money as the highest motivator in a person's working life.

Self-actualization

Self-actualizing people have attained the full use and exploitation of talents, capacities, potentialities and the like. Maslow's research identified some characteristics of the self-actualized person.

- **A clear perception of reality**, including a heightened ability to detect falseness; they are always ready to learn something new: "...for healthy people the unknown is not frightening...These people, it is true, are the intellectuals, the researchers..." (A. Maslow)*⁷¹

- **Acceptance of themselves and things:** "They can accept their own human nature in the **stoic** style, with all its shortcomings, with all its discrepancies from the ideal image without feeling real concern...This is not an absolute lack of guilt, shame, sadness, anxiety, defensiveness; it is a lack of unnecessary or neurotic (because unrealistic) guilt...What healthy people *do* feel guilty about (or ashamed, anxious, sad, or regretful) are improvable shortcomings, e.g. laziness, thoughtlessness, loss of temper, hurting others;...prejudice, jealousy, envy..." (A. Maslow)*

- **Spontaneity**, a rich inner life with a child-like ability to appreciate beauty in the **mundane**; "Their behavior is marked by simplicity and naturalness, and by lack of artificiality or straining for effect. This does not mean consistently unconventional behavior... The motivation of ordinary men is striving for the basic need gratification that they lack. But self-actualizing people in fact lack none of these gratifications; and yet they have impulses...For them motivation is just *character*⁷² growth, character expression, maturation, and development; in a word self-actualization..." (A. Maslow)*

- **Problem-centeredness**⁷³, a sense of purpose resulting in an absence of pettiness, introspection⁷⁴ and ego games; "They are **problem**

⁷⁰ вдохновение

⁷¹ All the quotations were taken from the book by Abraham H. Maslow "Motivation and Personality" Copyright © 1954 by Harper & Row, Publishers, Inc. Copyright © 1970 by Abraham H. Maslow. Reprinted from the English Edition by Harper & Row, Publishers 1954

⁷² собственный

⁷³ центрирование на проблеме

centered rather than **ego** centered... it may be a task that they feel is their responsibility...In general these tasks are nonpersonal or unselfish, concerned rather with the good of mankind in general, or nation in general, or a few individuals in the subject`s⁷⁵ family. (A. Maslow)*

- **Solitude-seeking**, enjoyed for its own sake and allowing for independence of thought and decision; "They can be solitary without harm to themselves and without discomfort. They seem to be able to retain their own **dignity** even in undignified surroundings and situations. They are more **objective** than the average people. This is true even when the problem concerns themselves, their own wishes, motives, hopes..." (A. Maslow)* Also they are self-movers, self-deciders, self-choosers. They are not "determined" by others.

- **Autonomy, more interest in inner satisfaction than status or rewards**; "This independence of environment means a relative stability in the face of hard knocks, blows, deprivations, and the like. These people can maintain a relative serenity in the midst of circumstances that would drive other people to suicide; they have also been described as "self-contained". (A.Maslow)*

- **Human kinship, a genuine love for and desire to help all people**;

- **Humility and respect, a belief that even the worst person has redeeming features**; "They can be and are friendly with anyone of suitable character regardless of class, education, political belief, race, color. As a matter of fact it often seems as if they are not even aware of these differences, which are for the average person so obvious and so important;...they find it possible to learn from anybody who has something to teach them – no matter what other characteristics he may have...They are all quite well aware of how little they know in comparison with what **could** be known and what **is** known by others. Because of this it is possible for them *without pose*⁷⁶ to be honestly respectful and even humble before people who can teach them something that they do not know or who have a

⁷⁴ (здесь) самокопание

⁷⁵ Субъект, человек

⁷⁶ Без позёрства

skill they do not possess. They give this honest to a carpenter who is a good carpenter... (A. Maslow)*

- **Ethics, clear notions of right and wrong;**
- **Sense of humour, jokes that highlight the foolishness of human beings in general, rather than to hurt;**
- **Creativity, not inborn genius, but in all that is done, said or acted;** ...This creativeness appears in some of our *subjects*⁷⁷ not in the usual forms of writing books, composing music, or producing artistic objects, but rather may be much more humble. It is as if this special type of creativeness, being an expression of healthy personality, is projected out upon the world or touches whatever activity the person is engaged in. In this sense there can be creative shoemakers or carpenters or clerks. Whatever one does can be done with a certain attitude, a certain spirit..." (A. Maslow)*
- **Resistance to enculturation, the ability to see beyond the confines of culture and era;** "...they select from (American) culture what is good in it *by their lights*⁷⁸ and reject what they think bad in it. In a word they weigh it, assay it, taste it, and then make their own decisions". (A. Maslow)*
- **Imperfections, all the guilt, anxiety, self-blame and jealousy that people experience but without the neurosis;** "*What this has taught me I think all of us had better learn. There are no perfect human beings!*" (A. Maslow)*
- **Values, based on a positive view of the world;** "*For the basically deprived man*⁷⁹ the world is a dangerous place, a jungle, an enemy territory populated by those whom he can dominate and those who can dominate him...*The basically satisfied person*⁸⁰ is in a different case. He can afford out of his abundance to take these needs and their satisfaction for granted and can devote himself to higher qualifications."(A. Maslow)*

⁷⁷ "подопечные" – так А. Маслоу называл самоактуализирующихся людей, которых он изучал

⁷⁸ самостоятельно

⁷⁹ Для человека, чьи базовые потребности не удовлетворены

⁸⁰ Человек, чьи базовые потребности удовлетворены

Abraham Maslow (1908-1970)

Born in Brooklyn, New York, Maslow was the oldest of seven children. He was said to be shy, neurotic and depressive but, with a passionate curiosity and incredible native intelligence, he excelled in school.

In 1951 he moved to Brandeis University, where *Motivation and Personality* was written in 1954.

In 1962 he held a visiting fellowship at a Californian high-tech company, which resulted in his adaptation of the self-actualization concept to the *business setting*⁸¹.



Glossary⁸²

Task 8

Match the words a-e with their meanings 1-5

- a) stoic
- b) dignity
- c) objective
- d) mundane
- e) take for granted

1. (verb) – to believe something to be true without even thinking about it
2. (adjective) – based on real facts and not influenced by personal beliefs or feelings
3. (noun; adjective) – ordinary or not interesting or exciting, especially because of happening too regularly
4. (adjective) – determined not to complain or show your feelings, especially when something bad happens to you
5. (noun) – respect that you have for yourself or other people have for you; the impressive behavior of someone who controls their emotions in a difficult situation

⁸¹ В деловой сфере, в контексте бизнеса

⁸² <https://www.macmillandictionary.com>; <https://dictionary.cambridge.org>

Task 9

Translate the sentences paying attention to the underlined words and expressions

1. It can be difficult to maintain your dignity during a divorce.
2. I can't really be objective when I'm judging my daughter's work.
3. We knew she must be in pain, despite her stoic attitude.
4. I take for granted that his answer is correct.

Task 10

Answer the following questions for comprehension of A. Maslow's concepts

1. What are three levels of A. Maslow's 'hierarchy of needs'?
2. Which needs demand satisfaction first?
3. According to A. Maslow's 'hierarchy of needs', what is the first thing to do for human society?
4. Could you give the definition of self-actualizing people mentioned in the text?
5. How do self-actualizing people feel about the unknown?
6. How do self-actualizing people feel about unimprovable shortcomings? (physical shortcomings, other people's attitude and so on)
7. What is spontaneity, according to A. Maslow?
8. What is motivation for self-actualizing people?
9. When self-actualizing people are solving a problem what are they focused on?
10. How do self-actualizing people feel about solitude?
11. What is dignity?
12. What makes a self-actualizing person a man/a woman of spirit?
13. How do self-actualizing people express their democratic attitude to different people?
14. What is their sense of humour aimed at?
15. Why can we call self-actualizing people creative even if they are not artists and so on?

16. How do self-actualizing people feel about *pop culture*⁸³ and common values?
17. Are self-actualizing people perfect?
18. How do self-actualizing people generally feel about the world?

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

⁸³ Popular culture (also called pop culture) is generally recognized by members of a society as a set of the practices, beliefs and objects that are dominant or ubiquitous in a society at a given point in time.
https://en.wikipedia.org/wiki/Popular_culture

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