

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
ДОНЕЦЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ  
ІМЕНІ ВАСИЛЯ СТУСА  
ФАКУЛЬТЕТ ФІЛОЛОГІЇ, ПСИХОЛОГІЇ ТА ІНОЗЕМНИХ МОВ  
КАФЕДРА ІНОЗЕМНИХ МОВ ПРОФЕСІЙНОГО СПРЯМУВАННЯ

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**НАВЧАЛЬНО-МЕТОДИЧНИЙ ПОСІБНИК  
З РОЗВИТКУ УСНОГО МОВЛЕННЯ  
ДЛЯ САМОСТІЙНОЇ РОБОТИ З ІНОЗЕМНОЇ МОВИ  
(АНГЛІЙСЬКОЇ)**

*для здобувачів вищої освіти СО «Бакалавр»  
1 року навчання освітніх програм факультетів немовної підготовки  
ДонНУ імені Василя Стуса*

**Частина 1**

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Лозинська Л. Ф., Калініченко В. І. Навчально-методичний посібник з розвитку усного мовлення для самостійної роботи з іноземної мови (англійської) для здобувачів вищої освіти СО «Бакалавр» 1 року навчання освітніх програм факультетів немовної підготовки ДонНУ імені Василя Стуса. Частина 1. Вінниця: ДонНУ імені Василя Стуса, 2023. 65 с.

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Навчально-методичний посібник з розвитку усного мовлення призначений для здобувачів вищої освіти СО «Бакалавр» 1 року навчання освітніх програм факультетів немовної підготовки Донецького національного університету імені Василя Стуса. Навчально-методичний посібник сформовано на основі усних тем, зазначених у силабусах для здобувачів СО «Бакалавр» 1 курсу навчання освітніх програм факультетів немовної підготовки ДонНУ імені Василя Стуса з метою забезпечення навчальним матеріалом, що сприятиме покращенню процесу освіти. Матеріали розраховані на поглиблення загальних комунікативних навичок у процесі вивчення англійської мови.

Затверджено на засіданні кафедри іноземних мов професійного спрямування, протокол засідання № 7 від 13 лютого 2023 р.

Затверджено на засіданні Вченої ради факультету філології, психології та іноземних мов Донецького національного університету імені Василя Стуса, протокол засідання № 9 від 15 лютого 2023 р.

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## ВСТУП

Ефективна організація самостійної роботи здобувачів вищої освіти є необхідною умовою підготовки висококваліфікованих фахівців, ключовим елементом у процесі самовдосконалення та невід'ємною частиною безперервного навчання (Lifelong learning). Мета самостійної роботи полягає не лише в опануванні новим матеріалом, а також у формуванні вміння систематизувати, планувати, контролювати й регулювати свою діяльність з та без допомоги й контролю викладача.

Мета навчально-методичного посібника полягає у формуванні комунікативної, лінгвістичної, соціокультурної компетенцій здобувачів вищої освіти.

Навчально-методичний посібник складається з 14 розділів. Тематика розділів націлена на засвоєння лексичного матеріалу та активізацію розмовного мовлення.

Матеріали кожного розділу містять завдання для опрацювання тематичного матеріалу, відео-матеріали, низку закріплювальних і тренувальних вправ, завдань для самостійної роботи. Конкретні, послідовні, лаконічні й логічні завдання мають чітку спрямованість і комплексно відображають різні види мовленнєвої діяльності здобувачів вищої освіти. Завдання складені таким чином, що дають змогу з'ясувати не тільки репродуктивний рівень засвоєння навчального матеріалу, але й загальну комунікативну компетентність здобувачів освітніх програм факультетів немовної підготовки.

## UNIT 1

### HOW TO LEARN LANGUAGE LIKE A HYPER-POLYGLOT

**1. Watch a video [<https://youtu.be/Km9-DiFaxpU>] and complete each gap with one word.**

- a) I lived in Hong Kong for a while. I studied Cantonese, but studying 20 hours a week for a summer I didn't make anywhere near the ..... that Tim made studying 20 hours a week.
- b) Tim is ..... about learning languages and for him this is not just a hobby and it's basically his way of life.
- c) So, I generally start out with any sort of series and I'll try to just ..... the language as much as possible.
- d) Watching TV shows or movies is really helpful in any kind of language learning because it ..... you to the normal rate of speech and language (...).
- e) Primarily it's the fact that, you know, I was a bit of a history .....
- f) If you raise people with other languages you ..... them up to foreign cultures, to foreign ideas.

**2. Match the words and phrases that you completed in ex. 1 with their meanings.**

- a) a person who is extremely interested in one subject
- b) the process of developing or improving
- c) become more accepting of someone or something
- d) very interested in something
- e) learn and understand new information
- f) create conditions that allow someone to do, learn, or experience something

**3. Watch the video again and answer the questions.**

- a) Who is a polyglot? Where does this word come from?
- b) What languages does Tim know at a beginner level?
- c) What languages did Tim's parents study?

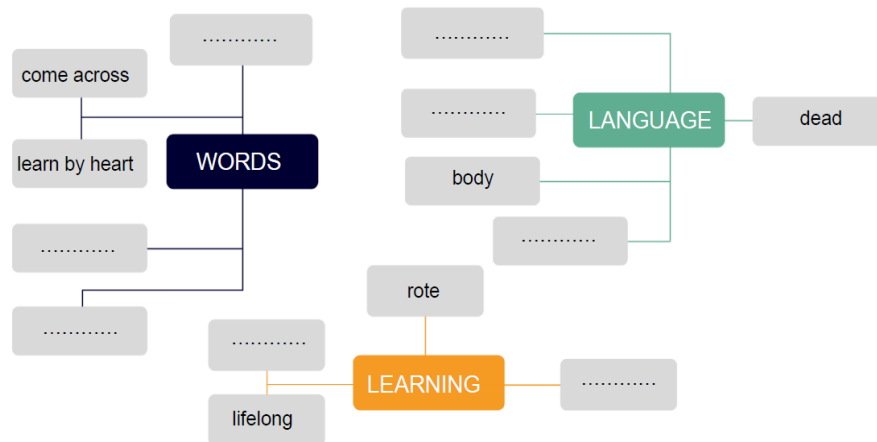
- d) Why is Tim’s talent unusual in terms of the American context?
- e) How old was Tim when he started learning Hebrew?

**4. Discuss the points below.**

- Nelson Mandela once said: *“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.”* What does it mean? Do you agree with that?
- What methods does Tim use to learn foreign languages?
- How important is it to learn foreign languages? In your experience, how did it open you up to other cultures and ideas?
- If English is a lingua franca (i.e. universal language), should everyone learn just this one language?
- Is it enough to be passionate about a language to absorb it? How much effort did you have to make to reach your current level of English?
- How happy are you with your progress in English?

**5. Complete the mind maps with the words in the box.**

barriers	hands-on	look up	master
memorize	native	process	revise



**6. Finish the sentences with your own ideas.**

- a) When I come across new words, ... .
- b) For me, lifelong learning means ... .
- c) I revise vocabulary by ... .
- d) To overcome language barriers, I try ... .
- e) To master a foreign language, you have to ... .
- f) Learning new words by heart is ... .
- g) During a job interview, your body language ... .

**7. Exchange your ideas with your partner and ask each other some follow-up questions.**

EXAMPLE: Learning new words by heart is ineffective.

FOLLOW-UP: *Why do you believe learning by heart is ineffective?*

*How do you learn new words?*

*What's the best method for learning new words?*



## UNIT 2

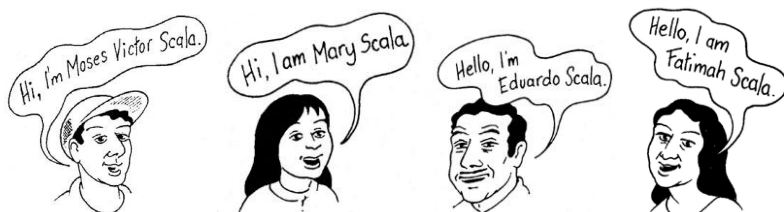
### PERSONAL IDENTIFICATION. INTRODUCING ONESELF

#### 1. Read and pronounce the following words correctly.

*Nouns:* name, family, surname, last, first, second, other, middle, given, sex, male, female, age, address, postcode, telephone, town, suburb, marital status, married, single, number, children, country, birth, nationality, languages street, road, crescent, avenue, drive, place, court, parade, terrace, close.

*Verbs:* spell, repeat, speak, be, live.

#### 2. Look at the picture and describe the Scala family.



#### 3. Moses Scala has filled in a form about himself.

*COMPLETE WITH PERSONAL INFORMATION*

**Family name:** Scala **First name:** Moses **Other names:** Victor

**Sex (Tick Box):** Male  **Female**

**Age:** 10

**Address:** 129 Abel Street

Wodonga

**Postcode:** 3690

**Telephone:** 9482 1906

**4. Moses has filled in his Personal identification in Column B. Fill in your Personal identification in Column C. Fill in the form about yourself.**

	<b>COLUMN B</b>	<b>COLUMN C</b>
	<b>Moses's information</b>	<b>Your information</b>
<b>First name</b>	Moses	
<b>Middle name</b>	Victor	
<b>Given names</b>	Moses Victor	
<b>Other names</b>	Victor	
<b>Family name</b>	Scala	
<b>Surname</b>	Scala	
<b>Last name</b>	Scala	
<b>Address</b>	129 Abel St Wodonga	
<b>Street number</b>	129	
<b>Street</b>	Abel St	
<b>Town/Suburb</b>	Wogonda	
<b>Postcode</b>	3690	
<b>Telephone</b>	9482 1906	
<b>Age</b>	10	
<b>Sex</b>	male (M)	

*COMPLETE WITH PERSONAL INFORMATION*

**Family name:** \_\_\_\_\_

**First name:** \_\_\_\_\_

**Circle: Male Female**

**Age:** \_\_\_\_\_

**Address:** \_\_\_\_\_

\_\_\_\_\_

**Postcode:** \_\_\_\_\_

**Telephone:** \_\_\_\_\_

**5. Answer the following questions.**

What's your surname?

What's your first name?

How old are you?

What's your address?

What's your postcode?

What's your telephone number?

Could you spell that, please?

Could you repeat that, please?

**6. Watch the video [<https://www.youtube.com/watch?v=7HNjFYiEXBc>].**

**7. Choose one card from a stack of cards (name/age, hometown, family, childhood, study, job, hobbies, dream/ambition, marital status, languages spoken) and talk about the topic for about 30 sec. Other students from the group will ask you some follow-up questions.**

EXAMPLE:

**HOMETOWN** *I come from a small village in the northern part of the country. I lived there until I went to the university.*

**QUESTION** *Would you like to live in your hometown again?*

Use the following phrases to help you:

I am + [name]

I'm + [name]

My name is + [name]

My name's + [name]

My friends all call me + [name]

I am from + [country/city]

I'm from + [country/city]

I come from + [place]

I was born in + [place]

I grew up in + [place]

I was raised in + [place]

I spent my childhood in + [place]

We are a family of + [number]

I grew up in a family of + [number]

I study at + [noun]

I graduated from + [noun]

I enjoy + [noun]

I like / love + [noun]

I'm really into + [something]

One thing you may not know about me is...

I am the + [job position]

I work in + [industry]

I work at / for + [company name]

I have a degree in + [industry]

I'm a qualified + [job title]

I'm studying + [industry]

I'm married [single]

**8. Complete the sentences with the correct prepositions.**

- a) Mike **works** ..... a computer company and he is **responsible** ..... developing new software.
- b) A year ago I **graduated** ..... journalism and I've recently **applied** ..... a job with the local newspaper.
- c) As part of his job, John **deals** ..... suppliers.
- d) She studied Chinese and became **proficient** ..... that language.
- e) I was never very good ..... communicating with people.
- f) When I started working here, I received intensive **training** ..... negotiations.
- g) Philip is ..... **charge of** our marketing department.
- h) He was made redundant two years ago and he's **been** ..... **of work** since then.

**9. Write five questions using the phrases in bold from ex. 2. Work in pairs and ask your partner the questions you've prepared.**

**10. Home assignment. Introduce yourself by speaking for 5 min.**

### UNIT 3 FAMILY. WE GET ON REALLY WELL!

**1. Complete the gaps to create family members. Explain who the people are.**

EXAMPLE: *A granddaughter is my child's daughter.*

grand...	step...
grand...	step...
...-in-law	great...
...-in-law	great...

**2. Discuss the questions.**

- Which family members do you keep in touch with? How often do you talk?
- Who do you think can be family or like family? Why?

- a colleague
- an ex-partner
- a flatmate
- a friend
- a partner you are not married to
- a pet

### **3. Choose the correct words.**

a) I've always had a good ... with my grandparents.

*1) relationship 2) relative*

b) I think friends are just as important as ... .

*1) relatives 2) generations*

c) Family members don't have to enjoy each other's ... .

*1) admire 2) company*

d) I think it's better to be an only child because you are never ... of your siblings.

*1) jealous 2) appreciate*

e) I don't get on ... with some of my family members.

*1) good 2) well*

f) I think the best way to ... the important people in your life is to tell them that you love them every day.

*1) welcome 2) appreciate*

g) I am closer to the family members from my ... because we are a similar age.

*1) generation 2) crowd*

**4. Choose three statements in ex. 3 and say whether they are true for you or not and why.**

**5. List three advantages and three disadvantages of having a family of more than 30 members.**



**6. Watch a video [<https://youtu.be/XHiuqRkI1jQ>] about a woman called Marguerite and decide if the statements are true or false. Correct the false statements.**

- a) Marguerite has two great-grandchildren.
- b) Marguerite has siblings.
- c) The newborn baby's name is Koller William.
- d) Marguerite is 100 years old
- e) There is only one person named Marguerite in the family.

**7. Discuss the questions.**

- How is your family similar to or different from Marguerite's family?
- Is there a name shared by two or more of your family members?
- Do you think Marguerite's family members get on well? Why do you think so?
- Would you like to have a family as big as Marguerite's? Why/Why not?

**8. Look at the useful language box and rewrite the sentences using the words in brackets.**

a) Families are getting smaller because people have fewer children. (that's why)

.....

b) I don't have any family here so I'm going to look for friends. (because)

.....

c) They are getting a divorce because they don't get on well. (so)

.....

***USEFUL LANGUAGE***

I'm never alone **because** I have a lot of friends.

I have a lot of friends **so** I'm never alone.

I have a lot of friends **and that's why** I'm never alone.

**9. Match the sentence halves.**

- a) People appreciate the time they spend alone
- b) Nowadays, people don't appreciate
- c) It is more important for people to have a healthy relationship
- d) Older generation didn't have social media
- e) Nowadays, people get jealous easily
- f) It was important to get married in the past
- g) When a couple stops enjoying each other's company

- 1) the relationships they have.
- 2) so, they spent more time with relatives and friends.
- 3) they might think about a divorce.
- 4) because they can do the things they like.
- 5) and that's why relationships end quickly.
- 6) because life was easier for married people.
- 7) than any relationship.

**10. Look at some statistics about changes in American relationships and discuss the questions.**

*Age of first marriage*

<b>year</b>	<b>women</b>	<b>men</b>
1960	22	24
2021	29	30

*People living alone*

<b>year</b>	<b>%</b>
1960	12
2021	28

50% of US marriages will end in divorce.

*People who don't have a close friend*

<b>year</b>	<b>%</b>
1990	3
2021	12

*People who have ten or more close friends*

<b>year</b>	<b>%</b>
1990	33
2021	13

Sources: [census.gov](http://census.gov), [americansurveycenter.org](http://americansurveycenter.org), [wf-lawyers.com](http://wf-lawyers.com)

- Which statements in ex. 9 best explain these changes? Why do you think so?
- What are some other reasons behind the changes?
- Do you think the statistics are similar or different in your country? Explain how it differs.
- Do people feel lonelier now than in the past? Why do you think so?

**11. Home assignment. Retell the topic “My family”.**

## UNIT 4

### LEARNING EXPERIENCE. SKIMMING, SCANNING, READING STRATEGIES; GUESSING THE MEANING OF UNKNOWN WORDS

#### 1. Read the text without a dictionary, and guess the meaning of unknown words.

##### The surprising of innovation

##### It's less about creativity and problem-solving than you may think

##### Key points:

- Traits such as creativity and divergent thinking are necessary but insufficient to produce game-changing innovations.
- Innovations require people to change behaviors, so an ability to motivate behavior change is needed along with traits such as creativity.
- Nurturing informal relationships founded on trust encourages people in those relationships to risk adopting radical new ways of doing things.
- Thus, a good way for innovators to make game-changing ideas succeed is to foster loose, informal social networks.

Innovators who bring game-changers into the world, such as smartphones, electric cars, or the mRNA vaccines that are currently helping end the COVID pandemic are justifiably viewed as creative, out-of-the-box thinkers who excel at solving hard problems.

Historically research into what makes individuals unusually creative or good at problem-solving has been the province of personality psychology, such as MacKinnon's classic studies of creativity in architects (more creative people tend to prefer asymmetry in art than symmetry, for example) or Cognitive psychology (Guilford's pioneering psychometric studies of traits associated with creativity, such as divergent problem solving where there is no single, pre-set solution).

However, while innovators who change the world often exhibit personality traits such as high levels of motivation, non-conformity, and comfort with ambiguity, a recent

study of innovation, conducted by myself and my wife, Chris Gilbert MD Ph.D., points to another key trait of big time-innovators: relationship building.

In our new book, *Riding the Monster: Five ways to innovate inside bureaucracies*, she and I tell the stories of five innovators, who, despite toiling in monster bureaucracies in Government, industry, and academia, helped bring killer new ideas to the world in fields as diverse as countering roadside bombs, augmented reality and ---no story of innovation would be complete without it...the Internet itself.

Taken together, the five innovation success stories showed that out-of-the-box thinking, hard work, divergent thinking, non-conformity, and other traits associated with creative problem-solving —although necessary—are not nearly enough to push big advances over the finish line.

The reason is that innovation, at its very core, requires people to change deeply ingrained behaviors: for example, to communicate over a new kind of device, drive a car with a novel engine, or trust a previously untried new vaccine technology.

Thus, we discovered that successful innovators are less in the business of invention than they are in the business of changing people's behavior.

Applied *social* psychology, if you will.

We emphasize "social" here because each of our five innovators motivated people to change their behavior by building informal alliances in restaurants, bars, and other informal settings that allowed otherwise change-resistant individuals to let down their guards, relax and form friendships, all of which contributed to what social scientist Dr. Timothy Clark, terms *Psychological Safety*.

With psychological safety born from trusting relationships, people don't fear embarrassment at advancing new ideas or trying novel approaches. In other words, trusting relationships can help people risk the behavior change necessary to make brilliant innovations succeed.

For example, one innovator we profiled, former intelligence officer Gary Sojka, achieved spectacular success bringing about major changes in the otherwise stultified, risk-averse US defense department, by founding supper clubs at which "good conversations flow over good booze". To promote informality in the ultra-formal national

security firmament, Gary came up with unusual names for these supper clubs, such as the "Cockroaches." An important innovation that emerged from Gary's unorthodox supper clubs was IARPA (The intelligence community's version of DARPA, originator of spy satellites, stealth aircraft and UAV's such as Predator)

The bottom-line conclusion of our deep dive into the psychology of innovation is summed up by what we call the innovation equation:

**Innovation = (Talent+Relationships)/Formality**

This simple equation shows how to foster innovation in your world if you're so-minded.

Gather talent with the requisite personality and cognitive traits for creativity, nurture trusting relationships among them, and do all of this with the bare minimum of process, procedure, and bureaucracy, while maximizing informality...if possible over adult beverages and good food.

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

- What are the first three words that come into your mind when you hear the word *innovation*?
- Why did you think of these words first?

## **3. Explain the difference in meaning in each pair of phrases.**

- a) a game-changing idea / an out-of-the-box idea
- b) bring about changes / foster changes
- c) gather talent / nurture talent
- d) a novel approach / a radical approach

## **4. Look at the 'innovation equation' from the article and discuss the questions below.**

$$\text{INNOVATION} = \frac{\text{TALENT} + \text{RELATIONSHIPS}}{\text{FORMALITY}}$$

- How would you explain the equation?
- To what extent do you agree with it and why?

- As an entrepreneur, how would you use these principles to foster innovation?
- Do you have what it takes to be an innovator?

**5. Put the words in capitals into the sentences in the correct form.**

- a) Building relationships with people to change their behavior is not an ..... idea. It rather sounds like a violation of trust. INNOVATE
- b) Most people are change-..... because it gives them a sense of security. RESIST
- c) ..... is the key to success in business. CONFORM
- d) Being creative is ..... for selling even the best ideas. Other traits, like being a risk-taker, are just as important. SUFFICE
- e) ..... thinking, which is the process of generating creative solutions, is something we can all learn and excel at, and not something we are born with. DIVERGE

**6. Discuss whether you agree with the sentences in ex. 5 or not, and why.**

**UNIT 5**

**HIGHER EDUCATION. COLLEGES AND UNIVERSITIES. STUDENTS' LIFE**

**1. Before you read, answer/discuss these questions.**

- How would you define higher education?
- What functions do universities fulfill?
- How important is it to have higher education?
- What are the qualities of a good student?
- What qualities should a good university teacher have?
- What is your major? Why did you choose it?

**2. Read the text about Vasyl` Stus Donetsk National University.**

Vasyl` Stus Donetsk National University has an impressive 80 years old history. During this time, from a small pedagogical institute, in which only 138 students study on the two faculties, it turned into a modern educational and innovation center, an open academic

community, university family and space that provides opportunities for living, working, studying and self-realization.

The date of foundation of the Vasyl`Stus DonNU is July 15, 1937, when the Stalin Pedagogical Institute (later – Donetsk Pedagogical Institute) was established by the Decision of the Council of People’s Commissars of the USSR in the city of Stalino (now – Donetsk). In the structure of the Institute, there were only two faculties: the historical and philological ones. The first 138 students were enrolled in September of the same year. The teaching process was provided by 20 teachers, among whom only one had a Ph.D. degree.

On November 2012, the DonNU staff has elected a new rector, Doctor of Law, Professor Roman Grynyuk.

In 2014 DonNU was in the thick of the events that unfolded in the Donbas region in connection with Russian military aggression. On September 16, 2014, the administrative premises of the University were seized by armed groups. The university staff and students who did not consider the possibility of cooperation with the invaders within the framework of the so-called DNR created a public movement “Save Alma Mater!”. As a result of rallies near the Ministry of Education and Science of Ukraine and negotiations of the Ministry of Education and Science of Ukraine with the leadership of the University, on September 30, 2014, the Order of the Ministry of Education and Science of Ukraine № 1084 “On the organization of the educational process of the Donetsk National University of Ukraine in Vinnytsia” was issued.

This is how the new history of the University in exile began. On November 3, 2014, DonNU started the 2014-2015 academic year on the Podillya land. In exile, DonNU celebrated the 50th anniversary of the transformation from the Pedagogical Institute into a State University, and on May 2022 – 85 years from the day of its foundation.

Vasyl` Stus DonNU today is not only the one classical university in the Vinnytsia region, it is a powerful educational center of the Central Ukrainian region, a reliable partner for scientific and educational institutions, authorities, community and business, and also a comfortable environment for development, life, study, work.

Vasyl` Stus DonNU as an open academic community cannot stay away from social processes and changes in society. Vasyl` Stus DonNU cooperates with many institutions, and organizations in the following areas: industrial and pedagogical practice and internship of students; internships and pieces of training for teachers; realization of joint scientific and educational, innovative, socially useful projects.

Within the framework of providing additional educational services and the intention to provide lifelong learning, the University implements several educational programs: courses for pupils, including training courses for external exams; distance learning courses, including the courses for entrants from the occupied part of Donetsk and Luhansk regions; training courses; certificate educational programs.

After three years in exile, Vasyl` Stus Donetsk National University:

- gradually restored the material and technical resources, which allow today to carry out the educational process and scientific activity;
- preserved and qualitatively improved the academic staff;
- began to recover losses due to relocation positions in national and international ratings;
- has taken and steadily occupies leadership positions among local competitors;
- created an unprecedented regional partnership network and a new quality of relations between the higher school, government and the community to implement joint socially useful projects and affairs.

In perspective, the resources of the University, a network of strategic partnerships, and innovative activities will be aimed at solving the key issue – the construction of an academic campus, campus with educational buildings, laboratories, a library, hostels and housing for students and teachers.

A civil heroic act, made by students and staff of Vasyl` Stus DonNU, allowed us to keep in the orbit of Ukrainian higher education the most powerful University of Eastern Ukraine, the national intellectual capital and thousands of lives and fates of people – citizens and patriots of Ukraine!

## 2. Answer the following questions.

1. When was Vasyl` Stus Donetsk National University organized?
2. How many faculties were there in the structure of the university in 1937?
3. How many students were enrolled in September of the same year?
4. When was a new rector, Doctor of Law, Professor Roman Grynyuk elected?
5. What events in the country and the university happened in 2014?
6. What was the new history of the University in exile?
7. Is Vasyl` Stus Donetsk National University a classical university?
8. What will the resources of the University, a network of strategic partnerships, and innovative activities be aimed in perspective?
9. How was the life of the university changed after Russia intervened in 2022?

## 3. Match the definitions on the left with the words on the right. Look at the words in bold type in the article to see how they are used in context. Read and translate the article.

1) the place (usually a large one) in which somebody lives	a) to strive
2) the important moment of change, esp. one that improves something	b) insight
3) consisting of many different parts	c) to acquaint
4) the improvement of something by adding good things to it	d) enrichment
5) the person who has the same age, job, rank, etc as somebody else	e) diverse
6) to remove or get rid of something permanently	f) to require
7) to get, gain or learn something, esp. skills or knowledge	g) to acquire

8) to learn information about something	h) to eliminate
9) happening outside the normal timetable, schedule, duties, etc	i) proper
10) something that unites people in the relationship	j) turning point
11) to need or demand something as necessary, esp. by a law/regulation	k) residence
12) to try very hard to achieve something	l) setting
13) the environment or conditions in which something takes place	m) bond
14) the ability to perceive the nature of something or somebody	n) peer
15) suitable, correct; meeting some standards	o) extracurricular

### **Colleges and Universities**

Colleges and Universities are institutions of higher education that offer programs beyond the high school level. Colleges and Universities provide the necessary training for individuals wishing to enter professional careers. They also **strive** to develop student's creativity, **insight**, and analytical skills by **acquainting** students with complex ideas in an intellectually stimulating environment, colleges and universities can provide unique opportunities for personal **enrichment** while also preparing students for future careers. Such **diverse** professions as engineering, teaching, law, medicine, and information science all **require** a college education. Most require training in graduate or professional school as well. Increasingly, even less specialized jobs require some postsecondary education. The development of new technologies and the globalization of the world economy have created high demand for workers with a computer, communications, and other occupational skills that can be **acquired** at colleges or universities. For example,

computers and other new technologies have **eliminated** many low-skilled jobs in a variety of fields, but these same technologies have created widespread job opportunities for those who have the **proper** training. In addition, employers increasingly seek out college graduates who have gained the critical thinking and problem-solving skills necessary to adapt to changing economic conditions. Students who live away from home during their college or university years typically experience a major **turning point** in their lives that has little to do with academics or professional training. For example, the college offers many recent high school graduates their first opportunity to live on their own. Most first-year students welcome this increased independence, although many also find that living away from home, family, and friends can introduce unexpected challenges. Campus **residence** halls provide common **settings** for students to form new **bonds** with **peers** who share a similar experience. Other students form social networks by joining student organizations or by participating in **extracurricular** activities.

**4. Use the words and phrases below to complete the text. Read the text again and translate it. Highlight or write out useful expressions and memorize them.**

participate in	allocate funds
student concerns	sports for both
services for students	popular attractions
offer a range	offer students

Colleges and universities **1)** ..... of extracurricular activities that can enhance the overall experience of students. Most universities feature intercollegiate athletic programs in various **2)** ..... male and female students. Large universities typically have programs in football, basketball, soccer, volleyball, tennis, swimming, track, and other sports. Intercollegiate sporting events are also **3)** ..... for other students and alumni to attend as spectators. In addition to intercollegiate athletics, most colleges and universities **4)** ..... opportunities to participate in a variety of intramural sports. Students may also **5)** ..... student government or serve on various institutional committees. The student government

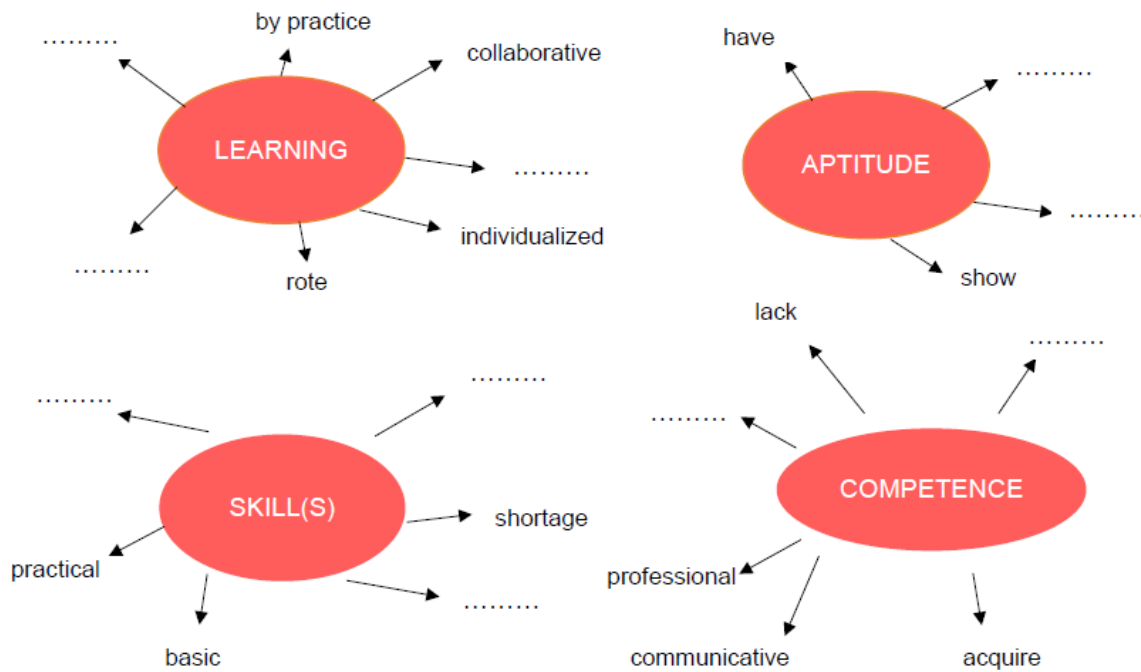
advocates **6)** ..... to the school faculty and administration, and offers employment or volunteer opportunities for students. Some student governments also provide other **7)** ....., such as operating counseling services, organizing student housing committees, and overseeing student support networks. Student government generally **8)** ..... to various student organizations such as newspapers, drama groups, and film societies.

**5. Retell the topic “My University”.**

**UNIT 6**  
**PROBLEMS WITH THE EDUCATIONAL SYSTEM**

**1. Complete the mind maps below with the words from the box.**

core	set
high/great	gap
development	teach
lifelong	hand-on
facilitate	test



**2. Discuss the questions. Use the collocations from ex. 1**

- What kind of skills were you taught during your time at school/university?
- Is there anything you have the aptitude for? Did you discover that during your school/university education?
- What type of competencies do schools/universities develop?
- What's your opinion about public education in your country? Does it help in gaining practical skills?
- What could schools/universities do better, to facilitate learning?
- Which courses/subjects have helped you to gain professional competencies?

**3. Watch a video [<https://youtu.be/okpg-IVWLbE>] and tick six problems with the education system that it mentions.**

- Schools don't teach you how to be independent and don't give students any control.
- Grading in the education system is based on wrong values.
- The value of education is decreasing because the system doesn't give any real-life knowledge.
- Knowledge is passed passively as students just listen to teachers talking.
- The education system focuses on teaching students so they can pass tests and exams.

- f) Students are not encouraged to be original.
- g) The schooling system doesn't give any opportunity to learn work skills.
- h) Schools don't take into consideration that people learn differently.
- i) Modern education destroys creativity, personality and critical thinking.
- j) There's too much technology used in the public schooling system.
- k) The school system teaches people to listen to instructions.

**4. Discuss the issues from the list above. Decide whether you consider them seriously and choose four that need a solution to fix the education system.**

**5. Work in small groups and debate the following questions below. Prepare arguments in favor and against and think about any counterarguments.**

- What are the goals of higher education?
- What problems are higher educational establishments in Ukraine and abroad confronted with?
- Some university students have jobs. Do you think it's a good idea to combine studies with work?

**6. Complete the questions with the words in the box.**

at
page
agree
reckon
feel
mean
stand
on
views

- a) Do you ..... with me?
- b) What do you .....?
- c) Do you see what I'm getting .....?
- d) Do you see what I .....?
- e) What's your opinion ..... the matter?
- f) Are we on the same .....?
- g) How do you ..... about it?
- h) Where do you ..... on this issue?
- i) What are your ..... on that?

**7. Work in groups. You have to express your opinion about one of the topics related to education. Then, ask another group in the class to express their opinion on the same issue. Use questions from the previous exercise.**

- Doing homework should be mandatory because it helps to retain knowledge students have learned at university.
- All universities should be public and free of charge because all should have the same opportunities.
- Testing is a practical and accurate way of evaluating what a student does or doesn't know.
- If teachers were more autonomous, they would find better ways to help their students learn.

**8. Complete each space in the text with a word formed from the words in brackets. Read the text again and translate it. Highlight or write out all useful expressions and memorize them.**

### **Problems of Student Life**

Colleges and universities have many of the same problems found in the larger 1) ..... (social), such as 2) ..... (violent) and crime, and alcohol, drug, and sexual abuse. Colleges and universities' policies try to govern these problems and reduce their 3) ..... (effective). For example, policy guidelines provide 4) ..... (protective) for students against sexual 5)

..... (to harass) by faculty and other students. Many schools have also introduced policies aimed at 6) ..... (to eliminate) the widespread problem of binge drinking, in which students 7) ..... (consumption) dangerous amounts of 8) ..... (alcoholism) drinks at campus parties. To enforce these and other policies, colleges and universities 9) ..... (maintenance) their security personnel to provide police 10) ..... (to protect) on campus.

**9. Retell the topic “My student life”.**

**UNIT 7**  
**WAYS TO BECOME A SUCCESSFUL COMMUNICATOR**

*“We have two ears and one mouth  
so that we can listen twice as much as we speak.”*  
— Epictetus, a Greek philosopher

**1. Discuss the questions.**

- What does the quote mean? Do you agree with it?
- When we communicate, what is more important: listening or talking?
- What are the qualities of a good communicator?
- What problems might occur when communicating with someone?

**2. Complete the table with the following words. Some words can be matched to more than one verb.**

Animosity, confusion, feedback, ideas, meaning, message, miscommunication, misunderstanding, thoughts.

<b>RECEIVE</b>	<b>INTERPRET</b>
<b>PREVENT</b>	<b>GRASP</b>
<b>SHARE</b>	<b>LEAD TO</b>

**3. Complete the sentences with the correct form of the verbs from the table above and then discuss these points.**

- a) Asking people questions usually ..... miscommunication.
- b) One of the most common reasons that ..... misunderstandings is the use of complicated sentence structures.
- c) It only makes sense to ..... positive feedback as it keeps everyone happy.
- d) People with various knowledge, experience and cultural backgrounds ..... messages in different ways.

**4. Watch a video [<https://youtu.be/gCfzeONu3Mo>] titled “How miscommunication happens (and how to avoid it)” and choose the correct answers.**

a) The transmission model:

- 1) means that communication is a one-way process
- 2) involves communicating complex concepts
- 3) includes feedback from the other person

b) In the transactional model:

- 1) there is no exchange of information
- 2) just one person assigns meaning
- 3) people give and receive feedback

c) Perceptual filters:

- 1) improve communication by adding extra information
- 2) limit the number of messages we receive
- 3) change meanings and interpretation of messages we receive

**5. Complete these rules of good communication with the words in the box.**

**#1:** ..... actively with the verbal and nonverbal feedback of others, and adjust your message to facilitate greater understanding.

**#2:** Listen with your eyes and ears, as well as with your..... . Remember that communication is more than just words.

**#3:** In the rush to ..... ourselves, it's easy to forget that communication is a two-way street. Be ..... to what the other person might say.

**#4:** Be aware of your personal perceptual ..... . Elements of your experience, including your culture, community, and family, influence how you see the world.

**6. Watch the video again and check your answers in ex. 5.**

**7. Discuss the rules above. What do they mean? How easy do you think it is to follow these rules?**

**8. Discuss the questions.**

- Do you think that people tend to use too many words to communicate their ideas?
- What can we do to be better communicators?
- In what kinds of situations do you have to ask someone to rephrase what they've said?

**9. Match the phrases to the correct categories.**

- In other words, ...
- I don't quite follow...
- Can you elaborate on that?
- I don't fully understand...
- Could you be more specific?
- I didn't catch that.
- Could you repeat?
- To put it another way...
- Just to be clear, you're suggesting that...
- To be more specific...

- Can you say that again?
- I don't get it...
- Would you mind speaking more slowly?
- So, you're saying that...
- If I understand you correctly, ...
- Correct me if I'm wrong, but you're saying that...
- Let me clarify that...

1. You want someone to clarify what they've said.
2. You want to explain/clarify something you've already said.
3. You didn't hear something.
4. You want to check if you understood what someone has just said.

**10. What would you say in these situations? Use the expressions from the table on the previous page to complete these dialogues.**

a) A: First, you need to know the nuts and bolts of running a business.

B: .....

A: It means that you need to know at least some basic details about running a business.

b) A: I'm going to finish this task soon.

B: ..... Everyone's waiting for you.

A: Yeah, I'll finish by Friday.

c) A: If you want to add a new vendor to the system, you have to click this button and type the vendor's details.

B: That's it? I'm not sure if I know what to do. ....

A: Ok, so you click this button and type your vendor's details. Remember that all fields should be filled in. Then, you click 'accept' in the top right corner. After a second, you'll see the information on your screen on whether your form has been completed correctly or not. If not, you need to repeat the process.

d) A: So, I asked her if she knows... and how about... But she...  
B: I'm sorry, but I've just switched off. ....

e) A: He wasn't really honest with us.  
B: .....  
A: Yes, he was a liar.

f) A: Your name, please.  
B: Jane Kowalski. K – O – W – A – L – S – K – I.  
A: Sorry, ..... . Would you mind speaking more slowly?

g) A: You should present the product, talk about all its advantages, give them the price and make sure they buy it.  
B: If I understand you correctly, I just need to sell it.  
A: Yeah, ..... , just sell it.

**11. Home assignment. Write the essay on the topic “Communication is not that easy” and retell it.**

## UNIT 8

### STARTING A CONVERSATION. CREATING A STRONG FIRST IMPRESSION. STARTING A CONVERSATION WITH A STRANGER; ENCOURAGING FURTHER CONVERSATION

#### 1. Look at the photos and discuss the questions.

- Do the people know each other or have they just met? How do you know?
- Imagine the people have just met. Who started the conversation? How did they start it? What are they talking about now?
- Do you think it's awkward to start a conversation with someone you don't know? Why/Why not?
- How would you start a conversation with a stranger?



**2. Complete the gaps in the conversation starters with one word each.**

- a) I don't think we've .... I'm Mon.
- b) ... is it going?
- c) Hi, ... you from around here?
- d) Is it ... if I sit here?
- e) So, ... do you know Mia?
- f) Sorry to bother you, but would you ... helping me?
- g) Hi, where are you from? No, wait, don't tell me. Let me ...! You're Portuguese.

**3. Match the conversation starters to the reactions.**

a) I don't think we've met. I'm Mon.	1) No problem! Grab a seat.
b) How is it going?	2) No, we're not. We are just here on holiday.

c) Hi, are you from around here?	3) Hi! Sorry, but I have to go now. It was nice to meet you, though.
d) Is it OK/cool if I sit here?	4) We used to work together.
e) So, how do you know Mia?	5) Sure! What do you need?
f) Sorry to bother you, but would you mind helping me?	6) Actually, I'm Spanish.
g) Hi, where are you from? No, wait, don't tell me. Let me guess! You're.	7) Not too bad.

**4. Look at some other ways you can start a conversation with a stranger. Decide where the conversations might be taking place.**

- a) Is it your first time here?
- b) You should try this pie. It's delicious!
- c) Your dog is really cute.
- d) I can't believe it's raining again!
- e) Wow! Look at this crowd!
- f) I love your jacket! Where did you get it?
- g) Are you having a good time?

**5. In pairs, decide how you would answer the conversation starters in ex. 4. Try to show that you are open to a longer conversation!**

**6. Discuss the questions.**

- When was the last time you talked to a stranger? What did you talk about?
- You are going to watch a video about a man who decided to talk to a hundred strangers. Would you like to do an experiment like this? Why/Why not?

**7. Watch the first part of the video [<https://youtu.be/pXTOyBINUW4>] (to 00:37) and choose the answer which best summarizes what the man thinks.**

- a) People in New York don't like talking to strangers, but he wants to show them it's not that hard.
- b) It is not easy for him to meet people but he wants to try.
- c) He is worried that nobody will want to talk to him.

**8. Before watching the second part, try to guess the answers to the questions below. Then, watch the second part of the video (00:37-03:09) and check if you were right.**

- a) Why didn't some people want to talk to the man?
- b) What did the man talk about with people?

**9. Match what the man said to the person or people he said it to. Then, watch the second part of the video (00:37-03:09) again and check your answers.**

a) The man who wants to have a quiet lunch.	1) Aw, you guys are the best.
b) The man eating in the car.	2) I don't think I've ever met a butcher before.
c) People sitting at a café table.	3) I'm just trying to meet people.
d) People eating on the stairs.	4) Nice to meet you, though!
e) The man wearing a black hat.	5) You're smart as hell.
f) The woman sitting on the stairs.	6) How did you get into juggling?
g) The man sitting on the grass.	7) Where are you guys from?

### **VOCABULARY TIP**

*you guys*

*you can use it in an informal conversation when you are talking to two or more people (instead of using 'you')*

**10. Watch the last part of the video (from 03:09) and tick the words the man uses to describe his experience.**

- a) eye-opening
- b) unexpected
- c) refreshing
- d) awesome

**11. Discuss the questions.**

- Why do you think the man called the experience ‘eye-opening’?
- Is making friends more difficult now than in the past? Why/Why not?
- How often do you try to make friends? Is it easy for you?

**12. Think of a way to start a conversation in the situations below.**

- a) You are on a plane. Talk to the person next to you.
- b) You are waiting for the first lesson of an English course. Talk to a person who also looks like a student.
- c) You are in the park with your children. Talk to someone who also came to the park with their children.
- d) You are waiting in a queue in a shop. Talk to the person in front of you.
- e) You are at a café waiting for a barista to make you a takeaway coffee. Talk to the barista.
- f) You are at a party. Talk to the person who is sitting alone.
- g) You are in a city you don’t know very well and you think you’re lost. You see a group of people talking to each other. Talk to them.

**13. Your teacher will give you some phrases to use. In pairs, Student A picks a situation in ex. 12 and starts a conversation. Student B responds. Continue the conversation for as long as you can. Then, Student B chooses a different situation and talks first. Try to use all the phrases you got from your teacher!**

**14. Match the words on the left to their definitions on the right.**

a) pundit	1) speaking in a way that is sensible and that people can understand
b) distracted	2) make someone feel upset and angry by doing or saying something
c) offend	3) participate or become involved in
d) brag	4) give your opinions in a way that shows you think you are definitely right, especially when this annoys other people
e) coherent	5) showing that you think you are more important or more intelligent than other people
f) pontificate	6) talk about your achievements or possessions in a proud way that annoys other people
g) condescending	7) someone who is an expert in a subject
h) engage	8) not able to concentrate on something

**15. Watch a TED talk [<https://youtu.be/R1vskiVDwl4>] by Celeste Headlee. Afterward, look at the Ten Rules for Better Conversation and discuss which of these rules:**

- a) you don't follow
- b) would bring the best improvement to the quality of conversations you have
- c) are the least important

***TEN RULES FOR BETTER CONVERSATION***

- I. Don't multitask.
- II. Don't pontificate.
- III. Use open-ended questions.
- IV. Go with the flow.
- V. If you don't know, say that you don't know.

VI. Don't equate your experience with theirs.

VII. Try not to repeat yourself.

VIII. Stay out of the weeds.\*

IX. Listen.

X. Be brief.

\* stay out of the weeds = don't say too many unnecessary things/details

## UNIT 9

### ASKING FOR AND GETTING INFORMATION. RETELLING A NARRATIVE WITH YOUR OWN WORDS

#### 1. Complete the gaps below to explain the purpose of each sentence.

- a) *"I'm all ears."* >>> giving somebody your full .....
- b) *"How did you get into the industry?"* >>> doing professional .....
- c) *"How long did you stay in France?"* >>> asking a follow-up .....
- d) *"My family has supported me since I decided to change careers."* >>> expressing a sense of .....
- e) *"I've been overjoyed ever since I got a dog."* >>> reporting a ..... in happiness

#### 2. Read the definition below and discuss how the phrases in ex. 1 might be linked to small talk.

#### 3. Complete each sentence with a preposition.

- a) Starting a conversation with a stranger can come ..... as awkward.
- b) Weddings are a great opportunity for single people to pair ..... to dance, rather than dance alone.
- c) At business events it's good to reach ..... to people you don't know.
- d) Staying engaged ..... a conversation with a stranger can sometimes be difficult.

e) People should put their phones ..... during small talk.

**4. Decide whether or not you agree with the statements from ex. 3 and why.**

**5. Discuss the questions below. Then, watch a video [<https://youtu.be/JWYbsoGx5UY>] (to 03:20) about small talk and check your answers.**

a) What two things do people usually do if they don't know anyone at a party?

b) What's the 'liking gap'?

c) When you make small talk, what can you do to be more likable?

d) What follow-up question could you ask when a person tells you they like traveling?

e) What can come across as impolite during a small talk?

**6. Complete the gaps with one word each. Then, watch the video again (to 03:20) and check.**

a) So you have two options: the obvious one of staring ..... at your phone, or the terrifying one of talking to strangers.

b) They asked each person to ..... how much they liked their partner and how much they thought their partner liked them. People consistently ..... how much people liked them and enjoyed their company.

c) Questions like 'What do you do?' can be pretty .....

d) Asking follow-up questions is important. This shows you're ..... listening.

e) Studies have shown that people who texted during a conversation were seen as less polite and .....

f) For example, experts ..... that three out of four jobs are found through professional networking rather than a job ad.

g) Research has found that people report feeling happier when they chat with someone like a bartender or barista and treated them more like an ..... than a stranger.

h) ..... interactions can be positive experiences.

### **7. Discuss the questions.**

- How useful would you rate the video, on a scale from 1 to 10? Justify your answer.
- According to the video, people feel better when they treat strangers as acquaintances.

What could be the reason behind that?

- In your opinion, why is the liking gap so common?
- How important is professional networking to you?
- How good are you at small talk? Has it always been like that? If not, why has it changed?
- When was the last time you made small talk? How did it go?

### **8. Choose two topics from the box and create a small talk question for each one. Try not to make the questions dull!**

**9. Pair up (if possible, with a person you don't know very well) and ask your partner your questions from ex. 8. After each answer, ask at least one follow-up question. Try to keep the conversation going for as long as you can.**

**10. In pairs, imagine you are at a wedding making small talk with a guest you have just met. Your teacher will give you each a card with two phrases. Try to lead the conversation so that you can use the phrases as casually as possible. At the same time, pay attention to what your partner is saying because you will have to work out which two phrases they were given by the teacher. Wait until the end of the conversation to guess what is on your partner's card.**

**11. In pairs, tell each other what you remember from the video, using the words below. Once a word has been used, cross it out. Talk until you have used up all the words.**

Acquaintance, put away, estimate, underestimate, actively, mindlessly, pair up, networking, reach out, casual, attentive, attention, engaged, follow-up, dull, rate, belonging, boost, come across.

## UNIT 10 WHAT MAKES A GOOD LISTENER?

**1. Put the words in the correct order to create a definition of *communication skills*. Then, discuss the questions below.**

*communication skills:*

successfully / or understand / the ability / and feelings / to share / information / ideas

- Do you have good communication skills? What makes you think that?
- Would you agree that some people are born good communicators? Why/Why not?
- Why is being a good listener a communication skill?
- What do you think active listening is?

**2. Look at the tips on being a good listener. Match the words in bold with their meanings below.**

- a) Don't **interrupt** the person who is speaking.
- b) **Respond** kindly and patiently.
- c) **Nod** or say "uh-huh" when someone is talking to you.
- d) If you are angry, don't **react** immediately. Give yourself some time to calm down.
- e) If you're not sure what to say, **pause** and think. Don't try to prepare what you are going to say while the other person is still talking.
- f) Focus when someone is talking.
- g) Don't **pay attention** to the notifications on your phone.

MEANINGS:

- 1) stop someone from speaking
- 2) move your head up and down

- 3) concentrate
- 4) answer
- 5) listen, watch or think carefully
- 6) stop doing something for a moment
- 7) act in response to something that has happened

**3. Look at the tips in ex. 2 and say what might happen if you don't do the things from the list. Would you change any of the tips?**

EXAMPLE: *If you interrupt the person who is speaking, they might think that you don't want to hear what they have to say or that their opinion is not as important as yours.*

**4. Watch a video [[https://youtu.be/0nmJW\\_zExk0](https://youtu.be/0nmJW_zExk0)] about active listening and tick the tips mentioned.**

- a) Don't interrupt the person who is speaking.
- b) Respond kindly and patiently.
- c) Nod or say "uh-huh" when someone is talking to you.
- d) If you are angry, don't react immediately. Give yourself some time to calm down.
- e) If you're not sure what to say, pause and think. Don't try and prepare what you are going to say while the other person is still talking.
- f) Focus when someone is talking.
- g) Don't pay attention to the notifications on your phone.

**5. Complete the gaps in other tips from the video with one word each. Then, watch the video again and check your answers.**

- a) You should practice active listening because the ..... you do it, the ..... you become.
- b) Remember to stop, ..... and listen before you speak.
- c) Make sure your eyes are looking ..... at the person talking.

d) Find out more about the situation the speaker is telling you about, but don't try to ..... their problems.

e) Say things to encourage the speaker to ..... more information, e.g. "How did that make you feel?"

### **6. Discuss the questions.**

- Which of the tips in ex. 5 do you think are helpful? Why?
- Do you know anyone who is a good listener? Do they do what was described in the video?
- Do you think you're a good listener? Why/Why not?
- What do you think follow-up questions are (e.g. "How did it make you feel?")?

### **7. Match the halves to create follow-up questions.**

- a) How long did
- b) How did
- c) Did you tell her how
- d) Who did you
- e) Would you like to
- f) Why didn't you
- g) How many times did
- 1) that made you feel?
- 2) they react?
- 3) interrupt him?
- 4) it take?
- 5) you nod or say 'uh-huh'?
- 6) go with?
- 7) do it again?

### **8. Which follow-up questions in ex. 7 were probably asked a person talking about topic 1 and which to a person talking about topic 2?**

- 1) A busy day you've had recently
- 2) A time when you couldn't communicate with someone

**9. You will get a card with question beginnings. Your partner will choose a topic below and tell you about it. Be a good listener! Ask your partner some follow-up questions using the question beginnings on your card. Keep the conversation going until you've used all the questions. Then, change roles.**

- Describe your perfect day.
- Say whether you prefer to cook or eat out and why.
- Describe a person you enjoy spending time with.

## UNIT 11

### SUCCESS AND FAILURE

#### CHARACTER TRAITS OF A SUCCESSFUL AND UNSUCCESSFUL PERSON

##### 1. Discuss the questions.

Who do you admire ...

- amongst your family and friends?
- at work?
- in the world today?
- in history?

Why?

##### 2. Match the words to make collocations.

a) admire someone	1) a challenge
b) deal with a	2) advice
c) find	3) confidence
d) lose	4) from afar

e) work out	5) how to do something
f) overcome	6) risks
g) learn from	7) setback
h) take	8) success
i) ask for	9) to help
j) be willing	10) your mistakes

**3. Read the pieces of advice from three people. Then, complete the texts using the collocations from ex. 2.**

**A.** When you start working in a new place, it's a good idea ..... a more experienced colleague ..... if you aren't sure about something. In my experience, most people are ..... new employees. Sometimes you can ..... do something on your own, of course, but this might take longer.

**B.** I've ..... my boss ..... for years but recently we were on a work trip together and I got to know her better. I asked her how she ..... in her profession and she explained how important it was to ..... sometimes as this is the only way to push yourself and grow.

**C.** Nobody can say that they have never made a bad decision at work. The important thing is to ....., move on and not ..... in your ability to do the job. Mistakes can end up being a good thing. When we are forced to ..... in a project, for example, we learn new skills.

**4. Discuss the advice in ex. 3. Think about these things:**

- Is this good advice? Why/Why not?
- How does each piece of advice relate to your experience?
- What examples can you think of to illustrate each piece of advice?

**5. Watch a video [<https://vimeo.com/316826325>] and answer the questions.**

a) According to the video, where can we find role models?

.....

b) What does the speaker suggest asking a successful work colleague?

.....

c) What does the speaker say about the relationship between our age and what we can achieve?

.....

d) What does the speaker say about successful people's attitude towards failure?

.....

e) Why does the speaker think people you admire will be happy to advise you?

.....

f) Do you agree with the advice in the video? Why/Why not?

.....

**6. Complete the sentences using the correct form of the words in bold. Then, say which ones you agree and disagree with and why.**

a) I have the greatest ..... for people who do voluntary work. **ADMIRE**

b) Behind every ..... person are hours and hours of hard work. **SUCCEED**

c) You need a lot of ..... to reach the top in your field. **DETERMINED**

d) One of the ..... of which you should be most proud is setting up your own company. **ACHIEVE**

e) When I ..... at something, I pick myself up and try again. **FAILURE**

f) To feel ..... I need to be well-prepared. **CONFIDENCE**

g) I am ..... to every job that I do, no matter how big or small. **COMMITMENT**

h) One good piece of ..... is: 'get to know the people you admire'. **ADVISE**

**7. What things do you associate with the word *failure*?**

**8. Discuss the questions.**

- Why did you choose those words to complete the graphic in ex. 7?
- What was the last thing you failed to do? Why did you fail?
- How do you feel when you don't manage to do something?

- Do you like experimenting in your job and taking risks?
- Are failures an essential part of our personal and professional lives?

**9. Match the words to their meanings.**

a) morph into	1) balance the bad effect of something
b) bold	2) start something
c) launch	3) change into something else
d) iterate	4) brave
e) embrace	5) accept
f) compensate	6) repeat
g) discontent	7) likely
h) prone	8) dissatisfaction

**10. The words in bold are in the wrong sentences. Correct the mistakes.**

- a) To be successful you need to **morph into** the design of a new product or device many times.
- b) When you **compensate** a new product you should bear in mind that it might not become popular.
- c) Initial business ideas often **embrace** large-scale projects.
- d) A good leader should encourage their workers to be **discontent**.
- e) A good boss should never show their **prone** to failure.
- f) There should be special workshops on how to **launch** failure in business.
- g) Each new business is **bold** to failure.
- h) There's always a way to **iterate** for failure.

**11. Watch a video [<https://youtu.be/I9CKa90Leh0>]. List all the failures and successes at Amazon that Jeff Bezos mentions.**

- a) failures: .....
- b) successes: .....

**12. Watch the video again and say if the sentences are true or false.**

- a) Marketplace constitutes 30% of units sold on Amazon.
- b) Amazon is launching a few devices on the market.
- c) One of Bezos's responsibilities is to urge his workers to be bold.
- d) Bezos thinks it's difficult to encourage people to make brave decisions.
- e) Bezos's actions at Amazon have never led to any financial losses.
- f) Companies that don't embrace failure will become desperate.

**13. Discuss the questions.**

- Do you agree with what Jeff Bezos says about failures?
- Is it true that there are dozens of failures behind every success?
- Jeff Bezos says that 'experiments are prone to failure.' Do you agree?
- Do you agree that every company should embrace failure? Why (not)?

**14. Choose the correct meanings of the expressions.**

- |                             |  |
|-----------------------------|--|
| a) go back to square one    | 1) start something again                                 |
|                             | 2) lose everything                                       |
| b) (go down) a blind alley  | 1) an action made without consideration                  |
|                             | 2) an action that leads nowhere                          |
| c) dash somebody's hopes    | 1) help someone make something happen                    |
|                             | 2) disillusion someone                                   |
| d) shut up shop             | 1) close a business                                      |
|                             | 2) stop working  |
| e) fight a losing battle    | 1) try to do something even though you're likely to fail |
|                             | 2) win somebody over                                     |
| f) be a recipe for disaster | 1) be likely to cause failure                            |

- |                          |  |
|--------------------------|--|
|                          | 2) be something that helps solve conflicts                 |
| g) throw in the towel    | 1) challenge someone                                       |
|                          | 2) give up   |
| h) a lose-lose situation | 1) a bad situation for everybody involved                  |
|                          | 2) a situation that may turn out well despite expectations |

**15. Complete the questions with expressions from ex. 14. In some cases you need to change the form of the expression.**

- a) What should you do when you see a certain action will turn out to be going down .....
- b) Are there any positive sides to .....
- c) In what business situations do you decide to give up and .....
- d) While cooperating on a project, what kinds of behavior may .....
- e) Has anyone ever ..... either in your personal or professional life? How did you feel?
- f) How would you feel if you put a lot of effort into something but failed and had to .....
- g) What are some common reasons for people .....? Why do people fail in their businesses?
- h) Have you ever ..... even though you knew you wouldn't succeed?

**16. Discuss the questions from ex. 15.**

## UNIT 12

### HOBBIES. I'VE BEEN DOING IT FOR A WEEK AND I LOVE IT!

**1. Think of three phrasal verbs with 'up' that go with the word 'hobby'. Explain their meanings.**

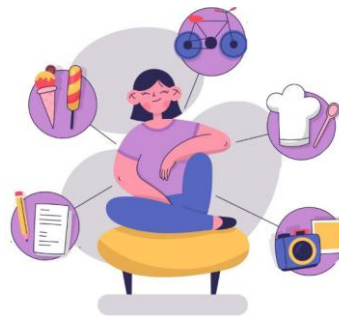
.....

.....

.....

**2. Discuss the questions.**

- Do you have a hobby? Would you like to take up one/a new one?
- Did you have a hobby when you were a child? Did it change?
- Do you think it's more difficult to pick up a hobby when you're an adult? Why/Why not?
- Have you ever given up a hobby? Why?
- Have you ever done any of these activities? Would you be interested in any of them?



- a) knitting
- b) pottery
- c) martial arts
- d) cooking classes

**3. Read the sentences and underline the phrases that match the meanings below.**

- a) When I take up a new hobby, I always go over the basics with an instructor. Otherwise, I don't know where to start.

- b) I like doing something in the comfort of my home. I don't like wasting time getting somewhere.
- c) If an activity is difficult to tackle, I give up. A hobby should be easy.
- d) Hobbies I have the best time doing usually involve socializing.
- e) I pick up a new hobby from time to time because it's challenging. Once I get it down, I move on to something else.
- f) I don't want to have a hobby that's addicting because I don't have that much free time.

**MEANINGS:**

- 1) get skilled at something (slang)
- 2) make an effort to deal with something
- 3) making you want to do something all the time
- 4) being comfortable at home
- 5) cover the main principles of something
- 6) enjoy doing

**4. Read the statements about hobbies in ex. 3 again and say if you agree with them.**

**5. You are going to watch a video about trying new activities. Watch the first part of the video [<https://youtu.be/uqsTXG2U0mo>] (to 00:28) and complete the sentence.**

- a) Lucie has decided to try five new hobbies because .....

**6. Read the sentences about the five activities Lucie tried and try to guess what they were.**

- a) It was so addicting that she kept doing it after the lesson.
- b) She made something she could use after the lesson.
- c) Lucie read about it on the internet.
- d) Going over the basics of it helped her to make part of this video.
- e) She got it down fast and was surprisingly good at it.
- f) Her instructor has been doing it for over a year.

**7. Watch the video (from 00:29) and check your ideas from ex. 6. Match the sentences from ex. 6 to the hobbies in the video. Two sentences can be used for more than one hobby.**

**8. Discuss the questions.**

- What do you think of Lucie's experiment?
- Would you like to take up any of the activities from the video?
- How often do you try new things?
- Do you agree that taking one class is enough to spark an interest in something? Why/Why not?
- How can having a hobby improve your life?
- Do you agree that you don't learn enough new things when you're an adult? Why/Why not?

**9. Look at the sentences and complete the rules with 'Simple' or 'Continuous'. Then, match the sentences to the rules. One sentence is used twice.**

**Present Perfect Simple**

- a) She has had this hobby since the fourth grade.
- b) She has tried five different hobbies.

**Present Perfect Continuous**

- c) She has been doing it for over a year.
- d) Her hands are dirty because she's been doing pottery.

**RULES:**

- 1) When we talk about something that started in the past and continues until now with **action verbs**, we use Present Perfect .....
- 2) When we talk about something that started in the past and continues until now with **stative verbs**, we use Present Perfect .....
- 3) When we talk about a recent unfinished action with a result now, we use Present Perfect .....

4) When we ask or answer **How much/How many...?**, we use Present Perfect .....

5) When we ask or answer **How long...?**, we use Present Perfect ..... (unless it's a stative verb).

**10. Choose the correct ending for each sentence.**

- a) I have been doing yoga **for two years/many times.**
- b) We've been going to this club **since it opened/every day.**
- c) She has been to Mexico **for a couple of years/many times.**
- d) They've been dating **a few times/for a few months.**
  
- e) I have tried **many kinds of sports/football since high school.**
- f) He's listened to this song **for days/a million times.**

**11. Make sentences with Present Perfect Simple or Present Perfect Continuous using prompts.**

- a) He / study photography / a couple of months.  
.....
- b) I / work hard / lately / so I'm pretty tired.  
.....
- c) They / know each other / childhood.  
.....
- d) We / try to tackle this issue / two weeks.  
.....
- e) She / run a marathon / five times.  
.....
- f) I / do yoga / recently / and I feel amazing.  
.....
- g) How long / you / write this book?  
.....
- h) She / try learning / 12 foreign languages.

.....

**12. Work in pairs. You are going to get a card with information about a hobby. Tell your partner about it without mentioning its name and persuade them to take it up. You can add more information about how it makes you feel or how it has helped you.**

EXAMPLE: *I've been doing it since the pandemic started and I've become healthier.*

**13. Look at the activities below and choose one to talk about. Use the questions to help you.**

- a) foreign languages
- b) sports and fitness
- c) handicraft (e.g. knitting, pottery, scrapbooking)
- d) creative hobbies (e.g. photography, writing, cooking)
- e) outdoor activities (e.g. fishing, hiking)

- Why have you decided to take it up?
- Do you do it by yourself or with someone else?
- How long have you been doing it?
- What are its benefits?
- What do you like most about it? Is there anything you dislike?

**14. Retell the topic “My hobbies”.**

## UNIT 13

### TRAVEL IS THE ONLY THING YOU BUY THAT MAKES YOU RICHER

**1. Read the sentence. Do you agree? Make a list of ideas and discuss them. Give reasons for your answers.**

*Traveling can change you.*

**2. The underlined words are in the wrong sentences. Match them to the correct sentence. First, do Part 1 and then Part 2.**

#### **PART 1**

- a) We always go to culture for our summer holidays.
- b) The only imaginative language we learned at school was French.
- c) She's so foreign. She always gets top marks on tests.
- d) He has lots of interesting and original ideas. He's a really abroad guy.
- e) I'm not very good at telling stories. I have no smarts.
- f) I'm studying the Japanese language and creativity at university.

#### **PART 2**

- g) I thought British people were unfriendly, but I changed my flexibility when I went to the UK.
- h) He's a terrible driver. I don't solve him with my car.
- i) Can you help me trust this maths problem?
- j) Don't be rude! You must mind your mother!
- k) I am totally brave this weekend. I can meet you any time you like.
- l) You touched that snake? That was respect!

**3. Read the following text in pairs. Student A, read the introduction and paragraphs a–c. Student B, read the introduction and paragraphs d–f.**

#### **Introduction**

Scientists believe that travel can change you. Seeing new places and people is one of the

best ways to ‘wake up’ your mind. When you complete the same actions and routines every day, you are on ‘autopilot.’ But when you travel, you have to work hard to understand what is happening around you. Travel really has the power to change you in lots of ways.

**a) It makes you more creative**

People who work abroad have better imaginations and are smarter. When you live and work in a different culture, it makes you think in different ways and become more flexible.

**b) It makes you trust people more**

When you travel and meet new people, you see all the good in the world. You understand that most people are kind and want to do the right thing. This makes it easy to trust people.

**c) You become better at solving problems**

Students who live abroad are better at solving problems than those who study at home. When you live in another culture and language for a long period, you see different ways of doing things. You can understand that one thing can have different meanings. You learn that there is more than one way to communicate with people.

**d) You respect people more**

Travel makes you see that you are only one small person in the world. You can understand how lucky you are and how much you have. You learn that there are many things you don’t know. Visiting other countries shows you that experiences are more important than things.

**e) You feel less afraid**

Sometimes you make a mistake when you speak a new language. You might take more risks when you travel – like diving or swimming with sharks. Traveling often means you have to be brave. This way of thinking will stay with you when you go home.

**f) It makes you happier**

Scientists found that when we have exciting travel plans our brain makes chemicals to make us feel happy. These positive feelings can continue for a month after we get back home again. Good news!

**4. Discuss the paragraphs you read. Give some examples from the text and also from your own experience. Do you disagree with any of the paragraphs?**

- a) It makes you more creative
- b) It makes you trust people more
- c) You become better at solving problems
- d) You respect people more
- e) You feel less afraid
- f) It makes you happier

**5. Look at the following list of places and answer the questions.**

- New Zealand
- London
- India
- Spain
- Vietnam
- Borneo
- Ireland
- Pompei

- a) Have you ever been there?
- b) What do you know about each place?
- c) Which of the places would you like to visit most and which the least?

**6. Watch a video [<https://youtu.be/2pJqSN3G2MA>] and put the places in ex. 5 in the order they are mentioned.**

**7. Read the sentences from the video and complete the gaps.**

- a) We're actually ..... about going on a bike ride to Ireland this summer and touring around there for a few days.
- b) I would have to ..... probably India.

- c) I would ..... to go with my camera and take lots of pictures.
- d) I think ..... dream vacation would be New Zealand.
- e) I ..... Vietnam is the one on my bucket list right now.

**Vocabulary**

**bucket list:**

*a list of things*

*a person would like to do*

*or achieve before they die*

**8. Watch the video again and check your answers to ex. 7.**

**9. Discuss the questions. Give reasons for your answers. Use some of the vocabularies in the box.**

creative
imagination
flexible
respect
go abroad
smart
trust

- What could you learn and experience in each of the places mentioned in the video?
- Which culture would you like to learn more about?
- Which other foreign language would you like to learn?
- Have you ever done anything brave on holiday?
- Has traveling ever changed your mind about a place or culture?
- Do you agree with the lesson title? Is travel the only thing you buy that makes you richer?

**10. Write an email to a friend describing your dream holiday. Include the following points and vocabulary from the lesson.**

- Where would you like to go and why?
- When/what time of year and why?
- Who would you like to go with?
- What do you think you could learn from your experience?
- How could this trip change you?

**UNIT 14**

**GETTING AROUND A NEW PLACE**

**1. Warm-up. Answer the questions.**

- Have you ever thought about moving to a new place? Or is this something you have done?
- What was the experience of moving like?

**2. Put the reasons to move to a new place into the correct categories. Work with a partner.**

*Reasons for moving to a new place:*

- a better climate, a lower cost of living, being with a partner;
- better education, better job opportunities, better services;
- discovering a new culture, escaping a bad political situation, escaping poverty;
- escaping war, getting away from natural disasters, improving your quality of life;
- learning a foreign language.

New experiences: .....

Financial: .....

Family and relationships: .....

Weather: .....

Safety: .....

Health and well-being: .....

**3. Match the statements with the things you need to consider before you move.**

1. Communication will be easier if you learn a few keywords and phrases before you go.	a) residency and visas
2. When you look at your paycheck, you may not get as much as you expect in your own country.	b) the climate
3. Research how safe the region is before you make plans.	c) the culture
4. Give yourself time to get used to the customs of your new country.	d) the currency and how much you can expect to earn
5. Every country has different rules about how long you are allowed to stay.	e) the language
6. If you can't handle the heat of over 40°C, think about moving somewhere cooler.	f) the political situation

**4. Complete the sentences below with the correct words.**

currency	injections
passport	possessions
driver's license	insurance
phrasebook	visa

1. In some countries you need to have health .... You have to pay to see a doctor if you don't.

2. If you don't have your ..., you won't be able to get on the plane.

3. Exchange some of your own ... before you leave to have some when you arrive.

4. You will need certain ... to protect you from diseases in some areas of the world.
5. Citizens of some countries need a ... to enter other countries.
6. You may not be able to use your ... in some countries. So, you will need a different international document to be on the road.
7. Taking only a few ... with you will make it easier to move places more quickly, as your bags will be lighter.
8. Some people take a ... to a new country, but many people now use a translation app.

**5. Rank the activities below, starting with the one you think is the most difficult.**

**Then compare with a partner.**

- Finding accommodation.
- Getting legal documents.
- Getting medical and dental treatment.
- Making new friends.
- Figuring out the transport system.
- Calculating and paying taxes.
- Fitting into the local community.

**6. Match the words to their definitions.**

1. an expat (expatriate)	a) a member of a country who has rights because they were born there or was given similar rights as a person born there
2. a migrant	b) someone forced to leave their country because of war or other political reasons
3. a refugee	c) someone living in a country that is not their own
4. an immigrant	d) someone that travels to a new country to find work

5. a citizen	e) someone who lives in a particular place
6. a resident	f) someone who moves to a country to live there permanently

**7. Put the correct words from exercise 6 into the sentences below.**

1. Henrik is a French .... His parents are Swedish but he was born in France.
2. The aid worker tried to find a bed for the night for the .... But there were none available.
3. There are many ...s living in Germany. Turkish people are the biggest group.
4. Spain has a large population of British ...s. They often socialize together.
5. My sister is a ... of Australia. She has lived in Sydney for five years.
6. Hugo is an economic .... He had a good job but found a better one in Switzerland.

**8. A woman goes to apply for a temporary residence permit. Complete the dialogue with the questions below.**

- And the document to show that you are employed?
- Do you also have a photocopy of your passport?
- Do you speak English?
- Is that a problem?
- Can I see your documents and passport, please?
- Do you need anything else?
- How long do I have to wait for the permit?
- Will it be sent to me?

**Helena:** Good morning, ... 1

**Assistant:** Yes, how can I help you?

**Helena:** I need to get a temporary residence permit. Am I in the right place?

**Assistant:** Yes, you are. ... 2

**Helena:** Yes, here they are.

**Assistant:** ... 3

**Helena:** Yes, I have that. It should be with the other documents.

**Assistant:** It's not here, unfortunately.

**Helena:** Oh, hmm. Ah, here it is. Sorry about that.

**Assistant:** No problem. But I can see the date written on the form is a few days ago.

**Helena:** ... 4

**Assistant:** No, it's okay. I will write a new date, you just need to put your initials next to it.

**Helena:** Okay. Here?

**Assistant:** Yes, there. And please write who is giving you the permit here.

**Helena:** Sure.

**Assistant:** ... 5

**Helena:** Yes, I have two copies if you need them.

**Assistant:** One will be fine. But please take this leaflet, there are some important rules in it.

**Helena:** Okay, thanks. ... 6

**Assistant:** About 3 to 4 weeks.

**Helena:** ... 7

**Assistant:** No, we will call you and you need to come here and collect it here.

**Helena:** Okay thanks. ... 8

**Assistant:** No, that's all.

**Helena:** Okay, thanks. Goodbye.

**Assistant:** Goodbye.

## СПИСОК РЕКОМЕНДОВАНОЇ ЛІТЕРАТУРИ

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