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Факультет іноземних мов

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SOCIALISING IN ACADEMIC AND PROFESSIONAL ENVIRONMENTS

COURSEBOOK

**НАВЧАЛЬНИЙ ПОСІБНИК З АНГЛІЙСЬКОЇ МОВИ ЗА
ПРОФЕСІЙНИМ СПРЯМУВАННЯМ ДЛЯ СТУДЕНТІВ
1 КУРСУ ЕКОНОМІЧНИХ СПЕЦІАЛЬНОСТЕЙ**

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Навчальний посібник призначений для студентів 1 курсу економічного факультету, які вивчають англійську мову професійного спрямування.

Мета посібника – розвивати комунікативну компетенцію, необхідну для адекватної поведінки в типових академічних і професійних ситуаціях. Посібник укладено згідно з вимогами навчальної програми з англійської мови за професійним спрямуванням.

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INTRODUCTION

“Language is not a genetic gift, it is a social gift. Learning a new language is becoming a member of the club – the community of speakers of that language.”

–Frank Smith

Nowadays, English for specific purposes is in great demand among university students striving for achieving a desired degree and becoming qualified specialists in the chosen field. However, second language acquisition appears to be demanding and challenging when it comes to first-year students. On the one hand, they often find the new period of their life – studying at university – exciting and making them consider themselves grown-ups. On the other hand, first year at university is in many ways arduous, since students face formidable problems which they never encountered earlier at comprehensive school.

The didactic component of these problems arises out of the contradiction between the didactic systems of comprehensive school and university. Students often lack essential skills of autonomous learning, optimal time management, self-organization and self-control as well as fail to become active learners. All these skills are considered fundamental in second language acquisition and can be developed through *Socialising in Academic and Professional Environments*.

Socialising in Academic and Professional Environments is the coursebook for first-year university economics students doing English for specific purposes. The Coursebook covers the essential components of Module 1 within the ESP syllabus designed for the British Council English for Universities project. The principal aim of the Coursebook is to develop students' language knowledge and skills necessary to behave adequately in common study-related and professional situations, to develop professional communicative competence by integrating the four language skills with an emphasis on listening, speaking and writing.

Motivation through engagement is equally important for successful ESP learning. *Socialising in Academic and Professional Environments* units give a new twist to familiar study-related and professional topics that reflect students' needs and interests. Activities have been designed to be as realistic as possible so that students can see how the language they are learning can be applied outside the classroom.

The learning objectives in *Socialising in Academic and Professional Environments* are derived from *Can Do* statements in the CERF which means that the Coursebook covers the language areas students need:

- to raise awareness of how to behave and react appropriately in most common academic and professional situations in everyday life, and know the rules of how people should interact in these situations;
- to develop understanding of how core values, beliefs and behaviour in Ukrainian academic or professional environment differ from culture to culture; understanding of different corporate cultures within specific academic and professional contexts and how they relate to each other;
- to develop understanding of how to apply intercultural insights when interacting orally or in writing to immediate academic and professional situations.

Socialising in Academic and Professional Environments is divided into 6 units: Building a Relationship (Unit 1), Education (Unit 2), Daily Routine (Unit 3), Learning a Language (Unit 4), Telephoning (Unit 5), Networking (Unit 6). Each unit contains a mix of vocabulary, reading, listening, speaking and writing skill work. Emphasis on each skill varies from unit to unit depending on the unit aims. Since ESP concentrates more on language in context than on teaching grammar and language structures, only occasional grammar reference is given in the Coursebook. The key, the tapescript, a resource bank for students' autonomous learning, and Module tests are available in Teacher's Resource Book. *Socialising in Academic and Professional Environments* CD contains all the recorded material from the Coursebook.

The Coursebook also provides students with Topical Vocabulary and the List of Irregular Verbs. The lexis was selected according to the following principles: 1) feasibility and accessibility; 2) frequency and prevalence; 3) conformity with students' communicative needs; 4) necessity and sufficiency.

The *Socialising in Academic and Professional Environments* can be used in both classroom and autonomous learning. A teacher may vary the number and order of tasks within the units depending on the number of hours allocated to the Module.

The authors hope both teachers and economics students will benefit from the Coursebook.

Nataliia Ishchuk,

PhD in Pedagogy, Associate Professor

UNIT 1

BUILDING A RELATIONSHIP



READING 1

1. Discuss these questions.

- 1) Is it easy to introduce yourself to your new group mates or colleagues? Why/ Why not?
- 2) Fill in the boxes, then introduce yourself to the class.

Hi! My name is.....

I come from
(country) and live in
(city or town)

I am.....
years old.

I likeand
.....!

I am really good
at.....

- 3) Should you change your behaviour to make friends in a new academic environment?

2. Read this online article quickly and for each question, choose the correct answer **A**, **B** or **C**.

1. What does the article say about your old friends?
 - A. Forget about them.
 - B. Visit them as much as possible.
 - C. Talk to them about your affairs.

2. You can find like-minded people
- A. following the university code.
 - B. changing your personalities.
 - C. joining clubs and groups.

studentadvice.net



STARTING YOUR FIRST YEAR AT UNIVERSITY

The first year at university is always difficult and you'll probably be nervous. You'll be **lonely** and it'll be hard to **make friends**. We've got some great advice for students just like you.

- You should **make sure** you know everything about your **uni**, your **faculty** and **department**. Study your **schedule** carefully and remember the names of your **lecturers**. Learn the **university code** and you'll know what you must and mustn't do.
- Don't forget to call your old friends, **stay in touch** with your former classmates. They can help you when you **feel uncertain**. One day, you will have a new group of friends, but your old group of friends is still important. You can **chat with** them either on the phone or **via** the Internet.
- You shouldn't change to get other people to like you. You have to be yourself. Remember that other people will like you for who you are.
- You should join university clubs and **research groups**. It's a great way to meet people outside the classroom with the same interests as you. And you'll have fun and develop yourself!

Good luck at university!

3. Write one word from the article in each gap to complete the summary.

When you are starting a university, make sure you know the university
¹ _____. Stay in ² _____ with your old friends because they can help
you. Try to ³ _____ yourself and don't change. Join clubs and ⁴ _____
groups to meet new people.

4. Complete your personal fact file with some information about yourself.

| Personal information | | | |
|--------------------------|--|------------------------------|--|
| Name | | Favourite sport | |
| Age | | Free time activities (hobby) | |
| Date of birth | | Favourite music | |
| Nationality | | Things you like doing | |
| Country | | Things you dislike doing | |
| City/town | | Favourite food | |
| Address and phone number | | Favourite school subjects | |
| E-mail | | Things you are good at | |
| Occupation | | Things you are not good at | |

5. Now read this personal description and write a complete story about yourself!

Hello!!! My name is Volodymyr Petrenko and I live in Vinnytsia, a city in the central part of Ukraine. I'm Ukrainian. I am 17 years old and I'm a student at Vasyli' Stus Donetsk National University. Here I've made new friends and some of them who come from different towns and villages reside in hostels or rent a flat.

My hobby is learning foreign languages and I hope I will use English in my future career. I have been learning English for 10 years now. Besides, I enjoy surfing the net, chatting with my friends in social networking sites and doing sports.

I have a wide circle of interests. I'm good at swimming and boxing, and I absolutely love rock music. I'm very sociable, so I get on very well with people. However, I prefer to have a few close friends and we spend a lot of time together.

BUILDING A RELATIONSHIP



6. Now write about yourself.

LISTENING 1

7. Watch the video presentation about different ways of saying hello in English. While watching tick the greeting you hear and practice the language with some short role-plays.



Video 1

- ☐ Good morning Lana. What's up?
- ☐ Good to see you June.
- ☐ Good meeting you, Paul. I'm Gene Dupont.
- ☐ Good morning there. I'm Paul Fulton.
- ☐ Oh, hi Chuck. What's new?
- ☐ Good afternoon. Frank Little, VP regional sales.
- ☐ Good morning! My name's Shelly.
- ☐ Good afternoon. Liz Howard. How are you today?
- ☐ Oh, hi Chuck. What's up?
- ☐ How do you do? Frank Little, VP regional sales.
- ☐ Hey there Bob. How are things?
- ☐ Hi Peg. My name is Kurt Lang.
- ☐ Nice to meet you, Frank. My name's Laura Chang.
- ☐ Hey there Bob. How's it going?
- ☐ Morning Lana. What's up?
- ☐ Hello there. I'm Paul Fulton.
- ☐ How do you do, Peg. My name is Kurt Lang.
- ☐ Pleasure to meet you, Frank. My name's Laura Chang.
- ☐ Nice to meet you, Tony. I'm Carolyn Summers.
- ☐ Hi. I'm Dave Hall, from Delta Enterprises.



8. Do the quiz after watching the video.

1. What could you say if you see a friend in the office?
 - a) Hello Theo. My name is Jim Byrne.
 - b) Oh hey Joan. What's up?
 - c) Hello there? I'm George Small, marketing manager.
 - d) Daniel! Good to see you. How are things?
2. Complete the following dialog with the most appropriate words:

A: Hi Ronaldo! How's it _____?

B: Not too _____ Tina. And you?

 - a) doing / pleasure
 - b) up / good
 - c) going / bad
 - d) things / fine
3. Choose the most appropriate ways to greet someone you haven't met before.
 - a) Nice to meet you. My name's David Murphy.
 - b) Morning Amy. How are things?
 - c) It's a pleasure. I'm Neil.
 - d) Good to see you Sam. What's up?
 - e) Good afternoon. How do you do?
4. Complete the following dialogue with the most appropriate words:

A: _____ morning. I'm Maurice, in sales.

B: Pleasure to _____ you. I'm Tanis.

 - a) Hello / see
 - b) Good / meet
 - c) Nice / have
 - d) Hey / work with
5. Which of the following is an appropriate answer to "What's up?" or "What's new?"
 - a) Not much.
 - b) Pretty good, thanks.
 - c) Not bad!
 - d) Fine thanks.

BUILDING A RELATIONSHIP



VOCABULARY 1

9. a) Read the table.

| NATIONALITY | | | |
|-------------|------------|----------|-----------|
| Greek | Mexican | German | Chinese |
| Egyptian | Portuguese | Canadian | Spanish |
| English | Italian | Polish | Ukrainian |
| French | American | Japanese | Brazilian |

b) Complete with the right nationality according to the previous table.

| Country | Nationality | Country | Nationality |
|----------|-------------|---------|-------------|
| Portugal | _____ | France | _____ |
| Germany | _____ | Italy | _____ |
| Greece | _____ | Mexico | _____ |
| China | _____ | Canada | _____ |
| U.S.A. | _____ | England | _____ |
| Egypt | _____ | Ukraine | _____ |
| Brazil | _____ | Japan | _____ |
| Spain | _____ | Poland | _____ |

10. Complete the groups below with the names of countries from the box and their corresponding nationality adjectives.

Bahrain Chile Iran Iraq Finland Scotland Sudan Vietnam

Group 1

Adjectives ending in *-an*

| Country | Nationality |
|---------|-------------|
| Brazil | Brazilian |
| Germany | German |
| _____ | _____ |
| _____ | _____ |

Group 2

Adjectives ending in *-ish*

| Country | Nationality |
|---------|-------------|
| Poland | Polish |
| Spain | Spanish |
| _____ | _____ |
| _____ | _____ |

Group 3

Adjectives ending in -ese

| Country | Nationality |
|---------|-------------|
| Japan | Japanese |
| China | Chinese |

Group 4

Adjectives ending in -i

| Country | Nationality |
|---------|-------------|
| Kuwait | Kuwaiti |
| Oman | Omani |

11. Put the words in the correct order to make appropriate greetings.

1. you, / meet / nice / I'm / to / Ryan

2. it / morning / how's / Kevin, / going

3. meeting / you. / sales / good / Tom Hardy,

4. Vera / RBM / hello, / I'm / with

5. there / up / oh / Aaron, / hey / what's

12. a) Complete the sentences with appropriate phrases.



- Chris is not very _____ being quiet in class.
- Can you _____ me _____ this exercise, please?
- I'm not really _____ write a long letter in English yet.
- Andrea's not very _____ reading books in English.
- Are you _____ learning lot of new things this year?
- Ann resides in a hostel, so she has to _____ with two other girls.
- Both my parents speak English quite well, so they help me with my homework when I _____.
- Mary is _____ going to the library.

b) Write true sentences about yourself, making use of the phrases above.

LISTENING 2

13. Do this exercise before you listen. Circle the best option for what people normally say when they first meet.

1. Hi, it's Pablo. / Hi, I'm Pablo.
2. Hi. Who are you? / Hi. How are you?
3. Where are you? / Where are you from?
4. You are nice. / Nice to meet you.

14. Listen to the conversation and complete the gaps with the correct name.



Track 1.1

Greta Sumi Pablo

1. _____ introduces Greta to Pablo.
2. _____ is German.
3. _____ is Argentinian.

15. Write the words to fill the gaps.

Sumi: Hi, Pablo. How are you?

Pablo: Hi, Sumi. ¹_____, thanks.

Sumi: Pablo, this is Greta.

Pablo: Hi, Greta. ²_____ Pablo.

Greta: Hi. How are you?

Pablo: I'm fine, thanks. ³_____ from, Greta?

Greta: I'm from Germany. Where are you from?

Pablo: I'm from Argentina. ⁴_____ meet you.

Greta: Nice to meet you too.

READING 2

16. Discuss these questions.

1. Is it better to have a wide circle of friends or a few close ones?
2. Is it easy to find new friends at university? Why / Why not?

17. Read the text about Nadiia's best friend, pay attention to the words in bold. Try to understand them without any help.

OPPOSITES ATTRACT

I met Olha in our first lecture at uni. I didn't know anybody in my group and was **on my own**, and she came up and talked to me. What's interesting is that **we're complete opposites**. She's tall and **slim**; on the contrary, I'm **average height** and a bit **overweight**. She's got short, **straight**, **fair** hair while my hair is long, **wavy** and **dark** brown.

She's very **sociable and** enjoys meeting and spending time with new people, but I'm really **shy**. Actually, she is a real **party animal**, she likes going out late and clubbing; I'm **quiet** and prefer to study hard. Some people say I'm a **workaholic**. She's **sporty**, and I'm **inactive**, I really hate the gym or doing exercises. But that didn't prevent us from becoming friends. Moreover, we have been **sharing a flat** since we entered the university. I'm very **organized** and **tidy** and do most of the housework. Olha can sometimes **be lazy** around the house. But she's good at cooking and a really friendly person.

I **get on** very **well with** her, she's great fun. Although I've known her for a quite short time, I'm sure she will always be my **closest friend**.

18. Read the text. Are these statements true or false?

True or
False?

1. Nadiia was alone when she met Olha.
2. Nadiia and Olha are very different.
3. Olha is fatter than Nadiia.
4. Nadiia has got long, wavy, fair hair.
5. They have been living together for a long time.
6. Nadiia likes meeting new people.
7. Olha likes doing sports.
8. Olha's is a workaholic.
9. Nadiia is good at planning things carefully.
10. Olha has good relationship with Nadiia.

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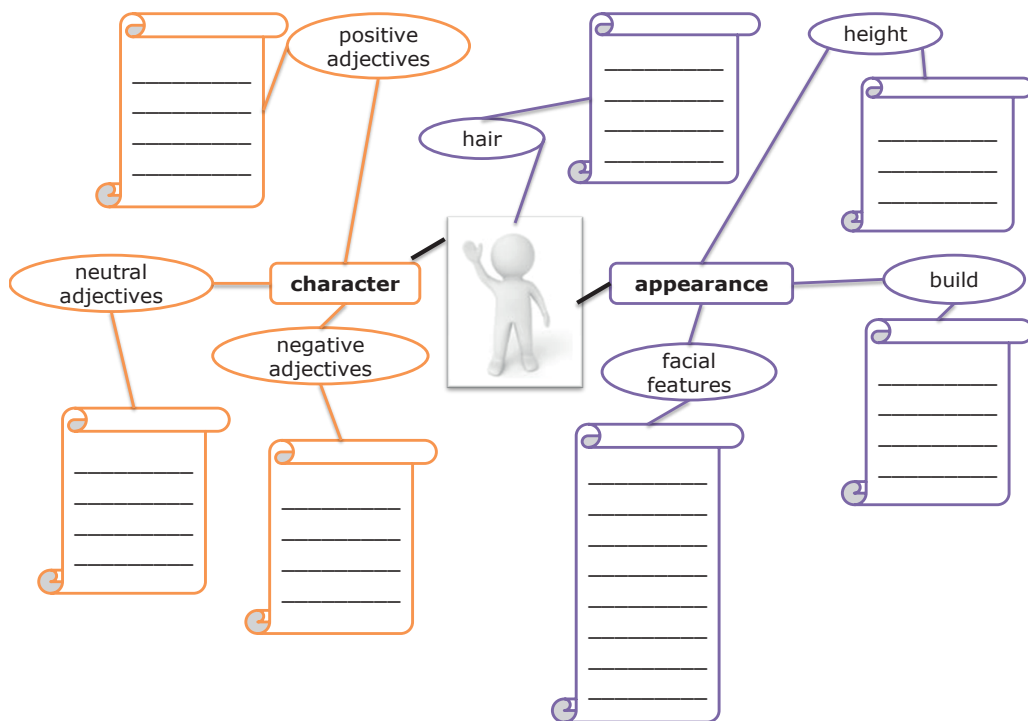
BUILDING A RELATIONSHIP



VOCABULARY 2

19. Sort out the words from the box to complete this mind map. Then describe yourself or one of your groupmates.

| | | | | | |
|---------|-------------|----------|----------|----------|-----------------|
| plump | large eyes | a beard | freckles | slim | hard-working |
| funny | well-build | skinny | wavy | short | bad-tempered |
| proud | generous | stubborn | reliable | wrinkles | turned-up nose |
| serious | a moustache | Bore | fair | tall | shoulder-length |
| shy | sociable | arrogant | straight | average | bushy eye-brows |

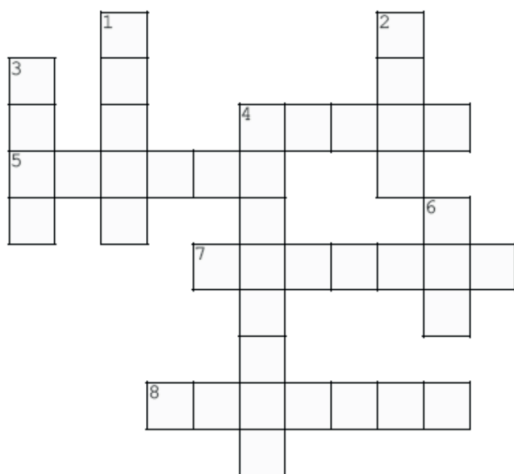


20. Cross out the adjective you don't need.

1. She's got long, dark brown, ~~black~~ hair,
2. I've got medium-length, short, curly hair.
3. Her hair is short, blonde, light brown, and wavy.
4. My sister's hair is short, long, and curly.
5. My brother's got short, grey, black hair and a moustache.
6. My father's got a beard and long, wavy, straight hair.



21. Do the crossword. Use adjectives describing character.



Across

4. Making you laugh.
5. Able to learn and understand very quickly.
7. Someone who thinks a lot and doesn't laugh very much.
8. Calm.

Down

1. Someone who doesn't say very much.
2. Warm, friendly and always wanting to help other people.
3. Kind and friendly, syn. pleasant, opp. horrible.
4. Happy to meet and talk to other people.
6. Something or someone that makes you happy.

22. Complete the sentences using the adjectives from exercise 21.

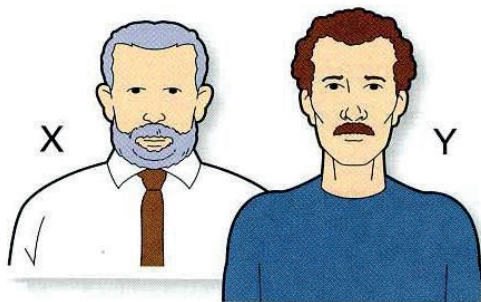
1. The students in my class are all really _____; it's great.
2. He visited me a lot in hospital, which was really _____.
3. I met Mykola on holiday and he's a really _____ guy.
4. I love Kateryna; she's great _____.
5. John makes me laugh – he's just a really _____ man.
6. My parents are very _____ : they don't get angry if I'm late.
7. Tom is very _____ – the best student in our group.
8. She's _____, but she can be funny.
9. I like our lecturer but she's very _____.

BUILDING A RELATIONSHIP



23. A student is trying to find his new lecturer. Read his description. Which man is the student looking for? Circle **X** or **Y**.

This lecturer is in his mid-thirties.
He is slim, tall with dark brown
curly hair and a moustache.



24. In pairs, ask each other the questions below.

What are you like? Are you ...

- a) sporty or inactive?
- b) a very relaxed person?
- c) usually generous?
- d) lazy or hard-working?
- e) quiet or very sociable?
- f) a very organized person?

WRITING

25. Write a description of your group mate. Use the text above to help you.
The rest of your group mates have to guess who this person is.

| |
|-------------------------------|
| <hr/> <hr/> <hr/> <hr/> <hr/> |
|-------------------------------|

26. Write a short blog post to introduce your new university friend.

MY FRIENDS

HOME ABOUT ME SETTINGS SIGN OUT

REPLY



UNIT 2

EDUCATION



READING 1

1. Discuss these questions.

1. Which high schools and colleges are the best in your country?
2. Are there any subjects you want to study at university but they are not available?
3. Does education guarantee a good job? Why? / Why not?
4. Do many people in your country study abroad? Why? / Why not?

2. Practice the pronunciation of the following words paying attention to the stress:

a) stress the first syllable:

history, century, government, scientist, enterprise, operate, primarily, separate, chemistry, junior, specialist, Bachelor, graduate, summarize, synthesize, candidate, system;

b) stress the second syllable:

emerge, existence, important, development, establish, control, academy, accessible, report, potential, prestigious, comprise, humanities, responsible, external, biology, geography, tuition, degree, completion, complete, material, require, submit, award, original, specific;

c) stress the third syllable:

education, institution, economic, aviation, corresponding, agricultural, fundamental, mathematics, undergraduate, contribution, presentation.



3. Read the text given below, pay attention to the words in bold type. Try to understand them without any help.

HIGHER EDUCATION IN UKRAINE

Higher education in Ukraine has a long and rich history. The first education institutions **emerged** in Ukraine in the late 16th and early 17th centuries.

The basis of today's system of higher education in Ukraine consists of academies, polytechnic, pedagogical, agricultural, law, economic and medical institutes and universities. The majority of institutions of higher education **report to** and **are funded by** the **Ministry of Education and Science of Ukraine**.

The scientific potential of present-day Ukraine is rather high. The most prestigious scientific institution is the **National Academy of Sciences of Ukraine** (NASU), which has existed since 1918. Its first President was Volodymyr Vernadskiy.

The supreme NAS body **comprises** nearly 180 academicians, 340 corresponding members and about 110 foreign members. Since 1962 the Academy has been **headed** by Borys Paton. The NASU **operates** numerous research institutions, primarily in the **fundamental sciences** but also in the **humanities**. The Academy is self-governing in decisions relating to its own activities and **is responsible for** over 90% of all discoveries made in Ukraine.



Having finished grade 11, students **take EITs** (External Independent Tests), which allow them **to enter** university without taking separate **entrance exams**.



School leavers take EITs in the following subjects: the Ukrainian language and literature, the history of Ukraine, mathematics, biology, physics, chemistry, geography, and one foreign language (of the pupil's choice) in either English, German, French, or Spanish.

The results of the testing have the same status as entrance examinations to higher educational institutions. If they **fail** any of the exams, they cannot apply for university education.

Most students take three tests and they must get a high **pass mark (= passing score)** in order to **get/obtain a free place** at university because the places are limited. In this case the **tuition** is free and students also may **get a scholarship (= payment awarded on the basis of academic achievement)** provided that they do well.

The *Law on Higher Education* (2016) establishes educational-proficiency levels of **Junior Specialist or Junior Bachelor, Bachelor, Master, and scientific degrees of Doctor of Philosophy and Doctor of Sciences**.

In Western European countries, students at university are called **undergraduates** while they are studying for their Bachelor's degree. In Ukraine, the normative period of training for Junior Specialist/Junior Bachelor makes 3 years. When students finish their fourth year of studies they **are conferred a Bachelor's degree** (*educational-proficiency level of Bachelor*).



When students complete their first degree they become **graduates**. Then some students go on to do a second course or degree (postgraduate course/postgraduate degree). These students are **postgraduates** and after completing a 1- or 1.5-year course they either become Specialists or **receive a Master's degree** (*educational-proficiency level of Master*).

During their studies at the Master's level, students are required to **do/conduct/carry out research into/on** a selected subject and write their **final work** with its further presentation. For this, they must be able to collect, analyze, summarize and synthesize the material. Often knowledge of a foreign language is required.

After they **graduate from** the university, Masters can do another postgraduate course (*aspirantura*), which normally requires at least three years of study. The **Doctor of Philosophy degree (PhD)** is achieved by **submitting** and defending a **thesis (dissertation)**. The highest degree in Ukraine, the **Doctor of Sciences**, is achieved by defending a dissertation that must make an original contribution to a specific field of knowledge, and after a doctoral course (*doktorantura*) following the award of Candidate of Sciences degree.

4. Choose the correct answer according to the information in the text.

1. Why is NAS considered to be the most significant scientific institution in Ukraine?

- a) because its supreme body comprises foreign members;
- b) because it has been headed by Borys Paton since 1962;
- c) because it is responsible for over 90% of all discoveries made in Ukraine;
- d) because its first President was Volodymyr Vernadskiy.

2. What procedures should school-leavers follow if they want to enter university?

- a) they take three entrance examinations;
- b) they take External Independent Tests;
- c) they take External Independent Tests and three extra exams.



3. How can students get a free place at university?
- a) they must get a high pass mark;
 - b) they must take extra three exams;
 - c) they must take a test in one foreign language.
4. What are the educational-proficiency levels established in Ukraine according to the Law on Higher Education?
- a) Junior Specialist/Junior Bachelor, Bachelor and Master;
 - b) Junior Specialist, Bachelor and Master;
 - c) Bachelor, Specialist and Master.
5. What are postgraduates supposed to do in aspirantura?
- a) conduct research and write their final work with its further presentation;
 - b) do research, then submit and defend dissertation;
 - c) make an original contribution to a specific field of knowledge.

5. What do these numbers from the text refer to?

| | | | |
|-----|------|------|------|
| 180 | 1918 | 1962 | 11 |
| 340 | 110 | 90 | 2002 |

6. Which of the following is *NOT* mentioned in the text?

- A. Most higher education institutions in Ukraine are financed by the Ministry of Education and Science of Ukraine.
- B. The legal document for the creation of NASU was approved by the Hetman Pavlo Skoropadsky.
- C. Borys Paton is an outstanding scientist in the field of welding, metallurgy and technology of metals and talented organiser of science, academician of the National Academy of Sciences of Ukraine.
- D. To be admitted to external independent testing facility, students must have an invitation and a passport to prove their identity.
- E. Postgraduates must carry out research and present the results in the final work.

7. In pairs, discuss the questions.

- 1. Does Ukraine provide a good system of higher education? What improvements do you think it needs?
- 2. Do you think our government should spend more money on higher education? Will better funding improve the educational outcomes? In what way?



3. In most European countries students decide not to take a postgraduate course. After being conferred Bachelors degree, are you going to start working or continue education? Why?

VOCABULARY 1

8. Find words or phrases from the text which fit these meanings.

- | | |
|--------------------------------------------------------------------------------------------------|-------------------------|
| 1. a payment made to support a student's education, awarded on the basis of academic achievement | _ c _ _ l _ _ _ h _ _ |
| 2. a written thesis required for a higher degrees | _ _ s _ _ r _ _ t _ _ _ |
| 3. an academic award | _ e _ _ _ e |
| 4. teaching or instruction | t _ _ _ _ _ n |
| 5. studies intended to provide general knowledge and intellectual skills | _ u _ _ n _ _ i _ _ |
| 6. the systematic investigation | r _ _ _ a _ _ _ |
| 7. a student engaged in a postgraduate course | _ _ s _ _ r _ _ _ _ t _ |
| 8. the minimum number of points required to pass an examination | _ _ _ s _ _ _ r _ |
| 9. examine in detail | a _ _ _ y _ _ |
| 10. combine or cause to combine into a whole | _ y _ _ _ e _ _ _ _ |

9. Complete these phrases to form **verb + noun collocations**. Use the words from the box.

take x 2 get x 3 be conferred x 2 do x 3 become x 3 go x 1

- | | |
|-----------------------------|---------------------------------|
| 1. ____ a free place | 8. ____ research |
| 2. ____ a graduate | 9. ____ a Master's degree |
| 3. ____ a second course | 10. ____ a grant |
| 4. ____ to university | 11. ____ economics |
| 5. ____ entrance exams | 12. ____ final exams |
| 6. ____ a Bachelor's degree | 13. ____ a Doctor of Philosophy |
| 7. ____ education | 14. ____ a postgraduate |



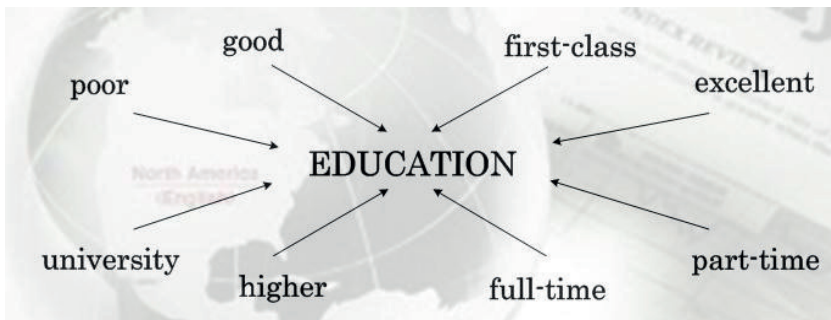
10. a) Give Ukrainian equivalents for the following:

- | | |
|--------------------------|-----------------------------------|
| 1. take EITs | 11. discovery |
| 2. entrance exams | 12. undergraduate |
| 3. comprise | 13. postgraduate |
| 4. consist of | 14. Doctor of Sciences |
| 5. Majority | 15. receive a degree |
| 6. research institution | 16. confer Master's degree |
| 7. fundamental sciences | 17. make contribution |
| 8. humanities | 18. educational-proficiency level |
| 9. award | 19. operate |
| 10. scientific potential | 20. do a second degree |

b) Say in English:

- | | |
|--------------------------|---------------------------------------|
| 1. ступінь бакалавра | 10. випускник |
| 2. безкоштовне навчання | 11. звітувати МОН України |
| 3. отримувати стипендію | 12. відповідати за |
| 4. навчальний заклад | 13. вступати до університету |
| 5. доктор філософії | 14. закінчити школу |
| 6. захищати дисертацію | 15. закінчити університет |
| 7. проводити дослідження | 16. прохідний бал |
| 8. з'являтися | 17. молодший спеціаліст |
| 9. очолювати | 18. Національна академія наук України |

11. a) Study the words in the box that frequently occur before "EDUCATION".

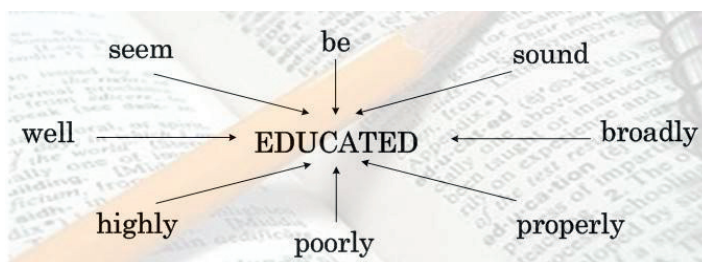




b) Choose the correct word to complete each sentence.

1. She couldn't find a job because of ... education she had received at college.
a) part-time; b) excellent; c) poor
2. ... education means years of programmes of study that involve a minimum of 24 weeks of study.
a) university; b) full-time; c) good
3. ... education means years of programmes of study that involve less than 24 weeks of study or placement per academic year.
a) excellent; b) higher; c) part-time
4. University is a large and diverse institution of ... education created to train students for life and for a profession.
a) part-time; b) higher; c) full-time
5. An ... education allows you to grow in every dimension of life and obtain the job you desire.
a) poor; b) full-time; c) excellent
6. People who don't have a ... education background usually have a difficult time finding jobs and also earn less money.
a) good; b) full-time; c) poor
7. Every year, it costs British students more and more to get ... education.
a) university; b) poor; c) part-time

12. a) Study the verbs and adverbs in the box that frequently occur before "EDUCATED".



b) Render in English the sentences below using most appropriate collocations from the box.

1. Авраам Лінкольн є чудовим прикладом добре освіченої людини.

2. У зв'язку з глобалізацією працедавці шукають всебічно освічених працівників.



3. Хоча він здавався погано освіченою людиною, він знав, як вести комерційну діяльність.

4. Наш лектор з філософії – високоосвічена людина, а його лекції завжди дуже цікаві.

5. В наш час у Південній Африці близько 25% громадян не мають належної освіти.

c) Ask your classmates if they know:

- any broadly educated person among Ukrainian writers;
- any poorly educated politicians;
- any famous Ukrainians who got excellent education abroad;
- how to become a highly educated person;
- how to seem/sound educated;
- where one can get a proper university education in Ukraine or abroad;
- what undergraduates should do to get higher education in Ukraine;
- how to get first-class part-time education.

13. Use the dictionary entries below to increase your vocabulary!

to be funded to be paid for, to supply the money for;

to transfer 1) to change schools 2) to move from one place to another;

to major to specialize in (a particular academic field);

a major the main field of study in which a university student specializes;

to minor to have a secondary specialization in (a particular academic field);

a minor the secondary field of study in which a student specializes;

to stand for to be the short form of, to mean;

terminology specialized words or expressions used in a particular field;

facilities services or conveniences;

a loan a sum of money lent at interest;

a grant a sum of money provided by a government to finance educational study;

a scholarship a form of financial aid for a student to further education.

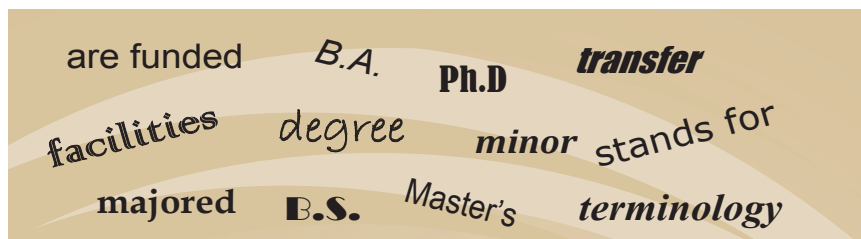
14. Based on the text below, answer the questions. Each question can be answered with one word.

James said,

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

1. What did James major in?
2. What was James’s secondary area of study at Harvard?
3. What field does James plan to get his doctorate in?

15. Fill in all the gaps in the dialog using the new vocabulary. Say what Lars and Tina are talking about.



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

Tina: In America, all students basically study the same thing until they are around 18. After high school, students have the choice to start working or to go to college.

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

Tina: In the U.S., there isn’t a big difference between the two. Colleges tend to be smaller schools, and universities are usually larger schools with more ²_____; however, we often use these words interchangeably.

Lars: What are junior colleges?



Tina: Colleges and universities in the United States are extremely expensive. Even schools which ³ _____ by the government can cost thousands of dollars a year. Most states have created junior colleges, which are inexpensive schools where students can complete the first two years of their education. Afterwards, students can ⁴ _____ to a four-year college or university to complete their bachelor's ⁵ _____. And, as I mentioned, they also provide career training and continuing education courses.

Lars: What does ⁶ _____ mean? Is that the same thing as a bachelor's?

Tina: That ⁷ _____ Bachelor of Science. You also often hear the abbreviation ⁸ _____, which is short for Bachelor of Arts. For example, I ⁹ _____ in chemistry, so I have a Bachelor of Science; but, my brother studied philosophy, so he has a Bachelor of Arts.

Lars: I thought you studied German literature.

Tina: That was my ¹⁰ _____ – my secondary field of study.

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

Tina: Students can continue studying and receive a ¹¹ _____, which usually requires an additional two years of study. And of course, the highest degree is called a ¹² _____, which is another word for doctorate.

16. Complete this passage using the words below.

| | | | |
|--------------|--------------|-----------|----------------|
| degree | research | Graduates | Grants |
| higher | lectures | master's | PhD |
| Postgraduate | scholarships | Seminars | Undergraduates |

Many young ¹ _____ find it difficult to find work because of the state of the labour market. This situation can be made worse because there are now far fewer ² _____ available from local and central government and scarcely any British universities award ³ _____ nowadays.

One result of this situation is that some of these graduates consider continuing in ⁴ _____ education by doing a ⁵ _____ or ⁶ _____. There is, however, a considerable drop-out rate among those who take this option because their new life does not really compare to their life as ⁷ _____ when they were studying for their first ⁸ _____. Then they had no choice but to go to ⁹ _____ to take notes and prepare for ¹⁰ _____. ¹¹ _____ study, in contrast, requires much more self-discipline as they receive much less assistance in carrying out ¹² _____.

17. Use the correct form of the verbs from column **A** to fill in the gaps in the sentences from column **B**.

| A | B |
|--------------------|------------------------------------------------------------------------------|
| 1. do | A. After I ... school I entered Vasył' Stus Donetsk National University. |
| 2. study | B. She ... from university two years ago. |
| 3. major | C. I'm ... research into/on unemployment in South Africa. |
| 4. go | D. I'm going to ... my course of English for specific purposes in two years. |
| 5. leave | E. He's ... math at Beijing University. |
| 6. finish | F. He's ... to university next year. |
| 7. graduate | G. I'm ... in finance. |

18. Read the text below and decide which answer (**A**, **B**, **C** or **D**) fits best for each gap.

HIGHER EDUCATION IN THE UK

In England, Wales and Northern Ireland, higher education institutions are ¹____, self-governing bodies active in teaching, research and scholarship. They are established by Royal Charter or legislation and most are part-funded by government.

All universities and many higher education colleges have the legal power to develop their own ²____ and award their own ³____, as well as determine the conditions on which they are ⁴____. The most common degree courses, which usually take three years to complete are the Bachelor of Arts (BA), Bachelor of Science (BSc), Bachelor of Education (BEd), Bachelor of Engineering (BEng) and Bachelor of Laws (LLB). Master degrees for those undertaking further study include the Master of Arts (MA), Master of Science (MSc), Master of Business Administration (MBA) and Master of Laws (LLM). Then there are research-based ⁵____ courses leading to the Master of Philosophy (MPhil) and Doctor of Philosophy (PhD/DPhil).

These ⁶____ qualifications involve thousands of courses at more than 180 higher ⁷____ establishments in Britain. The most famous British universities are, of course, Oxford and Cambridge called 'Oxbridge' and famous for their academic excellence. London and Oxford universities are ⁸____, because people from many parts of the world come to study at one of their colleges. A number of well-known scientists and writers, among them Newton, Darwin, Byron were educated in Cambridge.



The organization system of Oxford and Cambridge differs from that of all other universities and ⁹ _____. The teachers are usually called Dons. Teaching is often carried out by tutorial system. Each student goes to his tutor's room once a week to read and discuss an essay which the student has prepared. Some students get ¹⁰ _____ but the number of these students is comparatively small.

- | | | | |
|-------------------|-----------------|----------------|---------------|
| 1. A dependent | B independent | C developed | D well-known |
| 2. A subjects | B seminars | C courses | D lectures |
| 3. A diplomas | B degrees | C graduates | D scholars |
| 4. A awarded | B received | C got | D given |
| 5. A graduate | B undergraduate | C postgraduate | D academic |
| 6. A academic | B tuition | C educational | D training |
| 7. A teaching | B training | C academic | D educational |
| 8. A governmental | B international | C well-known | D traditional |
| 9. A colleges | B schools | C institutes | D premises |
| 10. A loans | B scholarship | C MBA degrees | D graduates |

19. Fill in all the gaps to test your prepositions with these common verbs:

at (2) to from for on in (2)

1. He's been studying economics ____ Vasyly' Stus Donetsk National University for the past two years.
2. My aim is to go ____ London Stock Exchange.
3. He graduated ____ Kyivo-Mohylanska Academy just last month.
4. I find it really difficult to revise ____ exams and it's not easy to concentrate ____ lectures.
5. I graduated ____ economics but my goal is to become a lawyer.
6. I'm majoring ____ economics but right now I'm concentrating ____ my English.

20. Render in English.

1. Перший вищий навчальний заклад України, Острозька школа, був заснований у 1576 році.

2. Києво-Могилянська академія є одним з провідних ВНЗ України, де кожен може здобути якісну освіту.



3. В Україні є багато юридичних, педагогічних, економічних, технічних та інших інститутів і університетів.

4. Більшість ВНЗ підпорядковуються МОН України.

5. Сьогодні Національну академію наук України очолює академік Борис Патон, видатний вчений у галузі зварки та металургії.

6. НАН України відповідає за понад 90% відкриттів.

7. Щоб вступити до університету, випускники шкіл складають тести ЗНО.

8. Вони повинні набрати прохідний бал, щоб вступити до університету.

9. Якщо прохідний бал високий, студент може отримати бюджетне місце в університеті, а також отримувати стипендію.

10. Після закінчення 4 курсу студенти здобувають освітньо-кваліфікаційний рівень бакалавра.

11. Після отримання ступеня бакалавра студенти можуть обирати подальший курс навчання.

12. Освітньо-кваліфікаційний рівень магістра присуджують студентам, які успішно провели дослідження з обраної дисципліни та захистили магістерську роботу.



13. Деякі випускники продовжують навчання в аспірантурі.
-
14. Як правило, навчання в аспірантурі триває 3-4 роки.
-
15. Щоб здобути науковий ступінь доктора філософії, аспірант повинен подати і захистити дисертацію.
-
-

READING 2

21. *In pairs, discuss these questions.*

1. Why have you chosen Vasyly' Stus Donetsk National University?
2. Do you think attending all lectures may help you keep up with your studies?
Why? / Why not?
3. Do students cheat during tests and exams? How do they cheat? What is your attitude towards cheating?

22. *Look up the words **in bold** in the dictionary. Read the text below. For questions (1-3) choose the correct answer (A, B, C or D).*

STUDYING AT VASYLY' STUS DONETSK NATIONAL UNIVERSITY

Vasyly' Stus Donetsk National University is one of the leading higher educational institutions of Ukraine that has the 4th level of accreditation. A lot of well-known scientists and **experienced experts** in numerous fields work here. Studying at DonNU is **cost-effective**, since graduates' skills and abilities **comply with current standards** set down by employers.

Nowadays, the university **trains daytime** and **extra-mural** students who major in a number of specialties such as *management of organization, international economic relations, finance and credit, accounting and taxation, economics of enterprise* etc. More than 70% of the University's **faculty** providing general and specialized training are Doctors of Philosophy and Doctors of Sciences, who have been conferred **academic titles** of **Associate Professors** or **Professors**.

The University provides an environment that encourages all students to learn, create, and share knowledge responsibly. The standards for academic honesty are laid down in **the Code of Academic Integrity**. Students enrolled in Vasyl' Stus DonNU are expected to meet the standards of academic honesty established in the Code, for instance, they may not **plagiarize, fabricate or cheat**.

I'm a first-year student (= I'm in my first year) of the day-time department. I entered the University after finishing a comprehensive secondary school. I was enrolled at the University on the basis of the results of External Independent Tests. I got a high pass mark which helped me obtain a free place and now I get a scholarship while some of my group mates get a grant instead. My major is *management*.

Many new things and notions came to my life. I **became familiar with** such words as "an **undergraduate**", "synopsis" and such terms as "a **period**" and "a semester". Now I know what it means "to **take/make notes**", "to **take/sit** an exam", "to pass a **credit**", "to **cram** for exams" etc. It was not easy to get used to the new methods of instruction, such as a lecture, a seminar, a **workshop** and a laboratory session. When a lecturer **gives/does a lecture**, the students listen and take notes, while at seminars they discuss a **specific topic in a specific academic field**.

It is very interesting to **do** such new subjects as higher mathematics, the history of economic studies, philosophy and others. Great attention is paid to foreign languages. I am **taking a** one-year University **course** of English for specific purposes. Some students learn German for specific purposes instead.

The **academic year** begins on the 1st of September and ends in June (**= it runs from September to June**). The academic year has 2 **semesters/terms**. Each semester lasts about 4 months and ends with examination period when students sit/take credits and exams. During the academic year, students work hard trying to **keep up with** their studies. The university aims at maintaining high education standards, **for this purpose**, efficient computer-based methods of instruction have been **introduced** into the teaching process.

Moreover, the students of the university **are involved into** research work. They take part in annual scientific conferences and their activity is **appreciated** and **encouraged**.

The **management** of the uni provides the students and teachers with sports and **recreation facilities**. It has become a good tradition to mark the **Debut of the first-year student** and professional holidays, to go on trips around Ukraine, to arrange **amateur events** where students can show their talent and the like.

I enjoy everything at the uni. I like its **premises and facilities**. On the ground floor there is a **canteen** where I have lunch. There is also a library, which provides us with textbooks, an **assembly hall**, many classrooms and lecture-halls,



computer laboratories, equipped with computers and other hi-tech devices in our university. The well-equipped gym is on the fifth floor.

I am proud of being a student at Vasyl' Stus DonNU.

23. *Choose the correct answer according to the information in the text.*

1. How should we understand that studying at DonNU is “cost-effective”?
 - a) It's cheap.
 - b) Every young man can afford to study at DonNU.
 - c) It provides beneficial return for its graduates.
 - d) All students get a grant and save money.
2. All of the following are the factors which make Vasyl' Stus Donetsk National University a popular educational institution EXCEPT
 - a) free places are available to the students who get a high pass mark at EITs.
 - b) all the students learn two foreign languages.
 - c) the University provides education adapted to the modern social needs.
 - d) the University offers daytime and extra-mural forms of education.
3. Which of the following is TRUE about Vasyl' Stus Donetsk National University according to the text?
 - a) The majority of the faculty are Candidates and Doctors of sciences.
 - b) The students are involved into research work.
 - c) The students take part in sports competitions.
 - d) The students take exams twice a year.
4. According to the Code of Academic Integrity, students at Vasyl' Stus DonNU are forbidden
 - a) to use laptops and other gadget at university.
 - b) to claim as their own work any portion of academic work that was completed by another student.
 - c) to collaborate on academic work.
 - d) to share the information obtained at Vasyl' Stus DonNU with students from other universities.

VOCABULARY 2

24. a) *Find in the text the English equivalents for the words and collocations below.*



- | | |
|----------------------------------|-------------------------------------|
| 1. плата за навчання | 9. магістр |
| 2. високотехнологічне обладнання | 10. зовнішнє незалежне оцінювання |
| 3. бакалавр | 11. спеціальність |
| 4. денне відділення | 12. художня самодіяльність |
| 5. досвідчені фахівці | 13. навчати, готувати |
| 6. дослідницький центр | 14. навчальний процес |
| 7. заочне відділення | 15. Дебют першокурсника |
| 8. першокурсник | 16. відповідати сучасним стандартам |

b) Give Ukrainian equivalents for the following:

- | | |
|-------------------------------|-----------------------------------------|
| 1. a research centre | 9. pass a credit |
| 2. academic process | 10. take an exam |
| 3. bachelor | 11. recreation facilities |
| 4. day-time | 12. specialization |
| 5. External Independent Tests | 13. accounting |
| 6. academic year | 14. to admit (<i>to a university</i>) |
| 7. extra-mural | 15. to train |
| 8. high tech devices | 16. university premises |

25. Use the correct word in the sentences. Change the form of the words if necessary:

— **specialize**

- The students of our University ____ in various fields of science.
- The Bachelor's degree is often considered as a background for further ____ .
- Our University trains qualified ____ for various branches of national economy.
- There is a wide choice of ____ at our University.

— **educate**

- Wide ____ opportunities are opened for young people of our country.
- The University ____ students to serve in all branches of national economy.
- Higher ____ in Ukraine is accessible to all.
- She was a highly ____ woman.
- My elder sister was ____ in France.



26. Complete the blanks using the correct form of the words and phrases in the boxes.

achieve • fail • pass

1. We had our English exam this morning. I hope I've ____!
2. Pete couldn't answer any questions, so he thinks he has ____.
3. Our teacher said that we've all ____ a lot this year.

degree • experience • instruction

4. I've left you a list of ____ on the kitchen table. Make sure you follow them!
5. Meeting Brad Pitt was an amazing ____!
6. My sister left Warwick University after she got her ____.

course • qualification • skill

7. Being able to use a computer is a very useful ____.
8. I'm thinking of going on a computer ____.
9. You can only apply for this job if you've got a ____ in website design.

make progress • make sure • take an exam

10. You've all ____ a lot of ____ this year. Well done!
11. I always get nervous before I ____.
12. I ____ that I'd answered all the questions and then I handed in my test paper.

27. You are going to read an article about how to beat stress and nervousness. Some words are missing from the text. Complete the gaps 1-15 with one word.

TEST ANXIETY – HOW TO BEAT IT?

You've participated ¹ ____ class, done all of your homework and studied hard. But then the day of the test comes. Suddenly, you feel ² ____ nervous that you can't answer the questions you knew the answers to just last night.

It's pretty normal to feel a little nervous and stressed ³ ____ a test. Test anxiety is a type of performance anxiety — a feeling someone might have when he or she is about to sing a solo on stage or go into ⁴ ____ important interview.

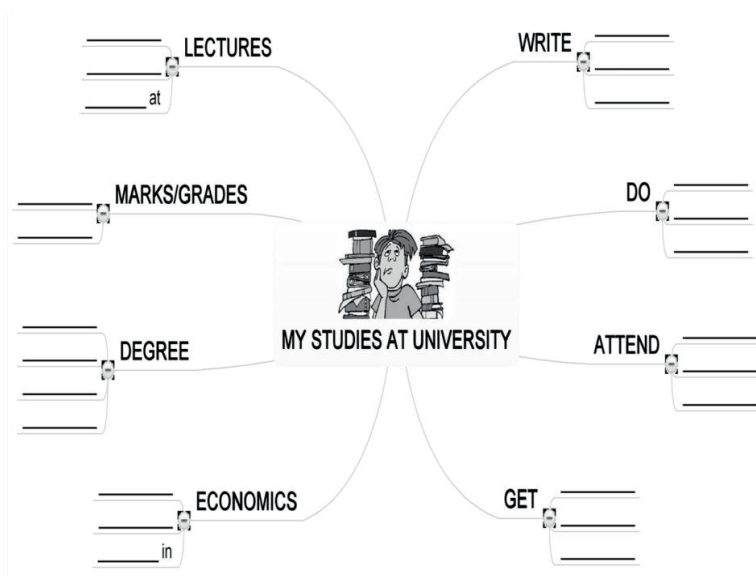
All anxiety is a reaction ⁵ ____ anticipating something stressful. Like ⁶ ____ anxiety reactions, test anxiety affects the body and the mind. When you're ⁷ ____ stress, your body releases the hormone adrenaline, which prepares it for danger.



WHAT CAN YOU DO?

- Use a little stress to your advantage. Stress is a signal that helps you prepare ⁸_____ something important. So instead of reacting ⁹_____ the stress by complaining, study well in advance of a test. This will help you keep stress from getting ¹⁰_____ of control.
- Be prepared. ¹¹_____ students think that all they need is go to classes and do home assignments. But good study habits and ¹²_____ are more important than cramming or studying the night before a test.
- Accept mistakes. Everyone ¹³_____ mistakes. You must tolerate small failures and mistakes.
- Everything ¹⁴_____ time and practice, and learning to beat test anxiety is not different. Facing and dealing with test anxiety will help you learn stress management, which can prove to be a valuable skill ¹⁵_____ many situations besides taking tests.

28. Fill in the mind map below. Add as many words as possible.



29. a) You are going to read what people in London said about their first week at university:

What was your first week at university like?

- A** "First week at university was really exciting and there's so much to look forward to and so ... there's a new life ahead of you and you're looking at future plans and what am I going to be doing five years from now.



But generally speaking, I'm really, really excited about university life."

- B** "It was so exciting to have new experiences with new friends, feeling independent and free."
- C** "Basically I made lots of friends which helped me live sociably in London and at this university. For me it was a really great experience."
- D** "It was exciting and I was a little bit scared as well because it was completely different for me. And I tried to get new friends and new people and I managed within a short time to get acquainted with a number of people."

b) *In the text, find words and phrases which have a similar meaning to these phrases.*

1. creating or producing excitement (paragraph A)
2. emotionally aroused (paragraph A)
3. an event or a series of events lived through (paragraph B)
4. free from outside control (paragraph B)
5. to become friendly (paragraph C)
6. in a sociable manner (paragraph C)
7. knowledge or skill in a particular job or activity (paragraph C)
8. nervous and worried (paragraph D)
9. succeed in achieving something difficult (paragraph D)
10. get to know (paragraph D)

LISTENING

30. a) *Watch and listen to the students at Oxford Brookes talking about their life at uni. Match students with their reasons for choosing this place to study at.*



Video 2

- | | |
|------------|--------------------------------------------------|
| 1. Harris | a. You can meet people from different countries. |
| 2. Sana | b. The atmosphere is friendly. |
| 3. Richard | c. Oxford Brookes University is fun. |
| 4. Zarah | d. You are a part of a big family. |
| 5. Laura | e. There are lots of opportunities. |



b) How did they feel about uni at first? (there are two extra choices).

- | | |
|-----------|-------------------------------------------------------------------------|
| 1. Harris | a. was excited to meet old friends there. |
| 2. Zarah | b. was scared of new things. |
| 3. Ellen | c. almost cried at the first lecture. |
| 4. Zarah | d. felt excited to meet new people. |
| 5. Kainat | e. was not very scared because everyone else was in the same situation. |
| | f. felt terribly homesick. |
| | g. was nervous because didn't know anyone there. |

31. a) From these verbs make adjectives to **EXPRESS FEELINGS**.

Translate into Ukrainian.

amaze • scare • excite • terrify • please • annoy
frighten • bore • tire • relax • interest

Example:

| VERB | ADJ. 1 | TRANSLATION | ADJ. 2 | TRANSLATION |
|------|--------|-------------|--------|-------------|
| bore | boring | нудний | bored | нудьгуючий |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

b) Now use the newly formed words and those from exercise **29 b** to speak about your first week at university. Make use of the information below on adjectives and propositions.



LANGUAGE FOCUS

ADJECTIVES + PREPOSITIONS

Here is a list of some common adjectives and the prepositions that normally follow them.

| | | |
|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| nice / kind / good / stupid / silly / clever / intelligent / sensible / (im)polite / rude / unreasonable OF someone (to do something) | nice / kind / good / (im)polite / rude / (un)pleasant / (un)friendly / cruel TO someone | afraid / scared / frightened / terrified OF someone / something |
| angry / furious / annoyed ABOUT something | proud / ashamed OF someone / something | famous FOR something |
| angry / furious / annoyed WITH someone FOR something | surprised / shocked / amazed / astonished AT / BY something | responsible FOR something |
| jealous / suspicious / envious OF someone / something | impressed BY / WITH someone / something | aware / conscious OF something |
| pleased / satisfied / disappointed WITH something | good / bad / excellent / brilliant / hopeless AT (doing) something | short OF something |
| bored / fed up WITH something | married TO someone | full OF something |
| excited / worried / upset ABOUT something | sorry ABOUT something | keen ON something |
| interested IN something | sorry FOR doing something | similar TO something |
| fond OF something / someone | be / feel sorry FOR someone | crowded WITH (people,...) |

32. Complete the sentences with prepositions.

1. I'm angry ___ him for telling lies about me. 2. Are you afraid ___ him? 3. It's very nice ___ you to lend me your car. 4. He is married ___ his sister. 5. You shouldn't be furious ___ your brother ___ being so unreliable. 6. Why are you always so rude ___ your parents? 7. It wasn't very polite ___ him to leave without saying thank you. 8. I can't understand people who are cruel ___ animals. 9. I have to stop to talk to you. I'm a bit short ___ time. 10. Are you interested ___ football? 11. Your shoes are similar ___ mine but they are not exactly the same. 12. We've got enough to eat. The



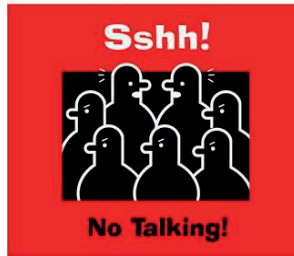
fridge is full ____ food. 13. I felt sorry ____ the children because it rained every day. 14. He said he was sorry ____ the situation but there was nothing he could do. 15. He is good ____ playing chess. 16. She is very terrified ____ spiders. 17. We enjoyed our holiday but we were disappointed ____ our hotel. 18. I was surprised ____ the way he behaved. 19. He is very fond ____ animals. 20. She doesn't often go out in the night because she's afraid ____ the dark. 21. I learn Spanish but I'm not very satisfied ____ my progress. 22. I've never seen so many people before. I'm astonished ____ the crowds. 23. She is nice but I don't want to get married ____ her. 24. I don't feel sorry ____ her because her problems are her own fault. 25. He is responsible ____ what appears in his newspaper. 26. He wasn't very keen ____ going to the cinema. 27. She is brilliant ____ repairing things. 28. They are interested ____ sports. 29. She felt sorry ____ her brother because he failed in the exam. 30. He said he was sorry ____ the situation but there was nothing he could do. 31. England is famous ____ its rainy weather. 32. I'm very proud ____ my daughter, she worked very hard. 33. He isn't really interested ____ getting married. 34. Luke is very pleased ____ his exam results. 35. Unfortunately, I'm very bad ____ music. 36. I've been married ____ my husband for 10 years. 37. She's very excited ____ the party. 38. My niece is afraid ____ dogs. 39. A ball gown is similar ____ an evening dress. 40. What is your town famous ____ ? 41. It's great that you got that job – you should be proud ____ yourself. 42. I'm very excited ____ buying a new computer. 43. That bike is similar ____ yours. 44. Are you pleased ____ your new house? 45. Lucy is extremely good ____ languages.

33. Complete the sentences using one of the following adjectives + the correct preposition:

| | | | | | | | |
|---------|-------|------------|-------|---------|-----------|------|-------|
| annoyed | angry | astonished | bored | excited | impressed | kind | sorry |
|---------|-------|------------|-------|---------|-----------|------|-------|

- We're all ____ ____ going on holiday next week.
- Thank you for all your help. You've been very ____ ____ me.
- I wouldn't like to be in her position. I feel ____ ____ her.
- What have I done wrong? Why are you ____ ____ me?
- Why do you always get so ____ ____ little things?
- I wasn't very ____ ____ the service in the restaurant. We had to wait ages before our food arrived.
- John isn't happy at college. He says he's ____ ____ the course he's doing.
- I had never seen so many people before. I was ____ ____ the crowds.

34. Look at these signs. In small groups, discuss where you can see them in the uni or work place and give your arguments.



35. Match the jobs with the definitions.

- | | |
|------------------|----------------------------------------------------------------------------|
| 1. babysitter | a) someone who trains a sports player or team |
| 2. coach | b) someone who is employed to look after children when the parents are out |
| 3. IT engineer | c) someone who can build computer networks and fix computer problems |
| 4. store manager | d) someone who manages and oversees the daily operations of a shop |
| 5. student | e) someone who is in full-time education at a university or college |

36. a) Read the noticeboard adverts. Are these statements true or false?

True or
False?

- | | |
|----------------------------------------------------------------------------------------------|--------------------------|
| 1. J. &A. Training Academy is for those who need to develop their communication skills. | <input type="checkbox"/> |
| 2. The babysitter will be required to work at weekends. | <input type="checkbox"/> |
| 3. You can join Victoria University Recreation Centre without having played handball before. | <input type="checkbox"/> |
| 4. The room for rent is unfurnished. | <input type="checkbox"/> |
| 5. Experience in stacking shelves is a must. | <input type="checkbox"/> |



6. The first meeting at handball club is on 14th of May.
7. Someone lost the MP3 player and £10 with it.
8. The computer doctor fixes problems with different software.

☐
☐
☐

A Computer problems?
Experienced IT engineer will sort out problems with home computers (PCs and Macs). Phone 'the Computer Doctor' now for a free estimate -
09651 325693

B Room to let
Two students looking for one more to share house. Own room with single bed, wardrobe, desk and chair. Near university campus and shopping centre. £250 per month + bills (including Wi-Fi). Non-smokers only.
Phone Luka on 719 533 857

Noticeboard

C VICTORIA UNIVERSITY HANDBALL CLUB
CONTACT: VUWHANDBALL@GMAIL.COM
JOIN US FOR OUR FIRST TRAINING ON MONDAY THE 14TH OF MARCH. NO EXPERIENCE NEEDED, JUST TURN UP!
MONDAYS 6-8PM
VICTORIA UNIVERSITY RECREATION CENTRE
VUW HANDBALL CLUB

D LOST!!
MP3 player with silver and black case
Lost in sports centre on Tues 12 June
£10 reward!
If you've found it, please contact Mike on 01024 653378

E PRESCO supermarkets
Part-time supermarket work
Evening and weekend hours available. Experience of shelf-stacking an advantage but not essential.
Apply to the store manager
PRESCO, 32 Main Street, Lees Hall

F Babysitter wanted
for 2-year-old twins – occasional weekday evenings for up to six hours. Would be suitable for a student with some experience. £4.50 an hour.
Phone Jan on 719 873 466

G English Speaking Course
ENGLISH
■ IELTS
■ TOEFL
■ SPOKEN ENGLISH
■ INTERVIEW TRAINING
J. & A Training Academy
Ph: 8943692575, 0473 4226153/353
2nd Floor, City Plaza, Near KSRTC Adoor-691523
Email: adoor@jagroup.info



b) Write the correct letter, **A-G**, next to questions **1-6**.

Which notice offers...

- 1) you to earn just under £5.00 per hour?
- 2) you to find somewhere to live?
- 3) you to fix software crash?
- 4) you to get fit?
- 5) you some compensation?
- 6) you multi-purpose training?

WRITING

37. *You received an e-mail from your English-speaking friend who has been enrolled at the University of Oxford and is excited about the student's life and the way the academic process is organized. Write a reply in which you*

- ✓ say whether you approve of their choice of the higher educational institution;
- ✓ tell them what you like and dislike in being a student at Vasyl' Stus Donetsk National University;
- ✓ tell them about the peculiarities of the admission procedure on the basis of EITs.

You should write between 120–180 words. You must use grammatically correct sentences with accurate spelling and punctuation in an appropriate style. Do not write any addresses.



UNIT 3

LEARNING A LANGUAGE



READING 1

1. Discuss these questions.

1. From your experience of knowledge what foreign languages are typically learnt at university? Why?
2. Can you think of any examples of communicating with an English speaking person? Did you succeed in understanding them? Why? / Why not?
3. What is the role of languages in globalization?
4. What language do you think is the most difficult to learn? Why?

2. Practice the pronunciation of the following words paying attention to the stress:

a) stress the first syllable:

urgent, citizen, competent, value, context, cultural, insight, current, product, structure, company, literacy, function, cognitive, mental, reasoning, precious;

b) stress the second syllable:

effective, successful, political, experience, mistrust, contribute, perspective, abroad, sufficient, psychology, command, employment, bilingual, conduct, research, improve, enhance, variety, hotel;

c) stress the third syllable:

underlying, understanding, sensitivity, opportunity, employee, flexibility, creativity.



3. Read the text given below, pay attention to the words in bold type. Try to understand them without any help.

WHY LEARN A FOREIGN LANGUAGE

With globalization and mobility **urgent (= of great importance)** is the need for citizens to be **competent** in global languages such as English, Spanish and Mandarin since they are the most powerful tool for communicating with others.



Dr. Dan Davidson, President of the American Councils on International Education believes that effective communication and successful negotiations with a foreign partner requires **comprehension** of the underlying cultural **values** that are part of the life experience of the foreign partner.



Lack of **intercultural sensitivity** can lead to **misunderstandings** and **mistrust**.

Intercultural understanding begins with individuals who have language abilities and who can understand foreign news sources, thus having **insights into (= deep understanding of)** other perspectives on international situations and current events.

The Ukrainian language alone is probably **sufficient** if all we need to do is buy or sell our products inside the country. But when **it comes to (= reaches to)** buying and selling a product abroad, you have to understand the psychology and the belief structure of your client. Thus, a person competent in other languages can **bridge the gap** between cultures and contribute to international trade.

Having a **good command of (= knowledge/use of)** foreign languages, one can have better **employment opportunities**. Companies that **do/conduct business** abroad have a need for **bilingual** or **multilingual employees**.

Research shows that knowledge of other languages **enables** students to use their native language more effectively. Foreign language learners have stronger vocabulary **skills** in native language and **improve/enhance** their **literacy** in general.



Because learning a language involves a variety of learning skills, studying a foreign language can enhance your ability to learn and **function/operate** in several other areas. People who have learned foreign languages show greater **cognitive** development in **mental flexibility**, **creativity**, and higher order thinking skills, such as problem-solving and reasoning.

When you know a foreign language, you can successfully **cope with** various situations when traveling abroad **on business**, like **book/reserve** rooms in hotels, order meals in restaurants, ask for and understand directions, etc.

As you can see, learning a foreign language is practical, **rewarding rather than a waste of** your precious **time**. Take advantage and enhance your life ... learn a language!

4. Choose the correct answer according to the information in the text.

1. What need does globalization create for citizens?
 - a) for communication with people from other countries;
 - b) for mobility;
 - c) for having a good command of foreign languages.
2. Which of the following is not associated with intercultural understanding?
 - a) it is essential for successful negotiations;
 - b) it forms individuals' language abilities;
 - c) it promotes international trade.
3. What is knowledge of foreign languages not related to?
 - a) conducting business inside the country;
 - b) learners' cognitive development;
 - c) learners' better understanding of their native language;
 - d) better employment opportunities.

5. Which of the following is **NOT** mentioned in the text? (There is more than 1 answer!)

- A. Everyone must respect the communication formalities and styles of foreigners.
- B. Intercultural communication plays an important role when looking for a new supplier, giving a presentation, or negotiating a contract.
- C. Mental flexibility can be defined as a way of thinking.
- D. A company doing business internationally is interested in recruiting multilingual professionals.



E. When traveling abroad, use body language: pointing and pantomiming all will help you.

6. *In what way can knowledge of foreign languages facilitate your being abroad on business?*

VOCABULARY 1

7. *Find words or phrases from the text which fit these meanings.*

- | | |
|-------------------------------------------------------------------------------------------|-----------------------|
| 1. the ability to understand something | c _ _ pr _ _ _ s _ _ |
| 2. taking place between cultures | _ _ _ r _ _ l _ _ al |
| 3. a failure to understand something correctly | _ _ u _ _ s _ a _ _ g |
| 4. enough; adequate | s _ f _ _ _ n _ |
| 5. the importance, or usefulness of something | _ a _ _ e |
| 6. the fact of having a paid job | e _ _ l _ _ _ t |
| 7. relating to the mental process involved in knowing, learning, and understanding things | _ _ g _ _ t _ _ |
| 8. the use of the imagination or original ideas | c _ _ a _ _ v _ t _ |
| 9. providing satisfaction | r _ _ _ r _ _ g |
| 10. give the opportunity | _ n _ _ _ e |

8. a) *The words in the box frequently occur before "A FOREIGN LANGUAGE".*





b) Translate into English these sentences.

1. Якщо ви добре володієте іноземною мовою, ви покращуєте лексичні навички з рідної мови.

2. Люди, які мають доступ до іноземної мови через (via) Інтернет, можуть вивчати її щодня.

3. Щоб опанувати іноземну мову, ви повинні багато читати й розмовляти нею.

4. Використовуйте іноземну мову, щоб упоратися з різними ситуаціями під час подорожі закордон: для замовлення кімнати в готелі, страв у ресторані тощо.

5. Коли йдеться про купівлю-продаж товару закордон, ви повинні розуміти мову іноземного партнера, його психологію та систему переконань.

9. Choose the correct word to complete each sentence.

1. People worldwide should be _____ both in foreign languages and intercultural understanding.

a) intelligent; b) confident; c) competent

2. Efficient communication when doing business abroad depends on _____ of cultural values of the foreign partner.

a) comprehension; b) mistrust; c) beliefs

3. In order to gain a good _____ of a foreign language you must _____ your vocabulary, reading and speaking skills on a daily basis.

a) skills; b) command; c) ability
d) impose; e) cope with; f) improve

4. Stronger vocabulary _____ in native language can be developed when learning a foreign language.



a) skulls;

b) skills;

c) creativity

5. If you do not _____ business abroad knowledge of your native language is _____.

a) carry;

b) do;

c) make

d) sufficient;

e) proficient;

f) efficient.

10. Translate into English using the correct form of the verb **to be**. Refer to the text "**Why learn a foreign language**" if necessary.

1. Мої друзі – португальці. Їхня рідна мова – португальська.

2. Я – з України, моя рідна мова – українська.

3. Їхня компанія – міжнародна, тому персонал добре володіє англійською та німецькою мовами.

4. Української мови недостатньо, щоб вести бізнес за кордоном.

5. Вивчення іноземної мови є необхідним, щоб покращити свої можливості працевлаштування.

6. Необхідно знати іноземну мову для успішного проведення переговорів з іноземними партнерами.

7. Людина, компетентна в інших мовах, успішна в міжкультурному порозумінні.

8. Творчість та інтелектуальна гнучкість є необхідними для розв'язання проблем.



9. Ваш партнер – дуже компетентна людина.

10. Іноземні мови – потужний інструмент для розуміння психології партнерів.

LISTENING 1

11. *Listen to the controversial Linguistics expert Professor McKenzie giving a lecture on the future of the English language. Decide whether these statements are true or false according to Professor McKenzie.*



Track 3.1

| Statement | True or False? |
|-------------------------------------------------------------------------------------------------------|--------------------------|
| 1. If you do not know English you can be at a disadvantage. | <input type="checkbox"/> |
| 2. English will soon be spoken by everybody in the world. | <input type="checkbox"/> |
| 3. By 2010 half the population of the world will speak English. | <input type="checkbox"/> |
| 4. Competitors of the Eurovision Song Contest will never be unanimous in choosing to sing in English. | <input type="checkbox"/> |
| 5. Native English and Majority English will become the two predominant types of English. | <input type="checkbox"/> |

READING 2

12. *Experts in the field of language learning have many theories about how best to become competent at communication. One model divides the task into three processes. Match these processes (1-3) to their descriptions (a-c).*

| | |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| 1. Developing intercultural competence. | a) This means learning words, grammar, phrases and correct pronunciation. |
| 2. Learning the language components. | b) This means understanding and practicing real language in real situations. |
| 3. Using the language. | c) This means knowing and understanding about how best to work with people who have a different culture to you. |



13. Read the following and tick any statements you agree with. Then discuss your ticks with a partner.

- To learn a language you need to be motivated.
- To learn a language you need to have a teacher.
- To learn a language you need to see and hear the language in use.
- To learn a language you need to practice speaking, learning, reading and writing.
- To use a language you need to know something about the people you are communicating with.

14. Read the text paying attention to the methods of learning English.

HOW I LEARN ENGLISH

Learning to speak English well may be the best thing we can do to improve our life. At university we learn **English for specific purposes** as a tool in our education, training or job. They say “Language is not to be taught, it is to be learnt” and I agree with it. So I **do my best** to master the language.

We have English once/twice a week and surely that is not enough to learn all the **grammar rules during the lesson**. So I regularly **revise** them at home. **At** our English **lessons** we always **speak English to** our teacher and to each other. In this way we improve our communication skills. **After classes** we usually speak our native language but if we meet foreigners we don’t hesitate to speak English. Besides, we read a lot of English texts, **do dictations**, **translate sentences from Ukrainian into English** and vice versa, ask and answer questions, make and discuss our projects.

To enhance our literacy and competence we do a lot of grammar and vocabulary exercises, write letters and **essays**. English for specific purposes requires knowledge of many English words which have several meanings so I **look up** every new word in a good **dictionary**. To **memorize** words I **put** them **into groups**, for example: *economy – economic – economical – economically – economist* or *manage – manager – management – manageable – managerial*.

Moreover, I read newspaper **articles** and **advertisements** in English when **searching for** information through the Internet, trying to learn a few new words every day. I also **do crosswords** online, listen to the recordings, and watch films in English, since it helps to learn **pronunciation**. If you don’t **put effort into** English pronunciation, you will make mistakes, and mistakes can **turn into** bad habits.

I usually **get good marks** in class since at home I **work hard at** my English. I am sure if I work at the language systematically I will **succeed in** English and soon will have a good command of it.



15. In pairs, interview your partner.

1. What are three common reasons for learning a foreign language?
2. Why is it necessary to look up the meaning of the new words in a dictionary?
3. Do you put enough efforts into grammar, vocabulary and pronunciation exercises?
4. When and how often do you speak English?
5. How can the Internet be a helpful tool when learning a foreign language?
6. What language do you speak in class/after classes?
7. Do you always translate advertisements in English which you can see when searching for information through the Internet?
8. What do many people find easy/difficult about learning a language?
9. Which of the methods below do you use to remember vocabulary better? Why?

- ❖ Read the list of words quietly a few times.
- ❖ Repeat the words aloud. Begin one word, then two, then three and so on.
- ❖ Think of the items visually, e.g. an image of an employee.
- ❖ Make connections between words, e.g. comprehension, understanding, misunderstanding.
- ❖ Classify words grammatically, e.g. flexibility, creativity (nouns).

16. Read the text below. Match choices (A-H) to (1-6). There are two choices you do not need to use.

A GUIDE TO LEARNING ENGLISH REALLY WELL

In today's world, hundreds of millions of people want to learn English. If you want to learn English well, you cannot wait for your teacher to put knowledge into your head. You have to take charge of your learning. This guide shows you how you can do it in a fun and effective way.

My name is Tomasz P. Szyński. My friend Michał R. Wojcik and I taught ourselves to speak English fluently with some unusual learning techniques. In 2001, we started Antimoon with one goal: to show other people how they can do the same.

- 1 You have to change your life a little — do crazy things like talking to yourself in English or spending your evening reading a dictionary. In order to do these things, and do them regularly, you have to enjoy doing them. If you are like most learners and don't feel like doing these things, you will have to work on



your motivation.

- 2 We share our psychological tricks that helped us enjoy learning English and that you can use to boost your motivation and make a difference in your English.
- 3 An English dictionary is the most important thing that you will need when learning English. Successful English learners use their dictionaries all the time — that's how they learn to use new words.
- 4 Your grammar, vocabulary, and pronunciation can get worse because of practice. When you speak or write with mistakes, you teach yourself bad habits. These bad habits may be difficult to eliminate.
- 5 When you speak or write, be careful, slow, and use simple language. Look things up in dictionaries and on the Web. If you make a lot of mistakes, focus on writing rather than speaking. If that doesn't help, stop writing and speaking; concentrate on input instead.
- 6 How you speak is the biggest thing that people notice about your English. Get some spoken input: TV shows, podcasts, movies, audiobooks, etc. When listening, pay attention to how sounds and words are pronounced. Think about what sounds you hear. When you listen to non-native speakers, notice their mistakes.

Which part of the text is about...?

- A improving your motivation for learning English
- B the importance of learning English pronunciation
- C the things that are necessary to learn English well
- D avoiding mistakes
- E the need of a good English dictionary
- F learning English words correctly
- G the ways you can damage your English
- H the problems with your writing and speaking

17. *In small groups, discuss these questions.*

- 1) Is it possible to understand and write well but not to be able to have a conversation?



- 2) Some people say “I am not good at learning languages”. Is it just a question of attitude (because of a previous bad experience) or were some people born lacking the ability to learn the new language?

VOCABULARY 2

18. Complete these phrases to form **verb + noun collocation**. Use the words from the box.

| | | | | |
|---------|------------|-----------|---------|------------|
| a) book | b) have | c) master | d) have | e) improve |
| f) take | g) enhance | h) put | i) do | j) get |

- | | |
|----------------------------------|---------------------|
| 1. ____ insights into | 6. ____ business |
| 2. ____ advantage | 7. ____ literacy |
| 3. ____ efforts into | 8. ____ a room |
| 4. ____ employment opportunities | 9. ____ a language |
| 5. ____ vocabulary skills | 10. ____ good marks |

19. a) Study the adjectives that often occur before “**ENGLISH**” or other languages.

* **excellent, fluent, good, perfect (English):**

*He speaks **fluent** English / Japanese.*

* **bad, broken, poor (English):**

*That was written in **poor** German.*

* **colloquial, idiomatic, non-standard, standard (English):**

*The English that you learn from English Grammar books and ESL websites is ‘**standard** English’.*

* **spoken, written (English):**

*My **spoken** English / Polish is better than my **written** English / Polish.*

* **business (English):**

*She is doing a course in **business** English.*

b) Now complete the sentences to make **adjective + noun collocations**. Translate the sentences into Ukrainian.



1. ____ English is a term given to spoken English used in common speech. It is not the same as ____ English and will differ from region to region.
2. The expressions 'How's it going?', 'How are things?', 'What's up' and 'How you doing?' are ____ or colloquial forms and are quite acceptable in speech.
3. The young man talking in ____ Italian made a lot of mistakes.
4. ____ language means "below the usual standard, low in quality".
5. ____ English is commonly used in everyday conversation by native speakers of English. It is often metaphorical.
6. If you want to speak ____ / ____ English, you should put a lot of efforts into its vocabulary, grammar and pronunciation.
7. University graduates with a good command of ____ English can have better employment opportunities.
8. If you are planning to do business abroad your ____ English should be as good as ____ .

20. Underline the correct words in each sentence.

1. Foreign *partners/languages* are necessary for intercultural *understanding/misunderstanding*.
2. English is an international *mean/meaning/means* of communication.
3. If you have a good *vocabulary/dictionary*, you can easily translate new words which have several *mean/meanings/means*.
4. Listening to English *recordings/records* systematically, you can enhance your *punctuation/pronunciation* skills.
5. We always speak English *with/to* our teacher to improve our *intercultural/communication* skills.
6. Companies doing business abroad need *multicultural/multilingual* employees.
7. We must *look for/look up* every new word in a good dictionary.
8. If you do a lot of grammar and vocabulary exercises, you can write *essays/letters* to your pen-friends.



LISTENING 2

21. a) Listen to two people, Stig and Tessie, talking about learning a language. Answer the questions.

**Track 3.2**

- 1) What language is he/she learning and why?
- 2) What is he/she good at?
- 3) What does he/she find difficult?
- 4) What does he/she most want to improve?

b) Listen again and look at the phrases in the box. What phrases does Stig say? Which does Tessie say? Write **S** or **T**.

| How to ... talk about your learning needs | | |
|-------------------------------------------|-----------------------------------------------------------------------|----------|
| Say what you are good at | <i>I'm quite good at</i> speaking. | S |
| | My listening's <i>not bad</i> . | |
| | <i>I'm quite good at</i> understanding what people say. | |
| | <i>I'm pretty good at</i> reading. | |
| Say what is difficult for you | <i>The most difficult thing is</i> learning to read and write. | |
| | <i>I'm finding it (rather) difficult to</i> express myself. | |
| | <i>I'm not very good at</i> speaking fluently. | |
| Say what you want to improve | <i>I really want to improve</i> my reading and writing. | |
| | <i>I would really like to improve</i> my speaking skills. | |
| | Communication <i>is the most important thing</i> . | |

22. Use the phrases below to advise your friend how to:

- a) improve his/her vocabulary skills;
- b) improve his/her speaking skills;
- c) improve his/her writing skills;
- d) improve his/her listening skills.



ASKING FOR ADVICE

What do you think I should do?
 What do you suggest?
 What would you do (in this situation)?

GIVING ADVICE

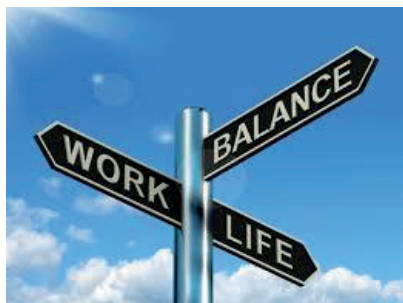
I think you should
 Why don't you ...?
 The best way to... is to...
 My advice would be to...
 Don't forget to...

WRITING

23. *A friend of yours is going to do an ESP course but doesn't know what to start with. Write a letter of advice in which you*

- ✓ write at least 3 benefits of learning ESP;
- ✓ mention some useful techniques and strategies of acquiring ESP skills;
- ✓ share your own experience of acquiring ESP skills.

You should write between 120–180 words. You must use grammatically correct sentences with accurate spelling and punctuation in an appropriate style. Do not write any addresses.



UNIT 4

DAILY ROUTINE

READING 1

1. Discuss the proverbs and sayings below.

“To choose time is to save time.”

Francis Bacon

“Time is money.”

Benjamin Franklin

Early to bed and early to rise makes a man healthy, wealthy and wise.

A stitch in time saves nine.

English proverbs

2. Read the text given below, pay attention to the words in bold type. Try to understand them without any help.

DAILY ROUTINES AND TIME MANAGEMENT

My working day is rather **tight**. During the week I usually **wake up** at 6.30 a.m. I sometimes **lie in bed** for 5-10 minutes but then I have to **get up**. Some people get up earlier to **have a jog** but I don't. I am not an early-riser.

After making my bed I clean/brush my teeth. Now I am ready for breakfast. In the week I have breakfast at 7.00 a.m. As I live on my own, I have to **make my own breakfast and dinner**, but during the week I **don't bother** to cook very much. For breakfast I usually have eggs, a sandwich and a cup of coffee or tea. I also have to **feed** my dog twice a day.

I **leave home / leave for the university** at 7.15 and **arrive at the uni / get there** by 7.55. My university is far from my place, so I go there **by mini bus** and it usually **takes me** 30-40 minutes to get to the university. However, when I **am in a hurry**, I take a taxi.



DAILY ROUTINE

My classes begin at 8.00. As a rule I have three or four classes a day, which are over at 12.35 p.m. or 2.05 p.m. Sometimes I **have lunch** in the university canteen, or I **have** one or two **snacks** (e.g. a cake or biscuits) during the day.

After classes I stay at the university to **sit for/study for** my classes. I like to study in the library or in the computer lab. When I get home I usually **have dinner** and **have a little rest**. I sometimes try to **have a nap** in the afternoon. **Unfortunately/Unluckily** I don't have a **cleaner** and I do all the housework: I **do my washing / do laundry, do the washing-up / do dishes** and **do the ironing**. I like to **do the shopping** on Saturday.

Since I am very busy with my studies, I hardly ever hang out with my friends. In the week I usually **stay in** and watch TV or do my homework in the evening. I also **walk my dog** twice a day. At the weekend I **go out** (e.g. go to the cinema or disco), but I also **have friends for dinner**, or friends just **come round** for a chat.

There are plenty of gyms in the area but I prefer going to the nearest one since there is a lot of popular **equipment** there, and I can **work out** on my own. Sometimes I go bowling or to the **swimming pool**. I am not fond of visiting museums or art galleries since I am not a **culture vulture**.

Most evenings I **go to bed** about 11.30 p.m., and usually **go to sleep** very quickly. Before going to bed I **have a shower**, but in the winter I often **have a bath** instead. If I **have a late night** (\neq an early night), it's easy to **oversleep** the next morning, then I may **be late for** classes. At weekends I often **have a lie-in**.

It has never been easy to balance work/studies and leisure, especially if you live away from home. Personal **time management** can be a **challenge** for students and they may **fall behind** with their studies or fail to plan their **revision** period before exams. Getting all my homework done and **doing** all those **extracurricular activities** eats up a lot of my time. So I try to **manage** my time properly, then I have time to myself.



These are some **tips** to create a routine which I follow.

- ✓ Create your **schedule**.
- ✓ **Stick to the task at hand**.
- ✓ Be flexible.
- ✓ Make sure you have fun at least once a week.
- ✓ **Evaluate** your daily routine each night. Was there something you wanted to do but **failed**?
- ✓ **Prioritise assignments**.
- ✓ Organise your notes and do not borrow notes from others.



- ✓ Try to study three different subjects per day, or at least do three distinct tasks.
- ✓ Work in short intensive blocks with short regular breaks.
- ✓ Think about when your brain works best.
- ✓ Get out of the house.
- ✓ Use library time effectively.
- ✓ Do not photocopy huge numbers of pages.

2. In pairs, ask each other questions about your everyday activity.

- | | |
|--------------------------------------------------------|---------------------------------------------------------------------------|
| 1. Who wakes you up in the morning? | 9. When do you do the shopping? |
| 2. What do you usually have for breakfast? | 10. Who does the housework? |
| 3. When do you leave for the university? | 11. Do you go out in the evening? |
| 4. How do you get to the university? | 12. How often do you go clubbing? |
| 5. How long does it take you to get to the university? | 13. How often do your friends come round? |
| 6. When do your classes usually begin? | 14. What time do you usually go to bed? |
| 7. Where do you have lunch? | 15. Do you always go to sleep very quickly? |
| 8. Where do you usually sit for your classes | 16. In your opinion, why do some students fall behind with their studies? |

3. Find three facts from the text which are similar to your routine, and three that are different.

| <i>similar</i> | <i>different</i> |
|--------------------------------------|--------------------------------------------|
| 1. <i>I go to bed about 11.30 pm</i> | 1. <i>I don't stay in during the week.</i> |
| 2. | 2. |
| 3. | 3. |

4. Match the tips for a good time management with their detailed descriptions.

| | |
|------------------------------|----------------------------------------------------------------------------------------------------------------------|
| 1. Create your schedule | a) Changing tasks produces a new energy surge. People tend to wind down if they work on the same thing for too long. |
| 2. Stick to the task at hand | b) Work in a library (or other suitable space), as there are fewer distractions. |



DAILY ROUTINE

| | |
|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Be flexible | c) This could be in the morning, at night or in the middle of the afternoon. If you are going to read a difficult article for the first time, do not start at 10.00 pm unless you are a natural night owl. |
| 4. Try to study three different subjects per day, or at least do three distinct tasks | d) Keep all your notes in labeled files in chronological order. If you have missed or know you are going to miss a lecture or tutorial, see the lecturer or tutor. Other people's notes are not very helpful – they reflect someone else's interpretation, often in a way that will not make sense to you. |
| 5. Work in short intensive blocks with short regular breaks | e) Write down a routine that you can stick to. Create it on a calendar, in a planner, or somewhere where you're going to reference it often. |
| 6. Think about when your brain works best | f) This is a waste of time and money. Take notes on the spot rather than postponing the task. Take down all bibliographic details and page numbers so you have quick access to all your references. |
| 7. Get out of the house | g) Do not borrow huge piles of books. Use overviews techniques to decide which books are really useful. |
| 8. Use library time effectively | h) Multi-tasking will slow you down. If your routine or planner says you should be gardening, ignore as many things as possible. Multi-tasking is a time waster, not a wise business time management technique. |
| 9. Do not photocopy huge numbers of pages | i) Up to two hours on one subject is usually enough. An intensive two-hour work session can cover as much ground as a whole day of half-hearted shuffling about. |
| 10. Organise your notes and do not borrow notes from others | j) It would be great if you could stick to a routine every day without disruption. Unfortunately, it won't always work out. Maybe your friends want to make a group project. Go study with your friends and then work out your tasks. |

VOCABULARY 1

5. Write down as many expressions with *have* + noun as possible.

Example: have a shave



6. Match the verbs on the left with the correct word on the right to form common partnerships.

- | | |
|----------|-------------------|
| 1. Do | a) my bed |
| 2. fall | b) my teeth |
| 3. make | c) the washing-up |
| 4. have | d) home |
| 5. clean | e) asleep |
| 6. do | f) to bed |
| 7. go | g) my dog |
| 8. feed | h) a shower |
| 9. come | i) the ironing |
| 10. get | j) round |

7. In the text, find words or phrases which have a similar meaning to these phrases:

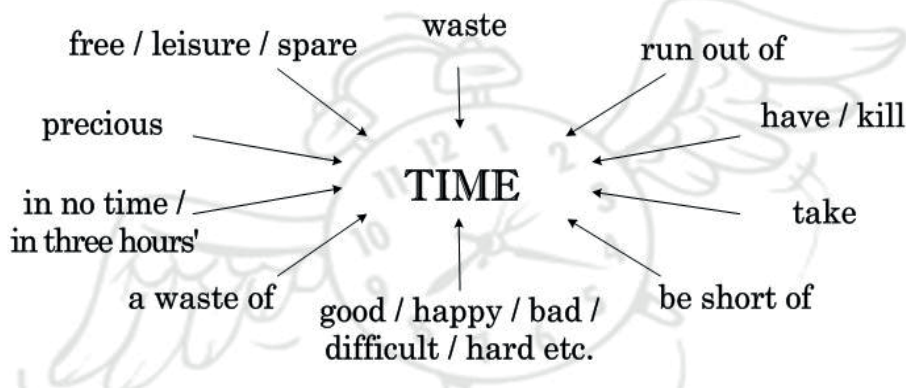
- | | |
|--------------------------------------|----------------------------------------|
| 1. stay in bed | 9. stay at home |
| 2. get out of bed and put on clothes | 10. leave the house for social reasons |
| 3. without other people | 11. invite friends to one's house |
| 4. don't make an effort | 12. visit somebody at the house |
| 5. food eaten between meals | 13. fall asleep |
| 6. sleep for a short period | 14. go to bed very late |
| 7. wash one's clothes | 15. sleep too long |
| 8. wash the dishes | 16. stay in bed until later |

8. Correct the mistakes in these sentences.

- We have the breakfast at 7 a.m.
- What time do you leave the home?
- She arrives to work at 8.30.
- Pavlo lives by his own.
- Sometimes I fail to go to bed quickly.
- I am never late to my classes.
- In the afternoon I like to have nap.
- Usually I get to the university on mini bus.
- My friend is fond of go to a concert or to the theatre.
- In order not to get behind my studies, I always create my schedule and try to stick to it.
- My brain works best in evening.
- At weekends I sometimes hang away with my friends.



9. a) The words in the box often occur with **"TIME"**.



b) Translate into Ukrainian the sentences below.

1. I'll be back **in ten minutes' time**.
2. Is this a **good time** to discuss our project?
3. **Times** are **hard** for those who don't know any foreign languages.
4. I'll finish doing the ironing **in no time**.
5. Learning foreign languages is not **a waste of time**.
6. I didn't finish the test. I **ran out of time**.
7. Playing computer games you just **waste** your **precious time**.
8. Do you **have time** for walking the dog?
9. On coming home, I started looking through my mail just to **kill time**.
10. It **took** her **a long time** to read the report.
11. I can't go out tonight. I must write the essay and I'm **short of time**.
12. Nowadays, few people relax and think a lot in their **leisure time**.

LANGUAGE FOCUS

PREPOSITIONS OF TIME: *AT, ON, IN*

- We use:
 - * **at** for a precise time
 - * **on** for days and dates
 - * **in** for months, years, centuries and long periods



| <i>at</i> | <i>on</i> | <i>in</i> |
|-----------------------|---------------------|---------------------|
| at 3 o'clock | on Sunday(s) | in May |
| at noon / at midnight | on 6 March | in summer |
| at dinnertime | on 25 May 2012 | in 2012 |
| at bedtime | on Christmas Day | in the 1990s |
| at sunrise | on Independence Day | in the next century |
| at sunset | on my birthday | in the Ice Age |
| at the moment | on New Year's Eve | in the past/future |

- Notice the use of the preposition of time **at** in the following standard expressions:

at night

at the same time

at the weekend*

at present/at the moment

at Christmas/Easter

at the age of

at the end of the day/month, etc.

***BUT: on days-off, on holidays**

- Notice the use of the prepositions of time **in** and **on** in these common expressions:

in the morning(s)

on Tuesday morning(s)

in the afternoon(s)

on Sunday afternoon(s)

in the evening(s)

on Monday evening(s)

- When we say **last, next, every, this** we do not also use **at, in, on**.

*I went to London **last** June. (NOT in last June)*

*He's coming back **next** Tuesday. (NOT on next Tuesday)*

*I go home **every** Easter. (NOT at every Easter)*

*We'll call you **this** evening. (NOT in this evening)*

- **In + period of time** = a time in the future:

*Jack will be back **in a week**.*

- **In + how long it takes to do something:**

*I learned to drive **in four weeks** (= It took me four weeks to learn to drive)*



10. Fill the gaps with *at*, *on* or *in*.

1. I hate doing the shopping ___ Saturdays.
2. She passed her driving test ___ March.
3. Valencia is too hot for me ___ summer.
4. ___ Sunday mornings I have coffee and toast for breakfast and read the newspaper.
5. ___ Monday and Wednesday evenings I go to English class.
6. We're planning to go skiing ___ Easter.
7. It's ridiculous. The bank closes ___ 2:30 p.m.
8. Jim had a terrible journey to Wales ___ Christmas Eve 2003.
9. ___ 1492 Columbus discovered America.
10. Some people study best ___ night but I prefer the morning.
11. I love watching the James Bond film ___ Christmas Day.
12. I normally phone my girlfriend ___ 10 o'clock every evening.
13. I hate going out ___ the week.
14. We usually go out for dinner ___ the weekend.
15. She's always very grumpy first thing ___ the morning.

11. Put in the correct prepositions: *at*, *on* or *in*.

1. The course begins ___ 7 January and ends ___ 10 March.
2. I went to bed ___ midnight.
3. We arrived ___ 5 o'clock ___ the morning.
4. Mozart was born in Salzburg ___ 1756.
5. Are you doing anything special ___ the weekend?
6. Hurry up! We have to go ___ five minutes.
7. I met Ann ___ Tuesday.
8. I'll phone you ___ Monday morning ___ about 10.
9. Tom's grandmother died ___ 1987 at the age of 81.
10. Jack's brother is out of work ___ the moment.
11. I always see him ___ Christmas.
12. ___ Sunday afternoons I usually get up late.
13. There are usually a lot of parties ___ New Year's Eve.
14. I'll be at the office ___ 7 o'clock.
15. I'll be back ___ half an hour.
16. Carol got married ___ 1994.
17. We were at the party ___ midnight.
18. They were at school ___ 2 o'clock.
19. I saw him ___ the morning.
20. I did my homework ___ the evening.
21. She started dancing ___ the age of 6 and now she's a great star.
22. He will learn to drive a lorry ___ three weeks.
23. ___ summer he always goes jogging ___ Sundays.
24. I like walking around the town ___ night.
25. Are you going to the cinema ___ Friday night?
26. Ann works hard during the week, so she likes to relax ___ weekends.
27. I've been invited to a wedding ___ February 14th.
28. ___ the age of twelve he wrote his first play.
29. They will be in London ___ five days.
30. We had a lot of fun ___ our holidays.



TELLING THE TIME

➤ Asking the time:

What's the time? / What time is it?

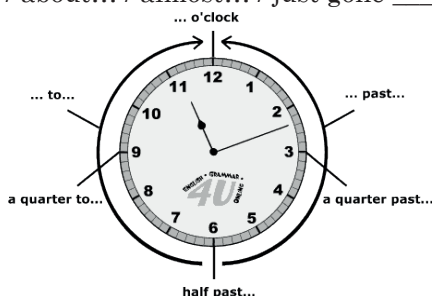
Could you tell me the time, please?

Do you know what time it is?

➤ Telling the time:

It's...

exactly... / ... sharp / about... / almost... / just gone ____



It is ... nine o'clock;

→ **a.m.** – 00:01 – 11:59

→ **p.m.** – 12:01 – 24:00

9.10 – ten minutes **past** nine / nine ten

9.15 – a quarter **past** nine / nine fifteen

9.30 – half past **nine** / nine thirty

9.45 – a quarter **to** ten / nine forty five

9.50 – ten minutes **to** ten / nine fifty

12. Ask your classmates about the time.

Example:

— What's the time?

— It's ten sharp.

— It's a quarter past two. (It's two fifteen)

— It's half past eleven. (It's eleven thirty)

— It's twenty minutes to nine. (It's eight forty)

Prompts: 8.30; 10.15; 11.00; 7.35; 4.03; 9.20; 3.57; 6.44; 2.10 12.25; 5.00; 1.05.

13. Say in English.

О четвертій годині, о пів на сьому, за чверть п'ята, за чверть дев'ята, на заході сонця, о чверті на восьму, полудень, 10.35, за п'ятнадцять хвилин четверта, опівночі, на сході сонця, о чверті на шосту, минулого тижня, цього тижня,



ополудні, минулого місяця, наступного року, у листопаді, минулої осені, взимку, тридцять першого березня, минулої п'ятниці, у 1995 році, 2002 року, цієї зими, вчора, за півроку, о десятій годині, рівно о сьомій тридцять, наступного тижня, по понеділках, у п'ятницю ввечері, вранці, вночі, влітку, минулого літа, цього року, після полудня, через три дні, о сьомій годині вечора, о пів на дев'яту ранку, о вісімнадцятій годині, двадцять першого вересня, у 1812 році, наступного року, у 2012 році, близько третьої години.

14. Translate the following sentences into English.

1. Вранці я їм бутерброд і п'ю каву.

2. Мій день починається з ранкової зарядки.

3. Дорогою додому я часто зустрічаю своїх друзів.

4. На дорогу до інституту в мене йде 20 хвилин.

5. Я завжди прибуваю в інститут вчасно.

6. Я вечеряю о сьомій годині вечора.

7. Він вигулює свого собаку двічі на день: вранці та ввечері.

8. Моя сестра сама готує собі сніданок і вечерю.

9. Я живу сам, тому роблю всю хатню роботу: перу, прасую та мию посуд. Але я не готую обід і вечерю сам: я їджаю в інститутській їдальні, а ввечері йду до кафе.

10. Після занять я займаюся в комп'ютерному класі чи бібліотеці.



11. Мої заняття зазвичай закінчуються о 14.05.

12. Він завжди лягає спати в той самий час, але не завжди швидко засинає.

13. Щоб встигати робити домашнє завдання, я завжди складаю план дій.

14. Управління робочим часом необхідне для кожного студента.

15. Вона ніколи не користується конспектами своїх друзів.

READING 2

15. Read the articles about normal working days of Pilar Mirigaya and Morten Lauridsen. Start by putting the paragraphs in the right order.

A DAY IN THE LIFE OF PILAR MIRIGAYA

Pilar Mirigaya works for Faner Orthopaedic Equipment, a family company near Barcelona

a) In the afternoon, after lunch at home, I **either** go back to the office, **or** go out to meet **customers** in Barcelona. These meetings are often very long. I finish work at about six, then I go home or **stay in town** and meet friends.



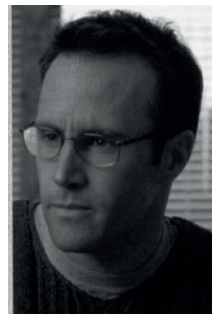
- b) I usually start work about nine. This is not hard since the office and workshop are **next door to (= near)** our house, but we sometimes have our first meeting at about eight o'clock around the breakfast table – my mother doesn't like this.
- c) I don't really have typical days because one day can be so **different to** the next so it's difficult to say exactly what my job is. I think '**Personal Assistant**' is the nearest description.
- d) I usually start by going to the workshop to speak to my Dad. He's the boss, and we discuss any problems, or he tells me what he thinks I should do in the office that morning.



A DAY IN THE LIFE OF MORTEN LAURIDSEN

Morten Lauridsen from Copenhagen works for Unilever, a multinational food and household products company.

- a) I can work till seven, or eight **at the latest**, then I get in the car and drive home.
- b) The first thing I do when I arrive is check my **voice mails** and my emails. I report to the **brand manager** and work very **closely** with him, so we usually **have a word over a coffee (= a cup of coffee)** first before the meetings begin. There's **nearly (= almost)** always a meeting – the first one is about ten.
- c) I'm an assistant brand manager and my typical day is – well I'm **hardly ever** in the office before nine – but that's OK because the **Personnel department** have a system of **flexi-time (= flexible working hours)** so we can arrive between eight and nine thirty and leave between four and half five. In fact most of us work later than that ... but we don't get paid for it!
- d) Then after lunch, usually in the canteen, there are more meetings ... in fact I think I do some of my best work later, after five, when the meetings finish and the phone stops ringing.
- e) This first meeting is with **Market Research department** to look at some data, or a **budget meeting** to discuss the next **quarter**, or about **packaging**, for example.



16. Complete this table with information from the texts.

| | Pilar Mirigaya | Morten Lauridsen |
|----------------------------|----------------|------------------|
| Job | | |
| Company | | |
| Place | | |
| product or service | | |
| Boss | | |
| typical morning activities | | |
| Afternoon | | |
| Evening | | |

17. Now work in pairs. Ask and answer questions about Pilar and Morten.
Example: What is Morten's job?



18. *The sentences below are about Pilar and Morten. However, none of them are true. Correct them.*

1. Morten's a computer programmer.
2. Fanes is a large multinational.
3. Pilar reports to her brother.
4. Morten goes home for lunch every day.
5. Morten starts work before 8 a.m.
6. After lunch, Pilar goes home.
7. At the first meeting Morten checks his email.
8. Pilar drives to work.
9. Pilar works as an assistant brand manager.
10. Morten often works after five and gets paid for it.

19. *Rearrange the jumbled sentences to compose a text about Andrew's yesterday's activities paying attention to the words in **bold**. Add some detail to some of the points.*

- a) At his office he **had** a lot of things to do: he **dealt** with the documents and the correspondence, participated in various discussions and **did** a lot of other things.
- b) He **had** fried bacon and eggs, toast and coffee for breakfast.
- c) As a lot of people **came** to City in the morning, he **had** problems with parking.
- d) He **came** home at about 10 p.m., **had** his "nightcap" – a drink with a snack – and **went** to bed.
- e) At 12 o'clock he **had** an hour's break for lunch.
- f) He **met** his friends there and they played darts, billiards and discussed something.
- g) After his evening meal he **had** a walk to the nearest pub.
- h) Andrew's day **began** when he **sat** down to breakfast with his morning newspaper.
- i) After breakfast he **left** for his office.
- j) Then he **came** back to work again.
- k) He lives a long way away, so he **went** there by car.
- l) When he **got** home he worked in the garden for a couple of hours before dinner.
- m) Andrew's working day **was** over at 5 p.m.



LISTENING

20. *Matthew talks with M.B. about what a typical day is like on location with HFH. Listen to the interview and answer the following questions about the interview.*

**Track 4.1**

- | | |
|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <p>1) How do they get to the village?</p> <p>a) by truck;</p> <p>b) by car;</p> <p>c) on foot.</p> | <p>3) What do they do after breakfast?</p> <p>a) play team sports;</p> <p>b) have a meeting;</p> <p>c) go straight to work.</p> |
| <p>2) What did they eat a lot of?</p> <p>a) potatoes;</p> <p>b) pineapple;</p> <p>c) mango.</p> | <p>4) What do they do in the afternoon?</p> <p>a) play and rest;</p> <p>b) plan for the next day;</p> <p>c) play and work.</p> |

21. *Match the phrases from the interview with their definitions.*

- | | |
|-----------------------|-----------------------------------|
| 1. orientation | a) manual labor |
| 2. staple | b) get used to hot weather |
| 3. adjust to the heat | c) familiarization with something |
| 4. physical work | d) separate into parts |
| 5. break down | e) a main or important element |

22. *Speak about your typical day.*

23. a) *Study the verbs, nouns and adjectives that often occur before "ACTIVITY".*

* **be involved in / engage in:**

*We think he may **be involved/engaged in** illegal activities.*

* **participate / take part in:**

All the students of our group take part in social activities of the university.

* **do:**

*These are the activities we usually **do** at our English lessons.*

* **classroom / group:**

*Our English language **classroom** activities are often entertaining.*

* **extracurricular / leisure / indoor / outdoor:**

*Twentynine Recreation provides **leisure** activities for youth and adults.*



* **communication / social / intellectual / scientific:**

*This is an oral **communication** activity appropriate for English learners in high school.*

b) Now complete the sentences to make **verb + noun, noun + noun and **adjective + noun collocations**. Translate the sentences into Ukrainian.**

1. People enjoy various _____ and _____ activities in Britain. People in Britain spend about 45% of their free time watching television, 24% of their free time socializing, 22-23% on sport and hobbies, and 10% on other activities.
2. Other popular _____ activities are listening to the radio, listening to music, reading, gardening, eating out and going to the cinema.
3. The first _____ activities were student literary societies and debate clubs.
4. Managerial job involves _____ activity since it covers making decisions on numerous issues.
5. To become a leader, you may _____ in team-building activities since it helps many people to develop habits and skills that bring out the leader in them.
6. Here are lots of team building games, _____ activities and exercises ideas for team development, employee motivation, learning and fun.
7. Most of the students of our university are _____ in _____ activities and take part in scientific conferences.

24. a) Ask your fellow-students the questions below about their personal time management habits. Do this task in the Talking Zone.

| Question | Your answer | Other students' answers (for example) |
|---------------------------------------------------------------------------------|-------------|------------------------------------------|
| 1. How often do you plan in an effort to keep life from running out of control? | | 1. always – 5 people 2. |
| 2. Do you put daily plans on paper? | | 1. 2. |
| 3. Do you allow flexibility in your plans? | | 1. 2 |
| 4. How often do you accomplish all you plan for a given day? | | 1. 2 |
| 5. How often do you plan time for what matters most for you? | | 1. 2 |
| 6. How often is your daily plan destroyed by urgent interruptions? | | 1. 2. |



DAILY ROUTINE

b) After you finish interviewing your friends, make a chart of your fellow-students' activities. Put the number of people for each adverb.

| Frequency \ Activities | never | seldom | sometimes | often | always |
|------------------------------------------------------------------------------|-------|--------|-----------|-------|--------|
| 1. Often do their plan in an effort to keep life from running out of control | | | | | |
| 2. Put their daily plans on paper | | | | | |
| 3. Allow flexibility in their plans | | | | | |
| 4. Accomplish all they plan for a given day | | | | | |
| 5. Plan time for what matters most for them | | | | | |
| 6. Fail to accomplish all the tasks because of urgent interruptions | | | | | |

c) Now make a conclusion:

All the students _____

Most of our students _____

Some of them _____

None of them _____

EXPRESSING AGREEMENT AND DISAGREEMENT

25. Read the following dialogue in which friends argue about smoking paying attention to the words and phrases in *italics*.

I: Hi Peter.

P: Hi Ivan. What's happening?

I: Nothing much. I'm just watching a debate on TV. It's about banning smoking in public buildings.

P: Oh, yeah. I heard that that was going to be on. *So, what do you think about it?*

I: *Well, I don't think people should be allowed to smoke in public places, so I support the ban.*



- P:** *Really? I'm surprised. I'm a smoker, so I should have the right to smoke whenever I want.*
- I:** *But don't you think that non-smokers have rights, too?*
- P:** *Sure. You don't have to smoke if you don't want to. What's the problem?*
- I:** *Well, I think that I should have the right not to breathe smoke.*
- P:** *So why can't you just go outside if it bothers you?*
- I:** *I could ask you the same question. Why can't smokers just go outside if they want to smoke?*
- P:** *Well, smoking is part of my lifestyle. I can think better if I have a cigarette.*
- I:** *I can breathe better if I don't have to breathe smoke. Smoking is bad for your health. Doctors say that even breathing second-hand smoke can cause cancer.*
- P:** *Well, I'm a smoker, and my health is good.*
- I:** *Yes, but will it be good in fifteen years?*
- P:** *I hope so.*
- I:** *I hope so, too. Listen, I think we'll just have to agree / to disagree about this subject. Do you want to watch the debate with me?*
- P:** *Sure.*

26. *Do you agree or disagree with the following statements? Use specific reasons and examples to support your opinion.*

- * When people succeed, it is because of hard work. Luck has nothing to do with success.
- * Parents are the best teachers.
- * High schools should allow students to study the courses that students want to study.
- * Studying grammar is more important than practising conversation skills.
- * Females are better students than males.
- * Everyone should plan their everyday activities.
- * Spoken English is more difficult than written English.

27. *Use these phrases to express **AGREEMENT AND DISAGREEMENT**.*

Agreement

Of course.
 You're absolutely right.
 Yes, I agree.
 I think so too.
 That's a good point.
 Exactly. / That's exactly my opinion!

Partial agreement

I suppose so, but...
 Well, yes, in a way, but...
 I agree with this point of view, but___
 This idea is right, but___
 I agree with you, but___
 To a certain extent ...



So do I. / Neither do I.
 I have no objection.
 That's true.
 I agree with you entirely.
 That's just what I was thinking.
 I couldn't agree more.
 I quite agree...
 I totally agree...

I'm not certain...
 That's true, but...
 Well, maybe, but ____.
 Well, that might be true, but ____

| Moderate or polite disagreement | Strong disagreement | Strong, discourteous disagreement |
|----------------------------------------|----------------------------------|-----------------------------------|
| However... | I don't agree with you. | Not at all ! |
| That's not entirely true. | I disagree. | Nonsense ! |
| I'm sorry to disagree with you, but... | I don't think so. | Rubbish ! |
| Yes, but don't you think... | You are / he is wrong. | He's off his head! |
| That's not the same thing at all. | I think otherwise. | Of course not! |
| I'm afraid I have to disagree. | That's different. | |
| I'm not so sure about that. | I don't agree with what you say. | |
| Well, in my opinion, ____. | I don't share his/her/your view | |
| Well, my feeling is that ____. | On the contrary... | |

28. Study some phrases that you can use to **EXPRESS OPINIONS**.

➤ in my view / in my opinion

Normally we don't say "*in my point of view*". We simply say **in his view / in my view / in their opinion** etc

In my view, students should do their best to master a foreign language.

How important is it, in your view, that the twins should stay together? – In my opinion, it's very important.

* If we want to use '**point of view**', we would more often say **from my point of view** rather than ~~according to my point of view~~:

From my point of view it makes no difference whether you return on Saturday night or Sunday morning.

From the point of view of safety, always wear a helmet when you are on the building site.

➤ to my mind / if you ask me etc.



In my view, from my point of view, in my opinion are all fairly formal ways of expressing your opinion characteristic of written English. Less formal equivalents more characteristic of spoken English, include the following:

- * **to my mind:** to emphasize that this is your opinion;
- * **reckon:** usually to express an opinion about what is likely to happen;
- * **feel:** to express a strong personal opinion;
- * **if you ask me:** to express an opinion that may be critical;
- * **to be honest (with you):** to express a critical opinion without seeming rude;
- * **as far as I'm concerned:** to express an opinion that may be different from others':

To my mind the quality of their football is just not good enough.

I reckon it'll rain later today. Let's go tomorrow.

I feel she shouldn't be getting married so young.

If you ask me, it's unreasonable to pay for something which should be free.

To be honest, I'm surprised you got into university with such low grades.

As far as I'm concerned, the matter is over and done with and we can now move forward.

➤ Formal writing and expressing opinions

- * *I think that...*
- * *It seems to me that...*
- * *I would argue that...*
- * *I do not believe that...*
- * *I am unconvinced that...*
- * *I do not agree that...*

A: How acceptable is it for wild animals to be kept in zoos?

B: I believe that it is quite unacceptable for animals to be kept in zoos. It seems to me that in a cage they never have enough room to move around. I would argue that it is kinder to allow a rare animal to die naturally in the wilds rather than to prolong its life artificially in a zoo.

➤ Making concessions

To achieve balance in any essay, it may be useful to incorporate opinions that are different from your own. Useful linking words and expressions include:

- * *Of course, many / some people argue...*
- * *It is sometimes argued...*
- * *Admittedly...*
- * *While...*



*It is sometimes argued that it is possible for conditions in the zoo to replicate the wild animal's natural habitat. **While** this may be feasible for smaller reptiles, it will never be possible, in my view, for the larger mammals which needs acres of space to roam around in.*

➤ **clarifying an opinion**

- * *By this I mean...*
- * *Here I'm referring to...*
- * *To be more precise...*
- * *That is to say...*

*By spending money on confining wild animals to zoos, we are wasting resources. **By this I mean** there are more urgent economic problems to deal with: hospitals and schools should be our first priority.*

29. *In small groups discuss the following, giving your arguments for and against.*

1. Nowadays, the Internet has become an integral part of everyday activities. Fewer and fewer students use libraries when sitting for their classes.
2. At university, students have to study a lot of new subjects but they are not used to the new routines.
3. There are numerous effective time management tips. Some of them are not necessary to be followed.

WRITING

30. *You received an e-mail from your English-speaking friend who is a student at the University of Oxford and finds it rather challenging to keep up with his studies. Write a reply in which you*

- ✓ emphasise the importance of keeping work-life balance;
- ✓ tell them how you normally sit for classes;
- ✓ tell them how you manage your time in order not to fall behind with your studies.

You should write between 120–180 words. You must use grammatically correct sentences with accurate spelling and punctuation in an appropriate style. Do not write any addresses.



UNIT 5

TELEPHONING

READING 1

1. Discuss these questions.

1. Which is easier to make or answer a phone call? Why/ Why not?
2. Have you ever made phone calls in English? What useful telephone expressions do you know?

2. Read this article quickly and match each of these sub-headings (A-H) to paragraphs (1-7). There is one choice you do not need to use.

TELEPHONE ETIQUETTE

For most of us, the telephone is a **vital** source of communication. The use of cell phones and “instant conversation” is **commonplace** in our life today. However, when applying for an **internship** or permanent position, the way you conduct yourself on the phone may be a key factor in building successful relationship.



These tips will show you how paying attention to detail may make a big difference in others’ impressions of you, both personally and professionally.

1. _____

When calling someone, identify yourself after they’ve said hello. Use a proper greeting and announce your full name. Using your first name alone can sound too informal for every professional call and using only your last name can sound too **abrupt**: “Hello, my name is Bohdan Petrenko from XYZ Corporation. May I please speak to Ms. Jane Smith?”. When answering a phone call, the best thing to say is: “This is Bohdan Petrenko speaking” or “This is Bohdan Petrenko”.

2. _____

When calling a professional office for any reason, always explain the reason for your call. For example: “Hello, this is Maria Honcharuk and I’m calling **in response to** the newspaper ad for a manager”.

3. _____

When making a call, after identifying yourself, ask “Do you have a minute?” or “Is this a good time to reach you?” before explaining the reason for your call.



4. _____

After **placing someone on hold** and returning to the line, say “Thanks for waiting” rather than “I’m back.” When screening calls, ask “Who’s calling, please?” rather than “Who is this?”.

5. _____

Call waiting is only as good as the person using it. Just because you have call waiting, it is up to you whether to use it. Your decision should be based on who you are speaking to, the intensity of the conversation, and your relationship to the person. If you find it necessary to place someone on hold, always ask **permission!**

6. _____

When reaching an answering machine, leave a message. Sometimes this helps the other person know how to respond if they should attempt to return your call. “Hi, it’s Julie, Bye!” doesn’t say anything, does it? When leaving a message, “what” and “how” you say it is as important as if you were speaking to the person directly. Keep the tone of your voice pleasant and **upbeat!**

7. _____

Remember to use such phrases as: “One moment please”, “Yes”, “All right”, “She’s not **available** now”, “Good-bye” and try to avoid saying: “**Hang on**”, “Yeah”, “Okey-Doke”.

Remember: you only get ONE chance to make a first impression! **Be aware of** the language you are using.

- A Identify yourself
- B Respect others’ time
- C Ask rather than just place someone on hold
- D Call waiting
- E Voice mail machines
- F Use good speech habits
- G Calling back
- H State the purpose of your call

3. For each question, choose the correct answer A, B or C.

1. What should you say on the phone when you call someone?

- a) “who’s it?”
- b) Yes?
- c) Hello, this is Marco.

2. After identifying yourself, do you...?

- a) start explaining why you’re calling
- b) ask if it’s not a bad time to call
- c) say you are very sad and you need someone to talk to

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3. After placing someone on hold, when you return to the line, do you say...
 - a) I'm back
 - b) Thanks for waiting
 - c) OK Dokey
4. If you have call waiting, and find it necessary to place someone on hold, do you...
 - a) ask permission
 - b) thank him/her after placing this person on hold
 - c) say I'm back
5. When reaching an answering machine, you should leave a message stating
 - a) no reasons why you've called
 - b) the reasons you've called with a pleasant voice
 - c) you've called

4. Match abrupt phrases (1-4) with more appropriate ones (a-d).

- | | |
|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| 1. "Hang on."/ "Hold on." | a. "I need to transfer your call to (dept.) so that they can answer your question. May I do so?" |
| 2. "I can't hear you, speak up!" | b. "May I put you on hold?" |
| 3. "I can't help you. You'll have to speak to someone else." | c. "I am having a little difficulty hearing you. Can you please speak up?" |
| 4. "Who's calling?" | d. "May you say who is calling please?" |

VOCABULARY 1

5. Can you spell English words over the phone? Look at the chart. All the letters with similar sounds are grouped together.

| 1 page | 2 see | 3 ten | 4 five | 5 home | 6 too | 7 Arm |
|-----------|----------|----------|-----------|-----------|----------|----------|
| A | B | F | I | O | Q | R |
| H | C | L | Y | | U | |
| J | D | M | | | W | |
| K | E | N | | | | |
| | G | S | | | | |
| | P | X | | | | |
| | T | | | | | |
| | V | | | | | |

Z is pronounced /zed/ in British English and /zi:/ in American English.



TELEPHONING

6. *Work with a partner. Take it in turns to dictate abbreviations and write them down. Cover the abbreviations your partner dictates. Do you know what the letters stand for?*

| STUDENT A | | | | STUDENT B | | | |
|-----------|-----|------|-----|-----------|-----|------|-----|
| IBM | FOB | OPEC | VIP | VAT | WTO | GDP | GB |
| EU | UN | EDP | GIF | USA | CEO | OECD | IMF |
| NAFTA | AGM | FBI | IT | MBA | RPI | WHO | GNP |

7. *Transferring information. Notice these different ways of saying telephone and fax numbers. Try to write the last number. Then exchange your home numbers with a partner.*

| | | |
|-----------------|--------------------------|--------------------|
| 91430 | nine one four three zero | (American English) |
| | nine one four three oh | (British English) |
| 6687 | six six eight seven | (American English) |
| | double six eight seven | (British English) |
| 212-8555 | _____ | |
| | _____ triple five | (British English) |

Pause after groups of 3 or 4 figures (last group).

376 4705 - three seven six, four seven oh five

8. *Work with a partner. Take it in turns to dictate telephone numbers and write them down. Close down the numbers your partner dictates.*

STUDENT A

29508
47766
966015
01525 372245
03 916 600721

STUDENT B

34067
88159
270664
01799 241563
01 718 637760

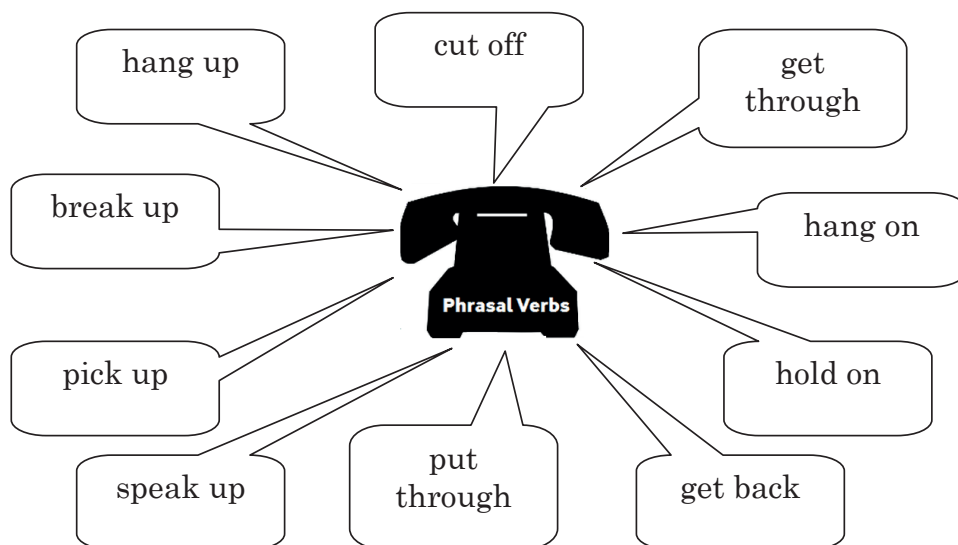
PRONUNCIATION NOTE

In phone and fax numbers, English speakers normally group the numbers in threes, not in twos as is common elsewhere in Europe.

914306 — nine one four, three oh six not ~~nine one, four three, oh six~~



9. Telephoning language is a bit special and sometimes different from the way we talk face-to-face. Match these typical phrasal verbs used in telephoning with their meanings (**1-10**).



- | | |
|-----------------------------------------------------|-----------------------------------------|
| 1. answer the phone | 6. speak louder |
| 2. call back | 7. to reach someone |
| 3. connect to another person | 8. voice can no longer be heard clearly |
| 4. end a conversation | 9. wait for a moment |
| 5. end a conversation because of technical problems | 10. wait for a short while |

10. Read small talks and full in the gaps or put in order. Then act.

Beginning phone conversations

| | |
|-----------------|----------------|
| I'll get him | can I speak |
| put me through | Hang on |
| put you on hold | here |
| Speaking | hold the line |
| Who's calling | How can I help |

A: Hello, ¹_____ to Amanda please?

B: ²_____ (= This is Amanda speaking here).

A: Hi, is Andy there?

B: ³_____ and ⁴_____ for you.

A: Good morning, can you ⁵_____ to your sales team please?



B: Certainly. Just ⁶_____ please. / I'll just ⁷_____ for a moment.

A: Is that John?

B: ⁸_____ please?

A: It's Fiona.

A: Hello Grace ⁹_____. ¹⁰_____ you?

When someone is not available

A: Gina? / Hello, / I / can / to / speak

B: message? / I / I'm / sorry / not / in. / she's / Can / take / a

A: please. / you / the / Can / tell / her / that / her / not / 'll / I / meet / at / 7.30 / 8 / at / cinema? / Yes /

B: I'll / when / her / she's / OK, / back / tell.

A: Andy / speak / Can / please? / I / to

B: you / he's / I'm / to / like / sorry / desk. / Would / not / leave / a / his / at / message?

A: No / back / OK, / later. / 'll / I / call / Bye / 's / that

B: Bye then.

Talking to a receptionist or operator

| | | | | |
|-------|------|-----------|------|---------|
| again | busy | extension | Hold | through |
|-------|------|-----------|------|---------|

A: Can you put me ¹_____ to Mark's office?

B: I'm sorry the line's ²_____. Do you want to ³_____?

A: No, I'll try ⁴_____ later.

A: Can I have ⁵_____ 397 please?

11. Match the words and phrases with similar meaning.

- | | |
|---------------------------|----------------------------|
| 1. I'll put you through. | a) Is that all? |
| 2. Who's calling, please? | b) I'm ready. |
| 3. Anything else? | c) I'll connect you. |
| 4. The line's busy. | d) ... speaking |
| 5. Go ahead. | e) Could I have your name? |
| 6. Hold on. | f) The line's engaged. |
| 7. This is ... | g) One moment. |

12. Give proper Ukrainian equivalents for the words and collocations below.

- | | |
|-------------------------|-----------------|
| 1. call back/ ring back | 14. hold on |
| 2. look up | 15. cut off |
| 3. hang up | 16. get through |

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- | | |
|------------------------------------|------------------------------------------|
| 4. pick up / put on | 17. put through |
| 5. area code | 18. bad line |
| 6. busy (AmE)/ engaged (BrE) | 19. extension |
| 7. number | 20. phone/home/office/work/mobile number |
| 8. fax number | 21. receiver |
| 9. telephone book/ directory | 22. wrong number |
| 10. telephone charge | 23. telephone box |
| 11. telephone network | 24. telephone bill |
| 12. answerphone/ answering machine | 25. missed call |
| 13. voice mail | 26. voice message |

13. Work in pairs.

Student A:

You work in at JA's Computer World answer student A's questions using the following information:

- Two special offers: Multimedia Monster – with latest Pentium CPU, 256 RAM, 40 GB Hard Drive, Monitor included – \$2,500 AND Office Taskmaster – cheaper CPU, 64 RAM, 10 GB Hard Drive, Monitor not included – \$1,200
- 1 Year guaranty on all computers
- Discount of 5% for orders of more than five computers

Student B:

You need to purchase six new computers for your office. Call JA's Computer World and ask for the following information:

- Current special offers on computers
- Computer configuration (RAM, Hard Drive, CPU)
- Guaranty
- Possibility of discount for an order of six computers



READING 2

14. *The expressions in this conversation are not appropriate on the phone. How can you change them?*

- A Are you John Smith?
- B Yes, I am.
- A Here is Pat Black at ABC.
- B What do you want?

15. *Read the text and answer the questions about your country.*

CULTURE FOCUS

Asking to speak to somebody on the phone

When you make a business call to an English-speaking country, you should use the first name and family name of the person you want to speak to, or her/his title (Mr, Mrs, Ms etc.) and family name.

Starting a phone conversation with people you know

Many English-speaking people ask general questions, for example about the weather, when they call people they know. It is a good idea to do this when make a call to an English-speaking business contact.

1. When you call an office and ask to speak to a person, do you use that person's
 - a) family name only?
 - b) first and family names?
 - c) title and family name?
2. When you make a business call to somebody you know, do you
 - a) begin with a business question?
 - b) ask "How are you?"
 - c) ask about the weather?
 - d) ask other questions?
3. Is small talk on the phone
 - a) appropriate during a business call?
 - b) not very useful?

16. *Read the following dialogue carefully and identify:*

1. who is calling: _____
2. who answers the phone: _____
3. who Ron wants to speak to: _____
4. who schedules a meeting with Ron: _____



Operator: Hello, James and Sons, how can I help you?

Ron: This is Ron Stewart from IKEA. I'm calling from Sweden. Can I have extension 546?

Operator: Certainly, hold on a minute. I'll put you through...

James: James O'Connell's office, James speaking.

Ron: This is Ron Stewart calling, is Amanda in?

James: I'm afraid she's out at the moment. Can I take a message?

Ron: Yes... Could you ask her to call me at 325789065? I need to talk to her about some of our products, it's urgent.

James: Oh, just hold on a second, she has just arrived.

Amanda: Hello?

Ron: Amanda, this is Ron Stewart. I sent you an e-mail but I had no feedback. Would it be possible to schedule a meeting for next week?

Amanda: Just a moment, let me check... I've been having some trouble with my mail, sorry. Would it be good next Wednesday in the afternoon? Would we have videoconference?

Ron: Yes, I think it will be fine. Let me just confirm with the director and I'll let you know ASAP. Thanks, bye.

Amanda: OK, meanwhile you may use my personal mail. Bye.

17. *Are these statements true or false? Correct the false ones.*

1. Ron Stewart wants to talk to James O'Connell.

2. Ron Stewart works for IKEA.

3. Amanda has been having problems with her personal email.

4. Ron wants to schedule a meeting.

5. Amanda is not available for a meeting.

18. Match the words/expressions from column A with their equivalents in column B.

| A | B |
|----------------|------------------------|
| 1. hold on | a) connect |
| 2. put through | b) as soon as possible |
| 3. to be out | c) wait |
| 4. to check | d) not in the office |
| 5. ASAP | e) to confirm |

19. *It can be difficult to leave a message on an answer phone! You have to think quickly and speak clearly, and you have to pretend that you're talking to a person, but of course you're talking to a machine! Read some rules how to leave a message on an answer phone.*

HOW TO LEAVE A MESSAGE ON AN ANSWER PHONE?

[illegible]

LISTENING 1

20. Listen to three phone calls and answer these questions.



Track 5.1, 5.2, 5.3

1. What is the purpose of each call?

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2. Do the callers know each other?

1. _____
2. _____
3. _____

21. Listen to the first call again. Complete the expressions so they have the same meaning as the above ones.



Track 5.1

1. Can I talk to ... ?

I'd like to _____ to ...

2. Just a moment ...

Thank you _____

3. I'll connect you.

I'll _____

4. Am I speaking to Carina Molenaar?

Hello _____ Carina Molenaar?

5. Yes, it's me.

6. The reason I'm calling is ...

Yes, I'm _____ your advert.

7. Can I have your name and address?

_____ your name and address, please?

22. Listen to the second call again and complete this extract.



Track 5.2

A: Hello. ¹ *Could I speak* to Giovanna, please?

B: ² _____ she's not here at the moment. Can I ³ _____ a ⁴ _____?

A: Yes, please ⁵ _____ Johan from Intec. ⁶ _____ you ⁷ _____ her
I won't be able to ⁸ _____ the training course on Saturday? She can
⁹ _____ me ¹⁰ _____ if there's a problem. I'm ¹¹ _____ 0191 498 0051.

23. Listen to the third call again. Choose the phrases the speakers use.



Track 5.3

Matt: Hello, Matt speaking.

Karl: Hi, Matt. Karl here.

Matt: Oh, hello, Karl. How are ¹ *things* /you?

Karl: Fine, thanks. Listen, just a quick ² *word* / *question*.



Matt: Yeah, go ahead.

Karl: Do you think you could ³ *give me /let me have* the other number for Workplace Solutions? I can't get through to them. Their phone's always ⁴ *busy /engaged*.

Matt: I've got it ⁵ *here /right in front of me*. It's 020 9756 4237.

Karl: Sorry, I didn't ⁶ *hear /catch* the last part. Did you say 4227?

Matt: No, it's 4237.

Karl: OK. Thanks. Bye.

Matt: ⁷ *No problem /Don't mention it*. Bye.

VOCABULARY 2

24. Complete the following dialogue between the office manager at a Perfect English School (**OM**) and Maria (**M**). Use the words given.

join help attend intensive individually
communication last cost discount choosing

OM: Good morning. Can I ¹ _____ you?

M: Good morning. I would like to ² _____ an Academic English course, please.

OM: Certainly. When would you like to start?

M: March, 1.

OM: Which one would you like to ³ _____ standard or intensive?

M: Well, I am going to participate in the international students' conference in three months, so I think the ⁴ _____ one will suit me best.

OM: Would you like to study in a group or ⁵ _____?

M: Since I need to improve my ⁶ _____ skills I'd like to study in a group.

OM: We have classes on Monday, Wednesday and Friday in the morning and in the evening.

M: What time do the evening classes start and how long do they ⁷ _____?

OM: The evening classes run from 6 to 9 pm.

M: Fine. How much does it ⁸ _____ per month?

OM: It's €70. We can offer you a 5% ⁹ _____ if you pay for the whole course at once.

M: That's fine.

OM: Can I have your name, please?

M: Maria Shevchenko. That's S-H-E-V-C-H-E-N-K-O.

OM: Ok. Thank you for ¹⁰ _____ Perfect English School and have a nice day!

M: Thank you. Good bye!



25. Choose suitable words for the telephone dialogue below:



Operator: Hello, Frank and Brothers, How can I ¹ _____ you?
Peter: This is Peter Jackson. Can I have extension 3421?
Operator: Certainly, please ² _____ and I'll put you ³ _____.
Frank: Bob Peterson's office, Frank speaking.
Peter: ⁴ _____ is Peter Jackson calling, is Bob in?
Frank: I'm ⁵ _____ he's out at the moment. Can I take a ⁶ _____?
Peter: Yes, Could you ask him to ⁷ _____ me at 9147 6320. It's urgent.
Frank: Could you ⁸ _____ the number please?
Peter: Yes, that's 9147 6320, and this is Peter Jackson.
Frank: Thank you Mr Jackson, I'll make ⁹ _____ Bob gets your message.
Peter: Thanks, bye.
Frank: Good bye.

26. Circle the appropriate preposition for the sentences/questions below:

1. I can't hear you I'm sorry, you are breaking *in/up*. May I hang *in/up* and call you straight back?
2. Would it be okay if I called you back *in/at* 15 minutes?
3. Thank you. I really am very grateful *to/at* you *for/at* all your help.
4. I'm calling *on/about* the low interest rate loans.
5. I'll send you a confirmation *on/in* writing. You should receive it *by/within* Friday.
6. I'm sorry; I've been *on/in* the phone for the last hour.
7. Could I speak *at/with* Mr Brown please?
8. William, there was a call *to/for* you when you were at lunch.
9. I'm afraid that Christine is not *in/at* her office right now.
10. I can take your details *over/in* the phone now if you have time.



27. *What would you say to someone on the phone if...*

1. you couldn't understand their name?

2. you answered your colleague's phone and he/she was out at lunch at that moment?

3. you had called him/her and the line was very bad (i.e. it was very noisy and you couldn't hear them well)?

29. *Work with a partner and have two telephone conversations. Take turns to be A and B.*

Roles: 1. Student-student
2. Student-Dean's office
Place: On the telephone.

Conversation Plan:

A Phone B. Say who you are.

B Answer the phone. Find out what A wants.

A Explain the reason for your call. Ask your questions.

B Answer A's questions.

A Ask B to repeat or spell things, if necessary. Write the answers to your questions.



UNIT 6

NETWORKING



READING 1

1. Discuss these questions.

1. What is the role of the Internet in the globalised society?
2. What is the role of the Internet in students' life?
3. What educational web sites would you recommend?

2. What do people use the Internet for? Complete the following activities with words from the box. Add some other activities to the list.

keeping researching shopping booking
getting buying doing using

1. _____ airline tickets
2. _____ books and CDs
3. _____ for food
4. _____ chat rooms
5. _____ in touch with family and friends
6. _____ news and sports results
7. _____ a project
8. _____ a course

3. In pairs, discuss the purposes the following people may use the Internet for.

Maria

19-year-old Ukrainian economy student in London

Brad

34-year-old American sales manager for a drug company in Paris

Derek

70-year-old retired British architect



4. Read the text given below, pay attention to the words in **bold type**. Try to understand them without any help.

USING THE INTERNET

The Internet is **without doubt** one of the most important **inventions** in history. It was started in 1968 by the US government, but at first it was used mainly by scientists. Since 1990, when the **World Wide Web** was created, it has changed the world, and its **uses** are growing every day.

The Internet is a **network** (several networks, in fact) of millions of computers around the world, connected by **phone lines**, **satellite** or cable, so that all the computers on the net can exchange information with each other.

Note that the Internet is not the same thing as the World Wide Web. The Internet **links** computers, and the World Wide Web is a system which links the information stored inside these computers.

A company or organisation **stores** its information in electronic documents on one of the Internet computers, somewhere in the world. This computer space – the company's **web site** – has an address, in the same way that every telephone has a number. To visit a web site, you simply **enter** the address. Your computer **is connected** to the web site, a document **is downloaded**, and a page appears on your **computer screen**.



When you visit a web site **looking for** information, some words on the page may be **underlined**, showing that there is more information about the subject in another document. If you **click** on one of these words, the Web automatically connects your computer to a new document or web site, even if this is stored thousands of kilometres away. You're **surfing the net**!

The main use of the Internet is to find information for your study or job, or just to find out more about your hobbies, sports or **current events**. You can also use the Internet to read newspapers and magazines, play games, plan your holiday or buy things from your favourite shop. E-mail makes it possible to send electronic messages anywhere in the world in seconds, and you can use the Internet to '**chat**' with people and make new friends.

Being actively involved into research work students use the Internet to participate in different online **training sessions** and **web conferences**. Conferences allow them to disseminate most **up-to-date** findings and receive instant feedback; learn about **cutting-edge** research and technologies, present the **data** to a range of individuals worldwide, which helps in other **endeavours**, including masters or dissertation defences.



Moreover, web conferences offer great opportunities not only for academic but also for business communication. Many small, medium and large companies are using web conferencing to **conduct meetings** with **employees**, prospects and clients. Web conferencing benefits businesses by saving time, money and company resources for holding meetings, conferences, training sessions and more.

5. Choose the correct answer according to the information in the text.

1. Why has the world changed since 1990?
 - a) Because the Internet was invented.
 - b) Because scientists started to use the Internet.
 - c) Because the World Wide Web was created.
2. What happens if you click on the underlined word on the Internet page?
 - a) You start chatting people.
 - b) You are connected to a new document or a website.
 - c) You download a document.
3. What do we use e-mails for?
 - a) To send electronic messages quickly.
 - b) To download documents.
 - c) To look for information.
4. What are the main benefits of participating in online conferences?
 - a) To establish new business contacts.
 - b) To learn the latest researches and practice presenting skills.
 - c) To save time and money.

6. Which of the following is **NOT mentioned in the text? (There is more than 1 answer!)**

- A. The Internet was started in 1968 by the US government as a military project.
- B. The Internet has changed the world since the World Wide Web creation.
- C. If you click on the underlined words in the webpage, the Web automatically connects your computer to a new document or web site.
- D. The Internet is mainly used for searching for information.
- E. If you do not already use the Internet, all you need to get started is a computer, a modem and a phone line.
- F. Different companies are using web conferencing for meetings with the staff as well as with customers.



VOCABULARY 1

7. Make word partnerships using the words from the list, then make sentences using the completed phrases.

web, surf, exchange, computer, change,
get, electronic, enter, current, phone, important

1. _____ inventions
2. to _____ the world
3. _____ lines
4. to _____ information
5. _____ documents
6. a _____ site
7. to _____ the address
8. a _____ screen
9. to _____ the net
10. _____ events
11. to _____ started

8. Find words or phrases from the text which fit these meanings.

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| 1. moving from one document or web site to another, to find information | s _ _ _ _ g _ _ e _ _ t |
| 2. copying information from a web site to your own computer | _ _ w _ _ _ _ d _ _ _ |
| 3. a network of computers all over the world, joined by phone lines, satellite or cable | _ h _ _ _ _ e _ _ _ _ |
| 4. a system linking millions of documents stored on Internet computers around the world | _ _ e _ _ b |
| 5. the place on the Internet where a company/organisation/etc stores its documents | _ e _ _ i _ _ |
| 6. electronic messages sent to someone over the Internet | _ - _ a _ _ |
| 7. connect or join | _ i _ k |
| 8. press one of the buttons on a mouse to select a function or item on the screen | _ l _ c _ |
| 9. the most advanced in a particular field | _ u _ t _ _ g - _ d _ _ |
| 10. the real-time sharing of computer screens, individual applications or web-based content among two or more computers or mobile devices | _ e _ _ _ on _ r _ _ ce |



9. Fill in the correct prepositions, then make sentences using the completed phrases.

1. _____ doubt;
2. exchange information _____ each other;
3. _____ the world;
4. appear _____ the screen;
5. _____ the page;
6. information _____ something;
7. to click _____ something;
8. waiting _____ somebody;
9. stored _____ a computer;
10. find out _____ something

10. Read the advice about using the Internet. Match the underlined words with their definitions below.

How do you get started on the Internet? First you log on. Then, a good way is to go to an efficient search engine, for example, Yahoo! or Google. You type in a keyword to show what you are looking for. Very quickly you receive a list of websites to choose from. Sometimes the list is long – enough to keep surfers happy for many hours. When you find the right website, you can either download information or print it out. If you download a file with a virus in it, your computer may crash.

1. people who spend a lot of time using the Internet _____
2. take information from the Internet and copy it to your computer _____
3. a website which finds information about other websites _____
4. places on the Internet containing information _____
5. your computer stops working because of a problem _____
6. enter information to start using a computer or website _____
7. the word which tells the search engine what you are looking for _____

11. Put the words in the correct order to make questions. Ask and answer them in pairs.

1. you / the / do / internet / use?

-
2. how / the / often / you / use / Internet / do?

-
3. much / the / Internet / spend / time / how / do / you / on?

-
4. do / you / for / use / what / the / Internet?
-



5. of / what / connection / type / do / usually / use / you?

6. do / Internet / you / use / where / the?

7. there / connection / you / feel / is / no / internet / how / if / do?

WRITING 1

12. Complete the online participant application form for the conference.

Vasyl' Stus Donetsk National University
All-Ukrainian Inter-University Scientific Conference for Bachelor, Master, Graduate
Students and Young Researchers

"TOPICAL ISSUES OF HUMANITIES, TECHNICAL AND NATURAL SCIENCES"

PARTICIPANT APPLICATION FORM

Name and surname

Full name of the institution, city

Faculty

Specialism

Year of study

Research interests

Topic

Surname, first name, patronymic name, scientific degree, academic title, position of the
research supervisor in a particular field

Surname, first name, patronymic name, scientific degree, academic title, position of the

English consultant

Contact phone, e-mail

Full postal address

Required technical equipment

Type of participation

from:

https://docs.google.com/forms/d/1h9rfCBRcm6a6wNqleY49m5kiUMtclAVcWsAm6SuE6d4/viewform?edit_requested=true



LISTENING

13. Match the words to make common phrases.

- | | |
|----------------------|-------------|
| 1. privacy | a) site |
| 2. social networking | b) settings |
| 3. log | c) a photo |
| 4. upload | d) safe |
| 5. stay | e) in |

14. Listen to the conversation and decide whether these statements are true or false.



Track 6.1

**True or
False?**

- | | |
|----------------------------------------------------------------------------------|--------------------------|
| 1. Charlie's mother is doing something with his computer. | <input type="checkbox"/> |
| 2. Charlie isn't logged in at the moment. | <input type="checkbox"/> |
| 3. If you don't change your privacy settings, everyone can see your information. | <input type="checkbox"/> |
| 4. It is easy to delete everything you put online. | <input type="checkbox"/> |
| 5. Charlie's mother knows his password. | <input type="checkbox"/> |
| 6. Charlie's notebook is in a secret place. | <input type="checkbox"/> |

15. Match the two halves of the sentences.

- | | |
|-----------------------|---------------------------------|
| 1. Charlie's account | a) is on his desk. |
| 2. Charlie's mum | b) is totally public. |
| 3. Anyone can | c) is in his notebook. |
| 4. CrazyCharlie121 | d) see Charlie's photos. |
| 5. Charlie's password | e) wants him to be safe online. |
| 6. Charlie's notebook | f) is Charlie's password. |

READING 2

16. Match the vocabulary with the correct definition and write a-j next to the numbers 1-10.



- | | |
|---------------------|-------------------------------------------------------------------------------------------|
| 1. to share | a) be careful |
| 2. private | b) to show to other people |
| 3. take care | c) for just one person or a small, limited group |
| 4. password | d) the part of a social network site that allows you to control who sees your information |
| 5. privacy settings | e) make a formal statement or complaint |
| 6. to harass | f) a secret word or combination of letters and numbers |
| 7. to report | g) on the internet |
| 8. to unfriend | h) to disturb persistently |
| 9. online | i) to believe that someone is good and honest |
| 10. to trust | j) remove (someone) from a list of friends or contacts on a social networking site |

17. a) Read the list of points about the Internet and mark them **A** (advantage) or **D** (disadvantage).

1. Web pages with photographs, music and video make downloading slow and boring.
2. The latest information is available to you at any time, quickly and easily.
3. On-line shopping can save you time and money.
4. With so much information, finding what you want can take hours.
5. You can share your hobbies and special interests with newsgroups and chat groups.
6. There is too much advertising instead of real information.
7. You can make new friends in chat groups.
8. Making 'chat friends' is not the same as actually meeting people.
9. You can send mail fast and cheaply.

b) Act out short dialogues in pairs as in the example.

Example.

A: One of the disadvantages of using the Internet is that web pages with photographs, music and video make downloading slow and boring.

B: I agree, but on the other hand, the latest information is available to you at any time, quickly and easily.



18. Read the text about using social networking sites.

SOCIAL NETWORKING AND ONLINE SAFETY



In recent years **social media** has become deeply integrated in our everyday lives. The concept of social media itself includes several categories: blogs, live journals, **forums**, chats, **dating sites** and, of course, **social networking sites or SNS**. Essentially, they all are platforms for people's **remote communication**, i.e. exchange of different types of information: text messages, music, photo and video content. The most popular with the young people are social networking sites, such as Facebook, Twitter, Instagram, vk and so on.

Social networking sites are very convenient for those who need to **keep in touch** with people living in different cities or different countries. Using such a site you can quickly **create a group chat**, send necessary files to several people, **share photos and videos**, or even **launch a videoconference**. And all this is absolutely free!

Thanks to social networking sites, you will never lose information about your friends and other important people. You don't need to **keep in mind** their dates of birth and phone numbers any more. You will never lose your favourite films or music as well, because you can save them on your **personal page** with a **single click** of a mouse.

Sometimes social networking sites help to find really precious and useful information. In different groups people from all over the world discuss various issues, share their personal experiences, provide **useful links**, write **comments** and **reviews** for goods and services. You in turn can ask any question and get answers from different people. Also social networks give a great opportunity to distribute any information within the shortest possible time. Many people today learn news from SNS. If something really important happened, the best way to inform people of this is **to post** the information in some popular Facebook groups.

Social networking can be of great use not only for your socialization and study at university but also for your professional development and future career. Here are some useful tips how to build your networking successfully and safely:

- ✓ Join some **discussion groups**. Search for groups discussing topics you are interested in, **set up an account** and join.
- ✓ Join Twitter and find some people to follow – start with one of your contacts who you know is well connected, and **follow** his/her **followers**.
- ✓ Join LinkedIn and use it to build your professional network.



✓ Join the blogosphere. Find a few **blogs** that you like and post some comments. You'll be amazed how easy it is to start conversations. If you're feeling brave, you can start your own blog.

✓ Be systematic – make sure you always thank people who are nice to you, even if all they're doing is following you on Twitter.

✓ Be nice to people online and never get angry in public. Remember that your messages can be seen by hundreds or even thousands of potentially useful contacts, so a single angry message can do a huge amount of damage.

✓ Always take care with what you share. Protect your reputation on social networks. What you post online stays online.

✓ Check your **privacy settings** and keep **personal information** private. From time to time, view and **adjust the privacy settings** –new settings are often added over time.

✓ Be selective when **accepting a friend** on a social network. **Identity thieves** might create **fake profiles** in order to get information from you.

✓ Know how to **report** posts. If someone is **harassing** or **threatening** you, **unfriend**, **block** them, and report them to the **site administrator**.

19. Write the tips in the correct group.

- be polite and kind to people;
- tell your friends your passwords;
- think before you share photos;
- talk to an adult if you have a bad experience online;
- meet anyone in real life that you met online;
- share bad photos of your friends;
- write mean or horrible messages;
- accept people with fake profiles;
- remove from your friend list people who are rude to you;
- check your privacy settings regularly.

| When you're online, DO ... | When you're online, DON'T ... |
|----------------------------|-------------------------------|
| | |



20. Write the words in the correct order to make the online safety tips.

1. to / be / people / online / nice

2. care / take / share / what / you / with

3. information / keep / personal / private

4. privacy / check / settings / your

5. posts / report / how / know / to

6. your / keep / safe / passwords

7. anything online / that / if you see / you don't like / or you find upsetting / tell someone you trust.

8. selective / a friend / when / be / accepting / network / on a social

21. In pairs, ask each other questions about networking and online safety.

Student A

1. What exactly is social networking?
2. Do you see social networking as something you do for study, work or for pleasure?
3. Name three most important safety tips. Explain your choice.
4. In your opinion, what is the best social networking site? Why?
5. What kind of new features would you like to see on social networking sites in the future?
6. What should you do if someone is harassing or threatening you on social networking site?

Student B

1. Which social networking sites/tools have you heard of/used? Which would you recommend?
2. What is the relationship between social networking and face-to-face socialising?
3. What can you do to get the most out of social networking?
4. What do you think of people who are addicted to social networking services? How can you help them?
5. Do you think that social networking sites will make people lonelier? Why?
6. Would you prefer to meet new people at a party or through internet?



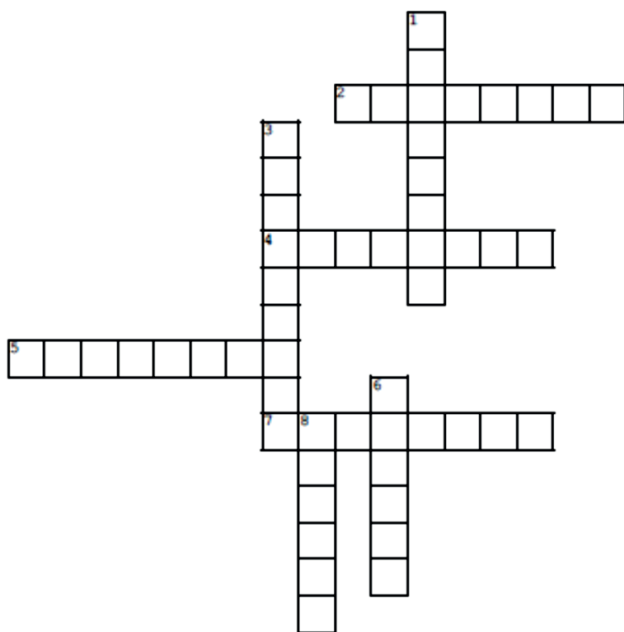
VOCABULARY 2

22. Match the words to form compounds.

1. band _____
2. down _____
3. fire _____
4. home _____
5. key _____
6. on _____
7. web _____
8. wire _____

- a) board
- b) cam
- c) less
- d) line
- e) load
- f) page
- g) wall
- h) width

23. Complete the crossword with the words from exercise 22.

**Across**

2. Technology that uses radio waves and doesn't need wires or cables.
4. To transfer data or files from the internet to your computer.
5. The part of your computer with numbers and letters on the buttons.
7. The first page of a website or blog.

Down

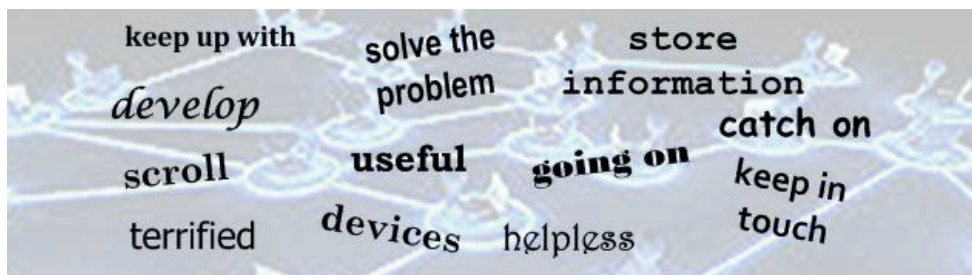
1. Security software to protect your computer from viruses.
3. The range frequencies used by a computer network.
6. A small camera that transmits your image onto the internet.
8. To be connected to the internet.



24. Use the words in exercise 23 to complete the sentences.

1. He hates cables; that's why he has a _____ mouse and _____.
2. My _____ blocks all those irritating pop-up adverts.
3. This _____ has a simple design, but it gives lots of information.
4. My friends can _____ my photos and songs from my blog.
5. The city's web is connected to a _____ which films people in the main street.
6. _____ is important, it means your internet connection can go faster or slower.

25. Complete the passage with the words and phrases below. There are more words and phrases than you need.



Mobile phones are such wonderful ¹ _____. We use them to ² _____ with our friends and family, and our phone calendars help us ³ _____ our social obligations. In addition, those of us with smartphones use them to find out what's ⁴ _____ in the world. Unfortunately, some people find mobile phones so ⁵ _____ that they become addicted to them. When they're not sleeping, these people may use phones to check e-mails and different forms of social media about a hundred times a day! People who use their phones so often may ⁶ _____ something called "nomophobia" – a fear that they will be ⁷ _____ without their phones. This phobia is more common than you might imagine. In a recent UK survey, 66% of the 1,000 people in the survey said they were ⁸ _____ of losing their phones. Do you think you've got nomophobia? Find out more about the condition and ways to ⁹ _____.



WRITING 2

26. Study some useful tips for writing in chat groups and social networking sites:

- ✓ You don't need to write full sentences or questions.
- ✓ Add extra punctuation marks or vowels to add excitement.
- ✓ Use abbreviations:

BF – Boyfriend

GF – Girlfriend

BTW – By The Way

CIO – Check It Out

Cud – could

DIY – Do It Yourself

DL or D/L – Download

Dnr – dinner

FAQ – Frequently Asked Questions

GGL – Giggle

H&K – Hugs and Kisses

HAND – Have \$ Nice Day

J/K, J K – Just Kidding

PLZ – Please

ROFL – Rolling On Floor Laughing

ROTFL – Rolling On The Floor Laughing

TGIF – Thank God It's Friday

TX, TNX – Thanks

TYVM – Thank You Very Much

Tom – tomorrow

UL or U/L – Upload

W/O – Without

YW – You're Welcome

KISS – Keep It Simple

LOL – Laughing Out Loud

OMG – Oh My God

- ✓ Use letters or numbers instead of words:

2 – to, too

2L8 – Too Late

2nite – tonight

2U2 – To you too

B4 – Before

B/C – Because

CU – See You

F2F – Face to Face

IC – I See

L8 – late

L8R – Later

M8 – Mate

N2M – Not too Much

U – you

UR – You are, your

W8 – Wait

W8AM – Wait A Minute

- ✓ Use symbols.

? = please explain

@ = at

<3 = heart

x = a kiss

XO = hug and kiss

- ✓ Only write in this way to your friends.



27. Complete the text message with a symbol from the box.

| | | |
|------------------------|--------------|--------------|
| <3<3<3!!! s00000000 | CU XOXOXO | @ Bob's U |
|------------------------|--------------|--------------|

- Hey! We're _____. (at Bob's house)
- _____ (are you) coming?
- Getting pizza!!! _____ (We love pizza!!!)
- It's _____ (really really) good!
- _____ (See you) later!
- _____ (Hugs and kisses)

28. Write the sentence again in text message style. Use symbols, abbreviations, letters and numbers.

- | | |
|--------------------------------|--------------------|
| 1. See you later. | _____ later. |
| 2. I'm at university. | I'm _____. |
| 3. How are you? | How _____? |
| 4. I'm fine, thanks. | I'm fine, _____. |
| 5. I love pizza. | I _____ pizza. |
| 6. We're going to Sam's house. | We're going _____. |
| 7. I'll be there at 5 pm. | I'll _____ there |
| 8. See you tomorrow. | _____. |

29. Write a message chat between two people.

Here are some ideas:

- Talk about what you did last weekend.
- Invite your friend to make a project with you.
- Invite your friend to attend a language course with you.



 Chat 



30. a) Read the blog entry and the comments.

MyImpressionsOfThisWorld


Anzhelika Yuzkova #Blog

How do we look at this world?
Someone thinks that with our eyes,
but this is a mistake. We see this
world with our souls, that's why we all
see it in a different way.
Here you can feel my way and read
some of #MyImpressionsOfThisWorld

Students' Challenges

Anzhelika Yuzkova,

student at Vasyl' Stus Donetsk National University

First-year students dread having it and act like African ostriches. Second-year students are still afraid of it and tell freshmen scary things about it, interestedly observing them acting like African ostriches. Third-year students often migrate to the dean's office before it and tell piteous stories about their sick grandmothers. Undergraduates just try to remember the dates of their exams. Yes, right, I'm talking about an exam period. But as they say, the first exam period is the most frightening experience in students' life.

Perhaps, every person, regardless of age, gender, race and religion, can recall to the last detail his/her first exam session, the first exam, the first mark in the gradebook. It doesn't matter whether you've been cramming for an exam or not, the algorithm of actions of a first-year student before it is usually the same: Valerian, cribs in all hard-to-reach places, nervous attacks in the hallway, desperate prayers about the "lucky" exam card and so on and so forth. But the fun starts after the legendary phrase of a professor 'choose a card'. Remember? I'm sure you do. Your heartbeat is speeding up, the pupils of the eyes are dilating, the letters in the task are blurring and persistently are making reading difficult, the throat is dry and it is hard to breathe ... All the symptoms are saying about one thing – IT'S NOT THE "LUCKY" EXAM CARD. So here are a few important tips which will save you a



considerable number of nerve cells and rid your friends of necessity to hear your hysterical 'I won't pass!'.

Tip number 1: at the stage of getting an examination card, the main task is to calm the increasing fear that overwhelms you like an ocean wave and shakes you on a sandy bottom. Pull yourself together and finally read the task. Then close your eyes and imagine that you are in paradise. Now that all your vital signs return to normal, assess the complexity of your situation as quickly as possible. Remember that everything isn't as bad as it seems at first glance.

Tip number 2: very often examination questions contain a half of the answer, you just need to notice and use it. Thus, if you aren't lucky with an exam card, you can artfully cope with it even with minimal knowledge. The main principle of passing the exam is not to panic. Learn to calm down, be confident, don't be afraid of expressing your thoughts and guesses – only this way you'll be able to go through this cruel test.

Tip number 3: you shouldn't be afraid of a lecturer; there is an extremely small chance that he/she will bite you in the presence of other students. Behave understandingly toward lecturer's questions: it may seem strange, but in this way he/she is trying to help you get a couple of extra points.

And the last thing: any mark that you get shouldn't stop you from learning something even better. Remember that people won't ask you what mark you have in English, they'll just ask you 'Do you speak English?'.

(from: <https://freedomordeath.wordpress.com/2017/01/27/students-challenges/>)



Oleksandra
[January 27, 2017 at 1:58 pm](#)

It seems to me that you've read my thoughts! Every time I face the same feelings during my exam session. Sure, it may sound like lack of confidence in my knowledge or something like that... But the main problem is that exams are such a big responsibility at current stage of my life and I want to deal with them successfully. That's why the exams make me feel just the way you've written! I should say that a few times I've managed to stop worrying and looked at it easily as if it was a game – and it helped me to succeed. I always repeat everybody such words as 'keep calm' and 'don't worry', but I know it's not an easy thing... Thanks for this article, it's a real 'true story'!



Anna

[January 28, 2017 at 1:06 am](#)

Hi, Anzhelika! I totally agree with you that exam periods are really stressful. However, I didn't use to be that nervous. I sometimes prepared a third part of all the exam questions and I usually was one of the first five daring students who weren't frightened at the very thought of taking an exam card. And I've never failed so far (thanks to the lucky cards, though 🤔). So, exam anxiety isn't what you need, I'm sure! Just relax, try to think of the life outside the testroom, and remember that in about an hour you'll be enjoying it as usual. For my money, it always works. But don't neglect cramming for the exam 😊😊😊



Peter van der Meijden

[January 31, 2017 at 9:09 am](#)

Hi, Anzhelika! I'm an undergraduate student at HAN University, the Netherlands. I'm really surprised the way Ukrainian students feel through exam periods. Here we have 5 exam periods per year and all the exams are usually in writing and all the students do the same test, so we never choose the exam card. Moreover, we can retake the exam twice a year during the following exam periods. Hence, there is no point in being nervous.



Adreano

[January 27, 2017 at 9:37 pm](#)

Well, u mentioned some extremely valuable tips for freshmen who r scared to death cuz' of their first real life challenge. In my uni they are followed by every single student. No exceptions. But how about special rituals, which help to get through this exhausting and devastating exam period, like chanting at midnight before the exam "I wish I had a free ride!" (which is equivalent to the Ukrainian "Khalyava, please, come!") 🤔? Can u write about similar "sacred" pre-exam rituals in your uni, if there r any?

b) Decide if the following statements agree with the information given in the blog entry and the comments.

| | |
|------------------|---------------------------------------------------------------------|
| TRUE | <i>if the statement agrees with the writer</i> |
| FALSE | <i>if the statement contradicts the writer</i> |
| NOT GIVEN | <i>if it is impossible to say what the writer thinks about this</i> |

1. Third-year students' grandmothers often fall ill and need to be looked after.
2. Ukrainian students are never up to cheating in the exam.
3. All students are eager to have a chance at happiness in the exam.



4. Lecturers often attack students in the exam if their answers are wrong.
5. When applying for a job, your prospective employer will consider your mark in English rather than your command of the language.
6. Oleksandra wants to excel in the exams.
7. Like Anzhelika, in the exam Oleksandra imagines that she is in paradise.
8. Anna has never had butterflies in her stomach before exams.
9. Peter can easily imagine himself in the shoes of Ukrainian students.
10. Adriano claims that Anzhelika's pieces of advice are popular at his university.

WRITING 3

31. *Write your own comment on Anzhelika's blog. Express your agreement or disagreement with the author. Tell about your experience of taking exams.*



PROGRESS CHECK

READING

1. Read the passage quickly and decide if the following statements agree with the information given in the passage.

Southmoor College – Policies and Procedures

The College has introduces a number of policies and procedures which are briefly summarized here. A leaflet containing full details is available on request.

- The college Charter is a series of statements which explain what is being done to promote high standards for people who use Collage services. It has been designed in accordance with a national framework aimed at maintaining and improving standards, while at the same time being tailored to meet the specific needs of the College.
- Formal complaints should be submitted in writing to the Principal, who will refer each complaint to the appropriate member of staff and then provide a response.
- The College has developed both informal and formal appeals procedures in connection with its own internal examinations. Appeals against external examination bodies must follow their own procedures, and details are available from the Examination Officer.
- The College is a No Smoking Area. Smoking is not permitted inside any part of the building unless specifically authorized.
- All accidents must be reported to Reception as soon as possible and the appropriate form completed.
- Students are responsible for the apparatus, tools or machinery with which they are working. If items are damaged or broken as a result of careless use of failing to follow instructions, the person concerned will be requested to cover the cost of repairing or replacing the items. All equipment must be left in a clean state and in good working order.
- Mobile phones are part of everyday life, but they must be used with consideration for other people. People ensure that you have switched them off before entering classrooms or the library. They must not be taken into any examination room under any circumstances.

TRUE

FALSE

NOT GIVEN

if the statement agrees with the information

if the statement contradicts the information

if there is no information on this



PROGRESS CHECK

1. Anyone wishing to see to see the complete policies and procedures should ask for them.
2. The Charter was written after consultation with groups of people who use the College.
3. The College aims at maintaining high education standards.
4. The Charter is identical to the charters of the other colleges in the country.
5. Replies to formal complaintrs will be given by the Principal.
6. The College's appeals procedure applies to all examinations taken in the College.
7. Smoking inside the College is allowed in certain circumstances.
8. The College can provide medical help if an accident occurs.
9. Students may have to pay for equipment that they break.
10. Mobile phones can be taken into examination rooms if they are switched off.

VOCABULARY

2. *Complete the text below with the words and expressions in the box.*

| |
|---------------------------------------------------------------------------------------------------------------------------|
| keep in touch with share set up accounts cutting-edge search social networks link wireless post upload |
|---------------------------------------------------------------------------------------------------------------------------|

SOCIAL NETWORKING AND MODERN LIFE

With the advancement in technology, communication systems have grown from wired devices to ¹_____ devices. The internet has led the rise of ²_____. It is easy to ³_____ information like pictures, advertisements, videos, text messages and even ⁴_____ technologies.

Being in social sites enhances communication. There are many types of social sites and it is on oneself to choose the one that they are comfortable with. Social networks allow people to ⁵_____. This makes it easy for others to for ⁶_____ you ⁷_____ you. You also have a choice to invite people to your account. This makes it easy to ⁸_____ with family members, friends, classmates and colleagues. Social sites allow for the creation of groups. You can ⁹_____ important messages in the groups and every member can contribute their thoughts. Sites like Linked helping people who are hunting for jobs. Candidates create their resume and CVs and ¹⁰_____ them to these sites.

PROGRESS CHECK



3. Match the words to form collocations.

- | | |
|---------------------|---------------------------|
| 1. make | a) education |
| 2. stay | b) field |
| 3. confer | c) a lie-in |
| 4. full-time | d) opportunities |
| 5. comply | e) an account |
| 6. academic | f) a new word |
| 7. pass | g) the net |
| 8. employment | h) understanding |
| 9. fluent | i) well with somebody |
| 10. look up | j) in social activities |
| 11. intercultural | k) exams |
| 12. have | l) a flat |
| 13. time | m) a room |
| 14. extracurricular | n) friends |
| 15. waste | o) engine |
| 16. take part | p) in a foreign language |
| 17. current | q) activities |
| 18. surf | r) a Bachelor's degree |
| 19. entrance | s) time |
| 20. search | t) with current standards |
| 21. share | u) events |
| 22. set up | v) in touch |
| 23. rent | w) management |
| 24. hold | x) a credit |
| 25. get on | y) the line |

SKILLS

4. Match the halves of the questions.

- | | |
|------------------------|----------------------------------|
| 1. What are | a) are you? |
| 2. Where is | b) have for lunch? |
| 3. What do you usually | c) he look like? |
| 4. How do | d) I speak to the sales manager? |
| 5. How does | e) languages do you know? |
| 6. How many | f) on Mondays? |
| 7. What does she do | g) she from? |
| 8. What is | h) the time? |
| 9. Hello, can | i) you do? |
| 10. Where | j) you interested in? |



PROGRESS CHECK

5. *Unscramble the sentences. Then match each question in 4 with one of these answers.*

- a) a /and / beard / chubby / He /is / long / wears/ .
- b) am / swimming / keen / I / on.
- c) of. / have / English/French / fluently / can / knowledge / speak / basic / I / and
- d) time / an / this. / I / with / me. / for / don't / have / have / apple / I / But / always
- e) are / thank / how / fine, / I'm / you. / you? / And
- f) Can / is / sorry. / She / message? / not / take / I'm / in. / I
- g) English / in / has / In / the / morning / she / university / the / evening / extra / she
/ goes / lesson. / the / to / and / an
- h) quarter / It's / past / three. / a
- i) Liubotyn / from / Kharkiv / is / Oblast. / She
- j) Bob's. / @ / We're



Unit 1. Building a Relationship

| | | |
|-------------------------|-----------------------|---------------------------------------|
| 1. alone / on one's own | [ə'ləun] | один, самотній; на самоті |
| 2. arrogant | ['ærəgənt] | зарозумілий |
| 3. average height | ['ævəriɔ̯ ʹhaɪt] | середній зріст |
| 4. bad-tempered | ['bæd ʹtempəd] | злий, дратівливий |
| 5. beard | [biəd] | борода |
| 6. bore | [bɔ:] | зануда |
| 7. bushy eye-brows | ['buʃi ʹaɪbraʊz] | густі брови |
| 8. chat (with) | [tʃæt wɪð] | розмовляти (з) |
| 9. chubby | ['tʃʌbi] | кругловидий, повнощоккий; повний |
| 10. closest friend | ['kləʊzɪst ʹfrend] | найближчий друг |
| 11. complete opposites | [kəm ʹpli:t ʹɒpəzɪts] | повні протилежності |
| 12. dark | [dɑ:k] | темний |
| 13. department | [dɪ ʹpɑ:tmənt] | кафедра |
| 14. faculty | ['fækəlti] | факультет |
| 15. fair | [feə] | світлий |
| 16. feel uncertain | [ʌn ʹsɜ:tn] | почуватись непевнено |
| 17. freckles | ['freklz] | веснянки |
| 18. generous | ['dʒenərəs] | щедрий |
| 19. get on well with | | добре ладнати, мати гарні стосунки |
| 20. hard-working | ['hɑ:d,wɜ:kɪŋ] | працьовитий |
| 21. hostel | ['hɒst(ə)l] | гуртожиток |
| 22. inactive | [ɪn ʹæktɪv] | малорухомий |
| 23. lazy | ['leɪzi] | ледачий |
| 24. lecturer | ['lektʃərə] | викладач |
| 25. lonely | ['ləʊnli] | самотній |
| 26. make friends | ['meɪk ʹfrendz] | заводити друзів |
| 27. make sure | ['meɪk ʹʃʊə] | упевнитися |
| 28. moustache | [məs ʹta:ʃ] | вуса |
| 29. on my own | [,ɒn maɪ ʹəʊn] | сам |
| 30. organized | ['ɔ:gənaɪzd] | організований |
| 31. overweight | ['əʊvəweɪt] | повний, з надмірною вагою |
| 32. party animal | | тусовщик |
| 33. proud | [praʊd] | гордий |
| 34. quiet | ['kwaɪət] | спокійний |
| 35. reliable | [rɪ ʹlaɪəbl] | надійний |
| 36. rent | [rent] | винаймати |
| 37. research group | [rɪ ʹsɜ:tʃ gru:p] | дослідницька група |



English-Ukrainian Topical Vocabulary

| | | |
|---------------------|------------------------|-------------------------------------------|
| 38. reside | [rɪˈzaɪd] | проживати |
| 39. schedule | [ˈʃedjuːl] | графік, розклад |
| 40. serious | [ˈsɪəriəs] | серйозний |
| 41. share a flat | [ˈʃeər ə ˈflæt] | ділити квартиру; жити в одній квартирі |
| 42. shoulder-length | [ˈʃəʊldə-leŋθ] | довжина до плечей |
| 43. shy | [ʃaɪ] | сором'язливий |
| 44. skinny | [ˈskɪni] | худий |
| 45. slim | [slɪm] | стрункий |
| 46. sociable | [ˈsəʊʃəbl] | комунікабельний |
| 47. sporty | [ˈspɔːti] | спортивний |
| 48. stay in touch | [ˈsteɪ ɪn ˈtʌtʃ] | будь на зв'язку, підтримувати стосунки |
| 49. straight | [streɪt] | прямий |
| 50. stubborn | [ˈstʌbən] | впертий |
| 51. university code | [ˌjuːnɪˈvɜːsɪti ˈkəʊd] | університетський кодекс |
| 52. tall | [tɔːl] | високий |
| 53. tidy | [ˈtaɪdi] | охайний |
| 54. turned-up nose | [tɜːnd-ʌp nəʊz] | кирпатий ніс |
| 55. via | [ˈvaɪə] | через, за допомогою |
| 56. wavy | [ˈweɪvi] | хвилястий |
| 57. well-built | [ˌwel ˈbɪlt] | ставний |
| 58. workaholic | [ˌwɜːkəˈhɒlɪk] | людина, що «горить» на роботі |
| 59. wrinkles | [ˈrɪŋklz] | зморшки |

Unit 2. Education

| | | |
|------------------------|----------------------|------------------------|
| 1. academic field | [ˌækəˈdemɪk] | галузь науки |
| 2. academic title | [ˌækəˈdemɪk ˈtaɪtl] | вчене звання |
| 3. academic year | [ˌækəˈdemɪk jɪə] | навчальний рік |
| 4. amateur events | | художня самодіяльність |
| 5. appreciate | [əˈpriːʃɪət] | (високо) цінувати |
| 6. assembly hall | [əˈsembli] | актова зала |
| 7. Associate Professor | [əˈsəʊsɪət], [-ʃɪət] | доцент |
| 8. attendance | [əˈtendən(t)s] | відвідування |
| 9. autonomous | [ɔːˈtɒnəməs] | незалежний, автономний |
| 10. award | [əˈwɔːd] | присуджувати |
| 11. Bachelor | [ˈbætʃ(ə)lə] | бакалавр |
| Bachelor's degree | | ступінь бакалавра |
| 12. be familiar with | [fəˈmɪlə] | бути обізнаним з |

English-Ukrainian Topical Vocabulary



| | | |
|--------------------------------------------------|--------------------------------|---------------------------------------------------------|
| become familiar with | | ознайомитися з |
| 13. be involved into | | займатися (<i>чимось</i>) |
| 14. Candidate of Sciences | [ˈkændɪdət əv ˈsaɪənt(s)ɪz] | кандидат наук |
| 15. canteen | [kænˈti:n] | їдальня |
| 16. cheat | [tʃi:t] | шахраювати |
| 17. Code of Academic Integrity | | Кодекс академічної добросовісності |
| 18. comparatively | [kəmˈpærətɪvli] | відносно |
| 19. comply with standards | [kəmˈplaɪ] | відповідати стандартам |
| 20. comprise | [kəmˈpraɪz] | охоплювати |
| 21. confer | [kənˈfə:] | присуджувати |
| be conferred | | присуджуватися |
| 22. cost-effective | [ˌkɒstɪˈfektɪv] | вигідний, економічно ефективний |
| 23. credit | [ˈkredit] | залік |
| 24. current standards | [ˈkʌr(ə)nt ˈstændədz] | сучасні стандарти |
| 25. daytime | [ˈdeɪtaɪm] | денний, стаціонарний |
| daytime student | | студент-очник |
| 26. do / conduct / carry out research into/on | | виконувати дослідження з (<i>галузі</i>) |
| 27. do (subjects) | | вивчати (дисципліни) |
| 28. do / give a lecture | | читати лекцію |
| 29. Doctor of Philosophy | [ˈdɒktə əv fiˈləsəfi] | доктор філософії |
| 30. doctoral student | [ˈdɒkt(ə)r(ə)l] | докторант |
| 31. education | [ˌedʒuˈkeɪʃ(ə)n] | освіта |
| 32. emerge | [ɪˈmə:dʒ] | з'являтися |
| 33. encourage | [ɪnˈkʌrɪdʒ] | заохочувати |
| 34. enter/go to university | | вступити до університету |
| 35. experienced expert | [ɪkˈspɪəriənst ˈekspə:t] | досвідчений фахівець |
| 36. External Independent Tests | [ɪkˈstə:n(ə)l] | зовнішнє незалежне тестування (ЗНО) |
| 37. extra-mural | [ˌekstrəˈmjuər(ə)l] | заочний |
| extra-mural student | | студент-заочник |
| 38. fabricate | [ˈfæbrɪkeɪt] | підробляти, фальсифікувати |
| 39. faculty | [ˈfæk(ə)lti] | 1) факультет; 2) професорсько- викладацький склад |
| 40. fail | [feɪl] | зазнати невдачі; провалитися (<i>на іспиті</i>) |
| 41. fall behind (with) | | відставати |
| 42. field | [fi:ld] | галузь, сфера |
| 43. final (the finals) | [ˈfaɪn(ə)l] | випускний(і) іспит(и) |



English-Ukrainian Topical Vocabulary

| | | |
|-----------------------------------------------------|----------------------------------------|----------------------------------------|
| 44. final work | | випускна робота |
| 45. financial institution | [faɪ'nænʃ(ə)l ,ɪn(t)stri'tju:f(ə)n] | фінансова установа |
| 46. first-year student | | першокурсник |
| 47. form | [fɔ:m] | засновувати, утворювати |
| 48. for this purpose | ['pə:pəs] | з цією метою |
| 49. fund | [fʌnd] | 1) гроші; 2) фінансувати |
| be funded | | фінансуватися |
| 50. fundamental sciences | [,fʌndə'ment(ə)l] | фундаментальні науки |
| 51. get/receive education | [ɪ'si:v] | здобувати освіту |
| 52. get / obtain a free place | [əb'teɪn] | отримати бюджетне місце |
| 53. graduate (student) | ['grædjʊɪt] | випускник ВНЗ |
| 54. graduate from | | закінчувати (університет) |
| 55. head | [hed] | очолювати |
| 56. humanities | [hju:'mænətɪz] | гуманітарні науки |
| 57. introduce | [,ɪntrə'dju:s] | впроваджувати |
| 58. Junior Bachelor | ['dʒu:nɪə 'bætʃ(ə)lə] | молодший бакалавр |
| 59. keep up with | | не відставати від |
| 60. Law on Higher Education | [lə:] ['haɪə] | закон «Про вищу освіту» |
| 61. lecturer | ['lektʃ(ə)rə] | викладач, лектор |
| 62. management | ['mænɪdʒmənt] | керівництво |
| 63. Master | ['mɑ:stə] | магістр |
| Master's degree | | ступінь магістра |
| 64. Ministry of Education and Science of Ukraine | | Міністерство освіти і науки України |
| 65. National Academy of Sciences of Ukraine | | Національна академія наук України |
| 66. operate | ['ɔpəreɪt] | працювати; керувати |
| 67. pass an exam/a credit | | скласти іспит / залік |
| 68. pass mark | ['pa:s 'mɑ:k] | прохідний бал |
| 69. period | ['pɪəriəd] | пара |
| 70. plagiarize | ['pleɪdʒ(ə)rɪz] | займатися плагіатом |
| 71. postgraduate (student) | [,pəʊst'grædjʊɪt] | магістрант / аспірант |
| 72. premises and facilities | ['premisɪz] | приміщення й обладнання |
| 73. private enterprise | ['praɪvɪt 'entəpraɪz] | приватне підприємство |
| 74. Professor | [prə'fesə] | професор |
| 75. recreation facilities | [,rɪekri'eɪʃ(ə)n] | умови для відпочинку |
| 76. report to | [rɪ'pɔ:t] | звітувати |
| 77. research centre | [rɪ'sə:tʃ] | науково-дослідн. центр |
| 78. scholarship | ['skɒləʃɪp] | стипендія |
| 79. semester / term | [sɪ'mestə] / [tə:m] | семестр |
| 80. specific topic in | [spə'sɪfɪk] | певна тема з |

English-Ukrainian Topical Vocabulary



| | | |
|---------------------------|----------------|-------------------------|
| 81. submit | [səb'mɪt] | подавати на розгляд |
| 82. take a course | [kɔ:s] | проходити курс |
| 83. take/make notes | | конспектувати, складати |
| 84. take / sit (exams) | | (іспити) дисертація |
| 85. thesis / dissertation | ['θi:sɪs] | готувати, навчати |
| 86. train | | навчання |
| 87. tuition | [t(j)u'ɪf(ə)n] | плата за навчання |
| tuition fee | | студент (до присудження |
| 88. undergraduate | [ʌndə'grædjʊt] | ОКР) |
| | | практичне заняття |
| 89. workshop | ['wɜ:kʃɒp] | |

Unit 3. Learning a Language

| | | |
|-------------------------|--------------------|-------------------------------------------------------|
| 1. abroad | [ə'brɔ:d] | за кордоном; за кордон |
| 2. accent | ['æksənt] | акцент |
| 3. advertisement | [əd've:tɪsmənt] | реклама |
| 4. always | ['ɔ:lweɪz] | завжди |
| 5. article | ['ɑ:tɪkl] | стаття |
| 6. be in time for | [taɪm] | прийти вчасно на |
| 7. bilingual | [baɪ'lɪŋgwəl] | двомовний; який розмовляє двома мовами |
| 8. book / reserve | [buk] / [rɪ'zɜ:v] | замовляти заздалегідь; бронювати (<i>квиток</i>) |
| 9. bridge a gap | | подолати різницю; ліквідувати розлад |
| 10. business | ['bɪznɪs] | бізнес, справа |
| on business | | у справах |
| 11. cognitive | ['kɒgnɪtɪv] | пізнавальний зводиться |
| 12. come to | [kʌm tə] | (до чогось) уміння, |
| 13. competence | ['kɒmpɪt(ə)ns] | здатність; компетентність |
| | | компетентний; знаючий; |
| 14. competent | ['kɒmpɪt(ə)nt] | кваліфікований розуміння |
| | | вести справи, займатися |
| 15. comprehension | [.kɒmprɪ'henʃ(ə)n] | бізнесом |
| 16. conduct/do business | [kən'dʌkt] | упоратися (<i>з труднощами</i>); |
| | | управлятися |
| 17. cope with | [kəʊp] | творчі здібності, |
| | | креативність |
| 18. creativity | [kri:'eɪtɪvɪti] | словник |
| | | обговорювати |
| 19. dictionary | ['dɪkʃənəri] | |
| 20. discuss | [dɪ'skʌs] | |



English-Ukrainian Topical Vocabulary

| | | |
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| 21. do dictations | [dik'teɪf(ə)n] | писати диктанти |
| 22. do one's best | | робити все можливе |
| 23. do well | [wel] | добре навчатися |
| 24. during | ['dʒuəriŋ] | протягом, під час |
| 25. employee | [,emplɔɪ'i:, ɪm,plɔɪ'i:] | робітник; службовець; той, хто працює по найму |
| 26. employment | [ɪm'plɔɪmənt] | робота; зайнятість (<i>робочої сили</i>); прийом (<i>на роботу</i>); наймання (<i>працівників</i>) |
| 27. English for specific purposes | ['pɜ:pəsɪz] | англійська мова професійного спрямування |
| 28. enhance | [ɪn'hɑ:ns] | поліпшувати; посилювати |
| 29. essay | ['eseɪ] | есе |
| 30. foreign | ['fɔrɪn] | іноземний |
| 31. function | ['fʌŋkʃ(ə)n] | діяти; працювати |
| 32. get marks | | одержувати оцінки |
| 33. globalization | [,gləʊb(ə)laɪ'zeɪʃ(ə)n] | глобалізація |
| 34. grammar | ['græmə] | граматика, граматичний |
| 35. have a good/poor command /knowledge of | [kə'mɑ:nd] | мати гарні / погані знання |
| 36. improve | [ɪm'pru:v] | поліпшувати, удосконалювати |
| 37. insight (into) | ['ɪnsaɪt] | розуміння, здогадка |
| 38. intercultural sensitivity | ['ɪntə'kʌltʃ(ə)r(ə)l sensi'tɪvətɪ] | міжкультурна чуйність |
| 39. interpret | [ɪn'tə:prɪt] | перекладати, інтерпретувати |
| 40. know | [nəʊ] | знати |
| 41. knowledge | ['nɒlɪdʒ] | знання, ерудиція |
| 42. language | ['læŋɡwɪdʒ] | мова |
| 43. learn | [lə:n] | вивчати |
| 44. literacy | ['lɪt(ə)rəsi] | грамотність |
| 45. look up | | шукати (<i>у довіднику</i>) |
| 46. (a) lot of/lots of | [ə'lɒt əv] | багато |
| 47. master | ['mɑ:stə] | опановувати, оволодівати (знаннями, мовою) |
| 48. means of communication | [mi:nz əv kəmju:nɪ'keɪʃən] | засіб спілкування |
| 49. memorize | ['meməraɪz] | запам'ятовувати; заучувати |
| 50. mental flexibility | ['mentl ,fleksə'bɪlɪtɪ] | напам'ять розумова гнучкість |
| 51. mistrust | [,mɪs'trʌst] | 1. недовіра, підозра 2. не довіряти, сумніватися, підозрювати |

English-Ukrainian Topical Vocabulary



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| 52. misunderstanding | [misendə'stændɪŋ] | неправильне розуміння; непорозуміння |
| 53. multilingual | [ˌmʌltɪˈlɪŋɡwəl] | багатомовний |
| 54. often | [ˈɒfn] | часто |
| 55. operate | [ˈɒpəreɪt] | діяти, працювати |
| 56. opportunity | [ɒpəˈtjuːnɪti] | нагода; можливість, перспектива |
| 57. precious | [ˈpreʃəs] | дорогоцінний |
| 58. problem-solving | | прийняття рішень |
| 59. pronunciation | [prəˌnʌnsɪˈeɪʃ(ə)n] | вимова |
| 60. put effort into | [ˈefət] | докладати зусилля до |
| 61. put into groups | [ˈput ˌɪntə ˈɡruːps] | групувати |
| 62. rather than | [ˈrɑːðə ðən] | замість того, щоб; а не |
| 63. reasoning | [ˈriːz(ə)nɪŋ] | міркування, аргументація |
| 64. revise | [rɪˈvaɪz] | повторювати (матеріал) |
| 65. rewarding | [rɪˈwɔːdɪŋ] | який винагороджує |
| 66. rule | [ruːl] | правило |
| 67. sensitivity | [ˌsensɪˈtɪvəti] | чуйність |
| 68. search (for) | [səːtʃ] | шукати |
| 69. sentence | [ˈsent əns] | речення |
| 70. skill | | майстерність, уміння, навичка |
| 71. speak to (smb) | | розмовляти з (кимось) |
| 72. study | [ˈstʌdi] | навчання, вчитися, вивчати |
| 73. succeed in | [səkˈsiːd] | досягти мети, мати успіх |
| 74. sufficient | [səˈfɪʃənt] | достатній |
| 75. take advantage | [ədˈvɑːntɪdʒ] | скористатися перевагою |
| 76. translate from... into... | | перекладати з ... на ... |
| 77. turn into | [t ɜːn] | перетворитися на |
| 78. underlying | [ˌʌndəˈlaɪɪŋ] | що лежить в основі, основний |
| 79. urgent | [ˈɜːdʒ(ə)nt] | вкрай необхідний |
| 80. value | [ˈvæljuː] | 1. оцінювати; цінувати 2. цінність; корисність |
| 81. vocabulary | [vəʊˈkæbjʊləri] | словниковий запас |
| 82. (a) waste of time | [weɪst] | марна витрата часу |
| 83. work hard (at) | [wɜːk hɑːd] | багато працювати (над) |

Unit 4. Daily Routine

| | | |
|---------------|--------------|---------------------------|
| 1. assignment | [əˈsaɪnmənt] | завдання |
| 2. at hand | [ət ˈhænd] | наявний; що розглядається |



English-Ukrainian Topical Vocabulary

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| 3. at the latest | [ət θə 'leɪtɪst] | не пізніше, найпізніше |
| 4. be in a hurry | ['hʌrɪ] | квапитися |
| 5. be late for smth | | запізнитися кудись |
| 6. bother | ['bɒðə] | турбувати, турбуватися |
| 7. brand manager | ['brænd 'mænɪdʒə] | бренд-менеджер |
| 8. budget meeting | ['bʌdʒɪt 'mi:tiŋ] | засідання для обговорення бюджету |
| 9. challenge | ['tʃælɪndʒ] | складне завдання; проблема |
| 10. change (to) | [tʃeɪndʒ] | пересісти (на) |
| 11. cleaner | ['kli:nə] | прибиральниця |
| 12. closely (with smb) | ['kləʊsli] | близько; тісно; щільно |
| 13. come round | [,kʌm 'raʊnd] | зайти ненадовго |
| 14. culture vulture | ['kʌltʃə 'vʌltʃə] | людина, яка любить культурне дозвілля |
| 15. customer | ['kʌstəmə] | клієнт, замовник |
| 16. different to smth | ['dɪf(ə)rənt] | відрізнятися від чогось |
| 17. do activities | [æk'tɪvətɪz] | займатись роботою |
| 18. do ironing | ['aɪəniŋ] | прасувати |
| 19. do shopping | ['ʃɒpiŋ] | робити покупки |
| 20. do washing/laundry | ['wɒʃɪŋ] / ['lɔ:ndri] | прати |
| 21. do the washing-up /dishes | | мити посуд |
| 22. either... or... | ['aɪðə, 'i:ðə] | або... або |
| 23. equipment | ['i'kwɪpmənt] | обладнання |
| 24. evaluate | ['i'væljueɪt] | оцінювати |
| 25. extracurricular | [ekstrəkə'rikjulə] | позакласний |
| 26. go out | | йти гуляти |
| 27. go to bed | | лягати спати |
| 28. go to sleep | | засинати, заснути |
| 29. fail | [feɪl] | не впоратись, провалити(сь) |
| 30. feed | [fi:d] | годувати |
| 31. flexi-time | ['fleksɪ taɪm] | з гнучким графіком |
| 32. flexible | ['fleksəb(ə)l] | гнучкий |
| 33. gym | [dʒɪm] | спортзал |
| 34. hardly ever | ['hɑ: dli] | майже ніколи, дуже рідко |
| 35. have a bath | [bɑ:θ] | приймати ванну |
| 36. have an early night | ['ə:li] | рано лягати спати |
| 37. have a late night | | пізно лягати спати |
| 38. have a lie-in | [laɪ ɪn] | довго лежати у ліжку |
| 39. have a nap | [næp] | здрімати; дрімати |
| 40. have a rest | | відпочити |
| 41. have a shave | [ʃeɪv] | (по)голитися |
| 42. have a snack | [snæk] | підобідати, перехопити |
| 43. have a shower | ['ʃaʊə] | приймати душ |

English-Ukrainian Topical Vocabulary



| | | |
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| 44. have a wash | | вмиватися |
| 45. have a word | [wə:d] | поспілкуватися |
| 46. have breakfast / | [ˈbrekfəst] | снідати / |
| lunch (dinner) / dinner | [lentʃ, lɒntʃ] | обідати / |
| (supper) | [sʌpə] | вечеряти |
| 47. have smb for (dinner) | | запрошувати когось на (вечерю) |
| 48. leave | [li:v] | вийти, (по)їхати; |
| leave for | | їхати (куди-небудь) |
| 49. lie in bed | [laɪ] | лежати в ліжку |
| 50. manage | [ˈmænɪdʒ] | управляти, керувати |
| 51. Market Research | [ˈmɑ:kɪt riˈsɜ:tʃ] | відділ маркетингових |
| department | dɪˈpɑ:tmənt] | досліджень |
| 52. mini bus | | маршрутка |
| 53. nearly | [ˈniəli] | майже |
| 54. next door to smth/smb | | недалеко від чогось/когось |
| 55. oversleep | [əʊvəˈsli:p] | проспати; заспатися |
| 56. packaging | [ˈpækɪdʒɪŋ] | упаковка |
| 57. prioritise | [praɪˈɔrɪtaɪz] | визначати пріоритетність |
| 58. personal assistant | [ˈpɜ:s(ə)n(ə)l əˈsɪst(ə)nt] | особистий секретар |
| 59. Personnel department | [ˌpɜ:səˈnel dɪˈpɑ:tmənt] | відділ кадрів |
| 60. quarter | [ˈkwɔ:tə] | квартал |
| 61. revision | [rɪˈvɪʒ(ə)n] | підготовка (до іспиту) |
| 62. sit for | | готуватися до |
| 63. stay in | | залишатися вдома |
| 64. stay in town | | залишатися в місті |
| 65. stick to | | дотримуватися (чогось) |
| 66. swimming pool | [ˈswɪmɪŋ pu:l] | басейн |
| 67. take (time, energy) | | займати, забирати потребувати (час, енергію) |
| 68. tight | [taɪt] | щільно забитий, заповнений |
| 69. time management | [ˈmænɪdʒmənt] | управління робочим часом |
| 70. tip | | порада |
| 71. unfortunately / unluckily | [ʌnˈfɔ:ʃənɪtli] [ʌnˈʌkɪli] | нажаль |
| 72. voice mail | | голосові повідомлення |
| 73. wake up | | прокидатися, будити |
| 74. walk smb | [wɔ:k] | вигулювати кого-небудь |



English-Ukrainian Topical Vocabulary

Unit 5. Telephoning

| | | |
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| 1. abrupt | [ə'brʌpt] | різкий; грубий; уривчастий |
| 2. area code | [ˈeəriə,kəʊd] | код міста |
| 3. available | [ə'veɪləb(ə)l] | доступний, наявний |
| 4. bad line | | поганий зв'язок |
| 5. be aware of | [ə'weə(r) əv] | знати |
| 6. break up | | роз'єднання |
| 7. busy line | [ˈbɪzɪ] | зайнята лінія |
| 8. call smb back | | передзвонити |
| 9. commonplace | [ˈkɒmən,pleɪs] | звичайна річ |
| 10. confirm | [kən'fɜ:(r)m] | підтверджувати |
| 11. cut off | | роз'єднати |
| 12. engaged line | [ɪn'geɪdʒd] | зайнята лінія |
| 13. extension | [ɪk'stenʃ(ə)n] | додатковий номер |
| 14. find out | | дізнатися, з'ясувати |
| 15. get back | | передзвонити |
| 16. get through | [θru:] | з'єднати |
| 17. hang on | [hæŋ] | залишатися на лінії |
| 18. hang up | | вішати слухавку |
| 19. hold on | | не вішати слухавку |
| 20. hold the line | | не вішати слухавку, залишатися на зв'язку |
| 21. in response to | [rɪ'spɒns] | у відповідь на |
| 22. instant | [ˈɪnstənt] | миттєвий, моментальний |
| 23. intensive | [ɪn'tensɪv] | інтенсивний |
| 24. internship | [ˈɪntɜ:(r)n,ʃɪp] | інтернатура |
| 25. permission | [pə(r)'mɪʃ(ə)n] | дозвіл |
| 26. pick up | | підняти слухавку |
| 27. place/put someone on hold | | поставити дзвінок на утримання |
| 28. put through | | з'єднати |
| 29. request | [rɪ'kwest] | робити запит |
| 30. speak up | | говорити голосно і чітко |
| 31. telephone book/ directory | [də'rekt(ə)rɪ] / [daɪ'rekt(ə)rɪ] | телефонна книга |
| 32. upbeat | [ˈʌpbɪ:t] | веселий, жвавий |
| 33. vital | [ˈvaɪt(ə)l] | життєво важливий |



Unit 6. Networking

| | | |
|----------------------------------------|--------------------|---------------------------------------------|
| 1. accept a friend | [ək'sept ə frend] | додати друга |
| 2. addicted | [ə'dɪktɪd] | залежний |
| 3. adjust | [ə'dʒʌst] | регулювати; налаштовувати; встановлювати |
| 4. appear | [ə'piə] | з'являтися, показуватися |
| 5. bandwidth | ['bændwɪðθ] | радіо ширина смуги (частот) |
| 6. book | [buk] | замовляти |
| 7. catch on | [,kætʃ 'ɒn] | стати модним, популярним |
| 8. click | [kɪk] | клацати; клацання |
| 9. crash | [kræʃ] | поломка, перебій в роботі |
| 10. comment | ['kɒment] | коментар; коментувати |
| 11. conduct meetings | | проводити збори |
| 12. connection | [kə'nekʃ(ə)n] | з'єднання |
| 13. current events | ['kʌrənt ɪ'vents] | поточні події |
| 14. cutting-edge | ['kʌtɪŋ edʒ] | ультрасучасний |
| 15. data | ['deɪtə] | (вихідні) дані, факти; інформація |
| 16. dating site | ['deɪtɪŋ saɪt] | сайт знайомств |
| 17. develop | [dɪ'veləp] | розвивати |
| 18. device | [dɪ'vaɪs] | пристрій |
| 19. discussion group | [dɪs'kʌʃən gru:p] | дискусійна група |
| 20. download | ['daʊnləʊd] | завантажувати |
| 21. employee | [,emplɔɪ'i:] | співробітник |
| 22. endeavour | [ən'devə] | спроба, старання, |
| 23. exchange | [ɪks'tʃeɪndʒ] | обмінюватись |
| 24. fake | [feɪk] | фальшивий, шахрайський |
| 25. firewall | ['faɪəwɔ:l] | брандмауер |
| 26. follow | ['fɒləʊ] | стежити, цікавитися |
| 27. follower | ['fɒləʊə] | прихильник, підписник |
| 28. harass | ['hærəs] | турбувати, тривожити |
| 29. helpless | ['helpɪs] | безпорадний |
| 30. homepage | ['həʊm,peɪdʒ] | домашня сторінка |
| 31. identity thieves | [aɪ'dentɪtɪ θi:vz] | крадії особистих даних |
| 32. install | [ɪn'stɔ:l] | встановлювати |
| 33. invention | [ɪn'venʃən] | винахід |
| 34. Internet Service Provider (ISP) | | інтернет-провайдер |
| 35. keep in mind | [,ki:p ɪn 'maɪnd] | запам'ятовувати |
| 36. keep in touch | [,ki:p ɪn 'tʌtʃ] | підтримувати зв'язок |



English-Ukrainian Topical Vocabulary

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| 37. keep up with | [,ki:p 'ʌp wið] | йти в ногу з |
| 38. keyboard | [ˈki:bɔ:d] | клавіатура |
| 39. keyword | [ˈki:,wɜ:d] | ключове слово |
| 40. laptop (computer) | [ˈlæp,tɒp] | ноутбук |
| 41. launch a videoconference | [lə:nʃ] | розпочати відео конференцію |
| 42. link | [lɪŋk] | посилання |
| 43. log on | [,lɒg 'ɒn] | входити (в систему) |
| 44. look for | [lʊk 'fɔ:] | шукати |
| 45. network | [ˈnetwɜ:k] | мережа |
| 46. password | [ˈpɑ:swɜ:d] | пароль |
| 47. personal page | [ˈpɜ:snl 'peɪdʒ] | особиста сторінка |
| 48. personal information | [ˈpɜ:snl ,ɪnfə'meɪʃən] | персональна інформація |
| 49. phone line | [ˈfəʊn 'laɪn] | телефонна лінія |
| 50. post | [pəʊst] | публікувати |
| 51. private | [ˈpraɪvɪt] | приватний |
| 52. privacy settings | [ˈprɪvəsi 'setɪŋz] | налаштування конфіденційності |
| 53. report | [rɪ'pɔ:t] | скаржитися |
| 54. remote communication | [rɪ'məʊt kə,mju:nɪ'keɪʃən] | спілкування на відстані |
| 55. remove from a friends list | | видалити з друзів |
| 56. review | [rɪ'vju:] | огляд |
| 57. satellite | [ˈsætələɪt] | супутник |
| 58. scan for viruses | [ˈskæn fə 'vaɪərəsɪz] | сканувати на наявність вірусів |
| 59. screen | [skri:n] | екран |
| 60. scroll | [skrəʊl] | прокручувати |
| 61. search engine | [ˈsɜ:tʃ 'endʒɪn] | пошукова система |
| 62. set up an account | | створити обліковий запис |
| 63. share | [ʃeə] | ділитись |
| 64. site administrator | [saɪt əd'mɪnɪstreɪtə] | адміністратор сайту |
| 65. social media | [ˈsəʊʃəl 'mi:diə] | соціальні засоби комунікації |
| 66. social networking sites (SNS) | | сайти соціальних мереж |
| 67. software | [ˈsɔftweə] | програмне забезпечення |
| 68. solve | [sɒlv] | вирішувати |
| 69. start up / shut down your computer | | запустити / вимкнути комп'ютер |

English-Ukrainian Topical Vocabulary



| | | |
|-----------------------------|----------------------|--------------------------|
| 70. store | [stɔ:] | зберігати, накопичувати |
| 71. surf the Internet (Net) | [ˈsɜ:f ði: ˈɪntənət] | сидіти в інтернеті |
| 72. take care | [teɪk keə] | піклуватися |
| 73. threaten | [ˈθret(ə)n] | погрожувати, загрожувати |
| 74. training session | | тренінг |
| 75. trust | [trʌst] | довіряти |
| 76. underline | [ˈʌndəlaɪn] | підкреслювати, виділяти |
| 77. up-to-date | [ˈʌptəˈdeɪt] | сучасний; найновітніший |
| 78. use | [ju:z] | використання; користь |
| 79. web browser | [web ˈbraʊzə] | веб-браузер |
| 80. webcam | [ˈwebˈkæm] | веб-камера |
| 81. web conference | | веб-конференція |
| 82. webpage | [ˈwebˌpeɪdʒ] | веб-сторінка |
| 83. wireless | [ˈwaɪələs] | бездротовий |
| 84. without doubt | [wɪˈðaʊt daʊt] | безперечно |
| 85. World Wide Web | [wɜ:l d waɪd web] | всесвітня мережа |

Irregular Verbs

IRREGULAR VERBS

| | <i>infinitive (V1)</i> | <i>past simple (V2)</i> | <i>past participle (V3)</i> | <i>translation</i> |
|----|------------------------|-------------------------|-----------------------------|----------------------------|
| 1 | arise | arose | arisen | виникати, з'являтися |
| 2 | be | was, were | been | бути |
| 3 | become | became | become | ставати |
| 4 | begin | began [br'gæn] | begun [br'gʌn] | починати |
| 5 | bend | bent | bent | гнути |
| 6 | bind | bound | bound | зв'язувати, пов'язувати |
| 7 | bite | bit | bitten | кусатися |
| 8 | blow | blew | blown | дути |
| 9 | break | broke | broken | ламати(ся) |
| 10 | breed | bred | bred | виховувати |
| 11 | bring | brought | brought | приносити |
| 12 | build | built | built | будувати |
| 13 | burn | burnt | burnt | горіти, палити |
| 14 | buy | bought | bought | купувати |
| 15 | cast [kɑ:st] | cast [kɑ:st] | cast [kɑ:st] | кидати |
| 16 | catch | caught | caught | ловити, схопити |
| 17 | choose | chose | chosen | вибирати |
| 18 | come | came | come | приходити |
| 19 | cost | cost | cost | коштувати |
| 20 | cut | cut | cut | різати |
| 21 | dig | dug | dug | рити, копати |
| 22 | do | did | done | робити |
| 23 | draw | drew | drawn | тягнути; малювати |
| 24 | dream | dreamt | dreamt | мріяти; бачити уві сні |
| 25 | drink | drank | drunk | пити |
| 26 | drive | drove | driven | вести, гнати, керувати |
| 27 | eat | ate | eaten | їсти |
| 28 | fall | fell | fallen | падати |
| 29 | feed | fed | fed | годувати |
| 30 | feel | felt | felt | відчувати |
| 31 | fight | fought | fought | боротися, битися |
| 32 | find | found | found | знаходити |
| 33 | fly | flew | flown | літати |
| 34 | forget | forgot | forgotten | забувати |
| 35 | get | got | got | отримувати; ставати |
| 36 | give | gave | given | давати |

Irregular Verbs

| | | | | |
|----|-------------|----------------|----------------|----------------------------------|
| 37 | go | went | gone | йти, ходити |
| 38 | grow | grew | grown | рости, ставати |
| 39 | hang | hung | hung | вішати, висіти |
| 40 | have | had | had | мати |
| 41 | hear | heard | heard | чути |
| 42 | hide | hid | hidden | ховати |
| 43 | hold | held | held | тримати |
| 44 | keep | kept | kept | тримати, зберігати |
| 45 | know | knew | known | знати |
| 46 | lay | laid | laid | класти, покласти |
| 47 | lead | led | led | вести, керувати, очолювати |
| 48 | learn | learnt/learned | learnt/learned | вчити (ся) |
| 49 | leave | left | left | залишати, покидати |
| 50 | lend | lent | lent | давати в борг |
| 51 | let | let | let | дозволяти |
| 52 | lie | lay | lain | лежати, перебувати |
| 53 | light | lit | lit | запалювати |
| 54 | lose | lost | lost | втрачати, програвати |
| 55 | make | made | made | робити |
| 56 | mean | meant | meant | означати, значити |
| 57 | meet | met | met | зустрічати |
| 58 | pay | paid | paid | платити |
| 59 | put | put | put | класти |
| 60 | read [ri:d] | read [red] | read [red] | читати |
| 61 | ride | rode | ridden | їздити верхи |
| 62 | rise | rose | risen | підніматися |
| 63 | run | ran | run | бігти |
| 64 | say | said | said | казати, сказати |
| 65 | see | saw | seen | бачити |
| 66 | seek | sought | sought | шукати |
| 67 | sell | sold | sold | продавати |
| 68 | send | sent | sent | посилати, надсилати поміщати; |
| 69 | set | set | set | встановлювати |
| 70 | shake | shook | shaken | трясти |
| 71 | shine | shone | shone | сяяти, блищати |
| 72 | shoot | shot | shot | стріляти |
| 73 | show | showed | shown | показувати |
| 74 | shut | shut | shut | закривати |
| 75 | sing | sang | sung | співати |

Irregular Verbs

| | | | | |
|-----|--------------|---------------|---------------|---------------------------------|
| 76 | sink | sank | sunk | занурюватися |
| 77 | sit | sat | sat | сидіти |
| 78 | sleep | slept | slept | спати |
| 79 | smell | smelt | smelt | нюхати, пахнути |
| 80 | speak | spoke | spoken | говорити |
| 81 | spend | spent | spent | витрачати |
| 82 | spoil | spoilt | spoilt | псувати |
| 83 | stand | stood | stood | стояти |
| 84 | steal | stole | stolen | красти; викрадати, |
| 85 | strike | struck | struck | ударяти |
| 86 | swear | swore | sworn | клястися |
| 87 | sweep | swept | swept | мести, підмітати |
| 88 | swim | swam | swum | плавати |
| 89 | take | took | taken | брати |
| 90 | teach | taught | taught | навчати |
| 91 | tear | tore | torn | розривати, рвати |
| 92 | tell | told | told | казати, сказати |
| 93 | think | thought | thought | думати |
| 94 | throw | threw | thrown | кидати |
| 95 | understand | understood | understood | розуміти |
| 96 | upset | upset | upset | перекидати, засмучувати |
| 97 | wear | wore | worn | носити |
| 98 | win | won [wʌn] | won [wʌn] | вигравати, перемагати |
| 99 | wind [waɪnd] | wound [waʊnd] | wound [waʊnd] | крутити, заводити (годинник) |
| 100 | write | wrote | written | писати |

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