

Ministry of Education and Science of Ukraine

Ternopil Ivan Pul'uj National Technical University



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E N G L I S H

for Study and Work

A Course book

In-class Activities

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UDK 42
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A course book includes all the activities of students' work at ESP course aimed at development of language behavior necessary for effective communication of students in their study and specialism areas. The tasks and activities given in the course book are typical for students' academic and professional domains and situations. The content is organized in modules that covers generic job-related language skills of engineers. The authentic texts taken from real life contain interesting up-to-date information about students' learning environment, peculiarities of study abroad, customs and traditions of English-speaking countries.

The course book contains illustrations, various samples of visualizing technical information.

The course book is designed for ESP students of non-linguistic universities. It can be used as teaching/learning materials for ESP Courses for Engineers, specialist teachers, and researchers practicing in Engineering.

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АНГЛІЙСЬКА МОВА

ДЛЯ НАВЧАННЯ І РОБОТИ

*Навчальний посібник з англійської мови
за професійним спрямуванням*

Завдання та вправи для аудиторної роботи

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У посібнику представлені всі види діяльності студентів з вивчення англійської мови, спрямовані на розвиток мовної поведінки, необхідної для ефективного спілкування в академічному та професійному середовищах. Навчальний посібник містить завдання і вправи, типові для різноманітних академічних та професійних сфер і ситуацій. Структура організації змісту – модульна і охоплює загальні мовленнєві вміння інженерів. Зразки текстів – автентичні, взяті з реального життя, містять цікаву та актуальну інформацію про особливості навчання за кордоном, традиції та звичаї країн, мова яких вивчається.

Навчальний посібник призначений для студентів технічних університетів інженерного профілю.

Може використовуватися для самостійного вивчення англійської мови викладачами, фахівцями і науковцями різних інженерних галузей.

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CONTENTS

PREFACE	6
INTRODUCTION	8
Unit 1 Getting to Know Each Other.....	9
Unit 2 Learning Experience.....	19
Unit 3 Making Arrangements by Phone	28
Unit 4 Exchanging Information and ideas.....	39
Unit 5 Dealing with Problems.....	47
Indicative Reading	59

PREFACE

by Liliana Dzhydzhora

This course book is the result of the authors' ESP teaching experience in the Ternopil National Technical University (Ternopil, Ukraine).

The course book *English for Study and Work* is the first attempt to cover educational trends and well-tested classroom technologies that can help us as ESP teachers be more efficient in planning lessons, delivering instructions, engaging and managing students, and grading. The authors tried to design the materials that will meet both national and local education standards and provide the teachers with an indispensable tool for teaching/learning English for Specific Purposes of students specialized in Engineering. Meeting the aims of the National ESP Curriculum and the ESP Syllabus for Engineers, the overall aim of this course book is to develop general and professionally-oriented communication language competences in English (linguistic, sociolinguistic and pragmatic) within the university students to allow them to communicate and collaborate effectively in their academic and professional environments.

As ESP teachers, we know who our learners are and why they are learning English. We also keep in mind that we are here to help them succeed. That gives our course a purpose. Starting from that purpose, we have identified the items of the language and linguistic skills that we need to teach. As the result of our students needs analysis and understanding our learners' field, we have designed this course book by identifying the reasons for using ready-made materials, evaluating existing materials and selecting materials taking into account internal and external needs in vocational education. We also used various learning techniques: 'lockstep', pair work, small group work, student presentations and different kinds of tasks: guided, free, comprehension, language practice, whole class, group, individual work, problem solving, role-play, self-study, etc.

It goes without saying that we also used many resources available to us as teachers: course books, teacher's books, the Internet, reference materials, photocopiable worksheets but in addition to these we also tried to use our own learners as a resource which is especially important in ESP.

This course book contains the first module 'Socializing in academic and professional environment' that covers the most important for an engineer skills used in academic and specialism-related situations identified in EQS and EPP.

This module implies integration of all language skills and includes five units aimed at the development of certain job-related skills. Unit 1 Getting to Know Each Other, Unit 2 Learning Experience, Unit 3 Making Arrangements by Phone, Unit 4 Exchanging Information and Discussing News, Unit 5 Dealing with Problems. The units integrate several job-related skills. Thus, all language skills (reading, listening, speaking and writing) are developed within a module with a focus on some specific skill.

All units in this module are worked out aiming at:

- what specialist lexis will the learners need to be able to use?
- in which situations and contexts will they be using English?

While designing the units, we included different types of practice activities in the classroom, which make learning more effective: brainstorming, categorization, extension tasks, form filling, gap fill, jigsaw reading, listening for detail, listening for gist, mind-mapping, mingling, multiple choice questions, problem solving, reading for detail, reading for gist, re-ordering information, surveying, visualization, web-quest.

Materials in each unit help organize the teaching-learning process by providing a path through various activities of working on the language to be learnt and skills to be developed. As the result, students are engaged in a chain of activities involving reading texts, making notes, passing on information obtained orally or in writing, exchanging information, participating in discussions and debates, giving presentations etc.

Besides different kinds of activities, the unit includes different types of assessments:

- continuous assessment
- formal assessment
- formative assessment
- summative assessment
- informal assessment
- peer assessment
- self-assessment.

The structure of each unit is clear and coherent, although rather flexible. Each unit follows a model designed by the authors, which starts with Focus on what is going to be done in the unit and expected learning outcomes, i.e. what students will be able to do by the end of the unit.

INTRODUCTION

The course book '*English for Study and Work*' is designed for the students of the non-linguistic higher educational establishments in Ukraine.

Part I In-class Activities

Introduction (*Focus on* the skills developed through unit and expected **Outcomes**),

Lead-in (preparatory activities such as brainstorming, mind-mapping, i.e. *warming up activities*),

Input (direct: a written or oral text(s) or indirect got from the text or a series of activities done within a group),

Content Focus (focus on skills and communication),

Language Focus (focus on vocabulary, functions, language forms etc.),

Task (or problem) which starts with the *pre-task activities* before the

Input and finishes with the *post-task activities* or free - transfer, and

Follow-up which is in most cases are a series of post-task activities proposed for self-study. As the proposed model is cyclic **Follow-up** and

Lead-in are seen as bridges between the units. That is why **Follow-up** can be used as a **Lead-in** for the coming Unit when necessary.

The work on the unit starts with the *warming-up activities* or **Lead-in** which can be named in different ways and propose students to brainstorm the topic of the lesson which can be a notion, a function or a job-related skill, and/or draw a mind-map. The aim of this stage is to reveal what students already know on the topic of the unit, find out their gaps and lacks and arrange a lesson based on students' needs. Besides, it will give a possibility to students to exhibit their knowledge, life experience and ideas got from the previous learning experience and engage their interest.

Before the **Input**, there are usually *pre-task activities* the main aim of which are to tune students to the text to be used as an input and to benchmark where students were at the beginning of the lesson as well as to engage students in fulfilling the task or solving a problem. It can be often prediction, guessing tasks etc.

The *task* itself is aimed at developing students' specific skills or strategies so that they can transfer the skills to other learning situations. The skills developed in the tasks are usually integrated and printed in bold before the **Input**.

Language or communication *practice* (**Content Focus** or **Language Focus**) are seen as a series of tasks and/or activities aimed at developing specific language and skills necessary for authentic communication usually controlled by teacher. In most cases, these activities or tasks integrate the four skills of speaking, listening, reading and writing. Sorting, classifying, filling-in gaps is also widely used as *controlled practice*. At this stage, pair-work and group work are in common use.

Follow-up is an *output task* or a series of output tasks, which will bring all together and can be often a written task, which is rather time-consuming or a **Simulation** depending on the job-related skill developed in the unit.

As grammar is not in the focus of the majority of tasks, all the grammatical structures met in units are marked with **Grammar reference** and should be studied by the students individually.

Unit 1 Getting to Know Each Other

HELLO! MY NAME'S...

What's your name?
My name's Peter.
Nice to meet you.

your name?
My name's _____
_____ meet you.

EMILY

LUCY

EMILY

JIMMY

DRAW YOUR PICTURE!

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Focus on

- listening for detail and for discussion
- communicating with groupmates
- reading for detail and for learning new information
- making notes
- filling in the forms with personal information
- introducing yourself and others

By the end of the unit you will be:

- able to describe themselves and others, stating names, giving addresses and telephone numbers, date and place of birth, stating age, sex, marital status, religion, if any, and nationality;
- able to fill in the forms with personal data;
- aware of different character traits, able to describe the composition of their family; they can say what they and others do or intend to do for a living – expressing their views and preferences on this and accounting for them if appropriate; they can state their likes and dislikes and account for them; they can describe and discuss the appearance, character and personality of other people.

Introduction tips

Vocabulary bank:

Name

First name/Christian name/forename/given name
surname/family name
initials

titles e.g. Mr . . . , Mrs . . . ,
Miss . . . , Ms. . . , Lord . . . ,
Lady . . . , Sir . . . , Dame . . . ,
Reverend . . . , Captain . . . ,
Major . . . , Colonel . . . , Dr . . . ,
Professor . . . , . . . B.A.,
. . . M.A., . . . B.Sc., . . . Ph.D.

to write/to spell (as in: How do you write/spell your name?)

to call (as in: We call him Bill.)

to be/to be called (as in: He is (called) Bill.)

nickname

occupation

job/occupation/profession

to do (as in: What do you do (for a living)?)

to be (as in: He is a technician.)

Family

family (as in: Have you got a family?)

parents/father and mother

child/baby (as in: I'm the only child in my family)

husband/wife

orphan

to adopt, adoption

names of relatives e.g. aunt,

brother, sister, cousin, uncle,

son, daughter, nephew, niece,

ex - e.g. ex wife

step - e.g. stepmother

. . . in-law e.g. father-in-law

(great) grand . . . e.g. (great) grand

father, grandson etc.

origin

to be from . . . /to come from . . .

nationality

names of nationalities

citizen (as in: He's a British citizen.)

citizenship

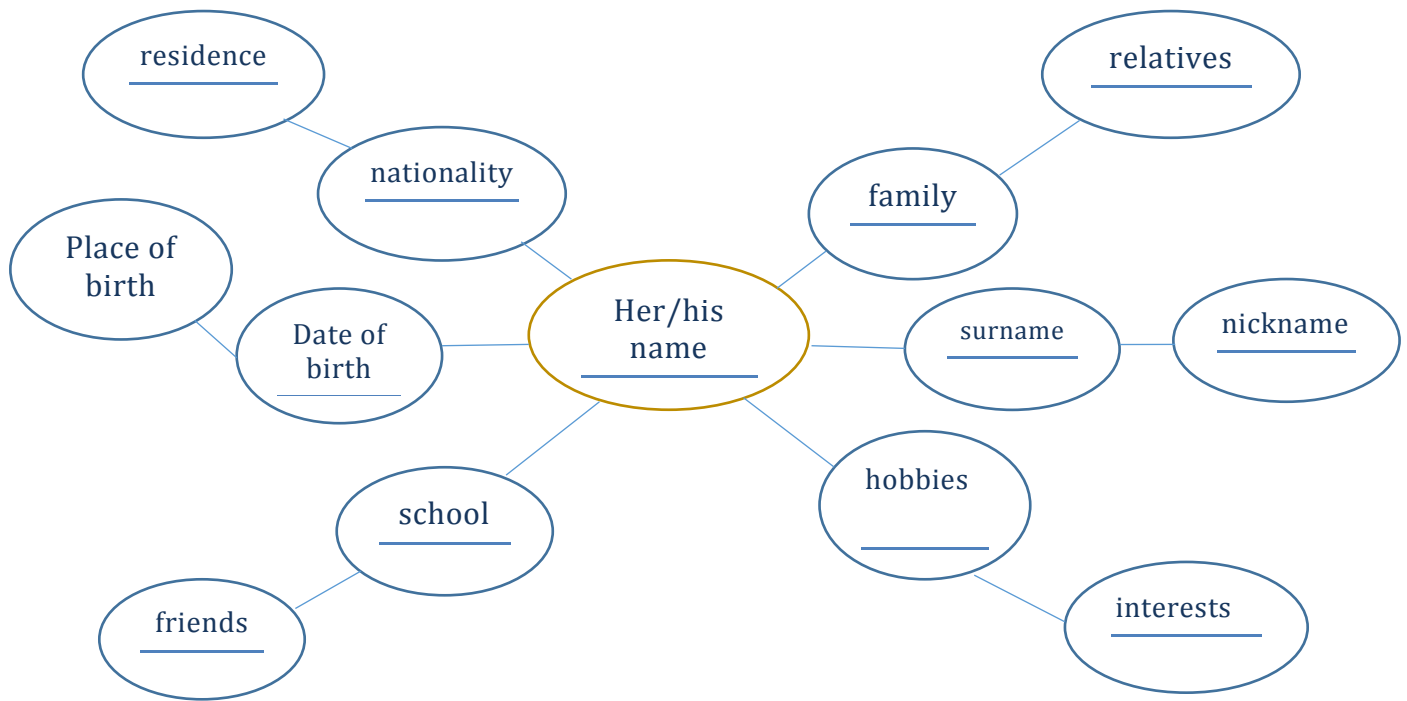
native/foreign/foreigner

(non)-resident

ICE-BREAKER

1. Listen to your groupmate introducing herself/himself and describing her/his life experience. By the end of her/his monologue be ready to answer the following questions. If necessary, ask questions for clarification. Use bubble chart to build as many sentences as possible.

- What's her/his name?
- What's her/his family name?
- How old is he/she?
- Where and when was he/she born?
- Does he/she have any hobbies?
- What is her/his studying experience?
- Does he/she have a family?
- How many members are there in her/his family?
- What do they do?
- Does he/she have many friends?



SPEAKING AND LISTENING

2. Different people speak about themselves. Look at the photos and match them with the introductions.



A



B



C



D

1. Allie: Hello. My name is Allie, I am from New Jersey, United States. I am an accountant. I work in a telephone company. I am 25 years old.

2. Cindy: Hi. I am Cindy. I'm 30. I am into designing. I create ad designs for an advertising company in New York.

3. John: Hi there. I am John Smith. I am 40. I work as a plumber. Do you have any taps to fix?

4. Nicol: Hello. I am Nicol. I work as a receptionist in a construction company. I like my job very much. I live in New Jersey and I am 26 years old. My hobby is reading. I love to read novels.

3. Fill in the table given below with the necessary information from Ex. 1 and 4.

Personal Data	You	Your Partner	Yuri Borysyuk
Name			
Second Name			
Last Name/Family			
Name/Surname			
Age			
Nationality			
Job			
Date of Birth (date/month/year)			
Place of Birth			
Residence			
Address			
Contact telephone numbers:			
Office			
Home			
Mobile			
E-mail			
Experience of learning English			
Hobbies, if any			

4. Fill in the last column of the table above using the information given below

Let me introduce myself. My name is Yuri Borysyuk. I am nineteen. I would like to be a professional manager. I am studying management at Ternopil Ivan Pul'uj National Technical University. Now I am in my second year and hope to become a manager in a building company. I always try to prepare to practical classes and seminars well. I spend a lot of time in the library reading specialized literature and preparing materials for my coursework. I am good at English and attend advanced classes in this subject. My teachers say that I am a promising student.

I don't live with my family at the moment; I live in the students' hostel. My relatives live not far from Ternopil, in the town of Zbarazh. They have a flat of their own in a block of flats. My mother Svitlana is a math teacher in a secondary school. She is forty-two. My father died three years ago, so my mother is a widow. The family is a bit short of money at present, so my mother has to teach extra classes at the local technical college to make ends meet.

I have a small sister Nadia, who is only ten. We are very much alike. We look like our father. We have wavy hair and blue eyes and we both are slim. We like music, especially Ukrainian folk songs. When I come home to see my family, we all like to sing together.

There are a lot of books by both Ukrainian and foreign writers in their home. My father, who was a Ukrainian language teacher, used to collect them for my sister and me. We both do a lot of reading. We like to discuss what we have read.

My family and I are very close. I am looking forward to getting a well-paid job, so I can help my sister to get a good education. One of my dreams is to travel around the world.

Useful phrases:

to introduce oneself
to be in ... year
to be good/bad at smth.
to get a good education
to get a well-paid job
to look like smb./ to look young
to make ends meet
to be (a bit) short of money

Communication tips

5. Pair-work. Talk with a partner using the phrases from the list given below. Put the phrases in the correct order before you start a dialogue. You may follow the sample given above.

Sample

A: How is everything going with you?

B: Great. You?

A: Pretty good.

B: Good for you.

A: When did you start going to college?

B: This is my second year. How about you?

A: I only got here this year.

B: You like it so far?

A: It's OK.

B: I can tell you don't really like it.

A: It'll get better after I finish my General Education.

B: I understand what you mean.

2.

A:

- How are things with you?
- Once I'm finished with my GE, it should get better.
- It's fine for right now.
- I just started this year.
- Not bad.
- Have you been going to college long?

B:

- Not too bad. How about yourself?
- I felt the same way my first year.
- You do not like it, right?
- Do you like it?
- I'm glad to hear that.
- I've only been here two years. How about you?

Dialogue 2

A:

- Hello, how are you doing?
- This is my first year.
- It's all right.
- I'm doing great.
- I'll like it better once I finish my GE.
- So how long have you been going to college?

B:

- Pretty good, and you?
- How do you like it so far?
- That's great to hear.
- You don't like it?
- That's exactly how I used to feel.
- I've been going here for a couple years now. You?

6. Presentation “Getting to know me”. Be ready to introduce yourself to your group starting with the following phrases.

My name's ...

I'm from ... / live in ...

I was born in ...

I'm ... years old.

I went to ... school.

I like ... because ...

I don't like ... because ...

In my free time / After school I ...

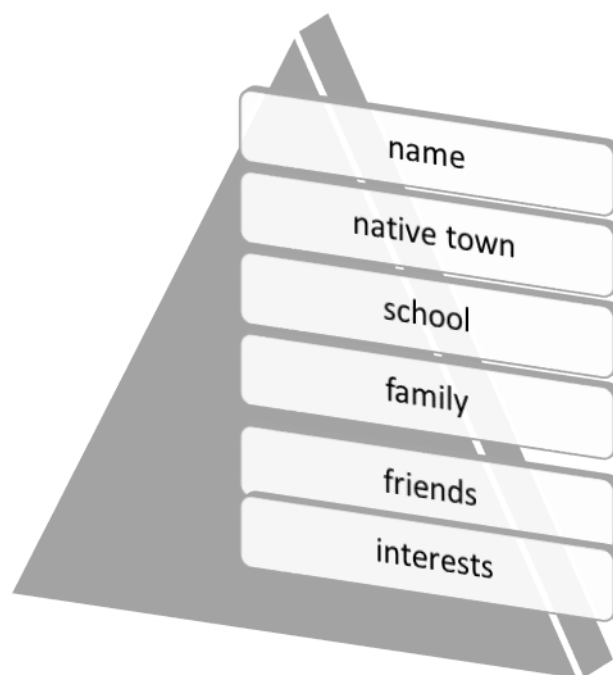
he/she is my best friend because ...

My favourite (school subject, actor, pop group, sport) is ... because ...

I have ... brothers and sisters.

In the future, I'd like to ... because ...

7. While listening to your groupmates presentations try to remember as much information about your future colleagues as possible. The key words given below should be used as general tips.



READING FOR DISCUSSION

8. Read the information about Nadia and her family. Pay attention to their traits of character and lifestyle. Then discuss in group what features are the most important for you and your groupmates.

It's difficult to speak about myself, still in certain situations we have to introduce ourselves, regarding our biography, members of the family, friends and so on. So, I will try to introduce myself. My name is Nadiya, but my friends call me Nadia. I am 17 years old. Speaking about my character, I can say that I'm *friendly, kind, generous* and *honest*. I have my own likes and dislikes. I am *modest* and sometimes *shy*, but I can lose my temper and begin to scream at somebody. But in spite of all this I can keep secrets, I will never let my friends down. I usually say what I think, that is why people around me often take offence, so lately I began to hide my emotions. But it is very difficult to cope with feelings when I understand that I deal with person who has such features of character as *egoism* and *dishonesty*.

My family isn't large. My father is 45 years old, but he looks much younger, because he is fond of going in for sports. He is a coach, but as he is a well-educated person, he has some experience in many fields. That is why it is always interesting to communicate with him, he usually tells a lot of exciting stories. And my mother is 42. I admire her character. She is an *optimist*, in almost everything she sees its good side, she is full of energy and enthusiasm. I really adore her sense of humor. I enjoy spending time with my family very much. We often go for walks. I enjoy strolling along our town streets because my parents usually tell me a lot of interesting details about their history, some things I've never heard about. That is also the reason I'm fond of travelling with my parents. My mother spends a lot of time in the kitchen – she is fond of cooking. We always find out new recipes, try them, invent new unusual names. When I was a child my father introduced me to photography. Since that time taking pictures and making videofilms has become my hobby. We have numerous pictures. We also are keen on music and everyone who comes to our place praised our numerous collection. It is quite impossible to name all the things that we can do together, so I think I can stop here. I must admit, my parents are remarkable people: *kind-hearted, honest*, they have moral values and don't break promises. Although they aren't young they understand me completely. They always give me good advice and, frankly speaking, I don't know what I will do without them. I am very lucky that I have got such wonderful parents and of course I love them very much.

Character, disposition, temperament

9. Using the following constructions discuss Nadia and her parents traits of character with your groupmates.

Seeking identification

What sort of . . .? (as in: What sort of man/woman/child, etc. is he/she?)

Which?

Which traits of her/his character do you like/dislike ?

Who? What?

Who is that lady?

What is her husband?

(of a person's occupation,
nationality, etc.)

10. Divide all traits into two categories: positive and negative. Find synonyms among them.

character

traits of character,

disposition, temperament

active, aggressive, arrogant, bad, bad-tempered, bore (as in: He is a terrible bore.), boring, clever, cynic, cynical, depressive, dull, emotional, energetic, enterprising, enthusiastic, evil, fool, foolish, friendly, good, generous, impulsive, intelligent, kind, lazy, naughty, nice, obedient, optimist, optimistic, pessimist, pessimistic, pleasant, quiet, restless, sarcastic, selfish, shy, silly, spoilt, stubborn, stupid, superficial, timid, unintelligent, unkind, unpleasant, unselfish.

positive	negative
active,	aggressive,

READING FOR PLEASURE

11. Read the text about the British. Then compare their character traits with national ones. Agree or disagree using constructions after the article.

The British are very reserved and private people. Privacy is extremely important to them. A British man will not necessarily give you a tour of his home and, in fact, he may keep his doors closed. Friendships take longer to build; however, once established they tend to be deep and may last over a long period of longtime.

As a nation, the Brits tend not to use superlatives and may not appear terribly animated when they speak. This does not mean that they do not have strong emotions; it merely means that they often do not choose to put them on public display. They are generally not very openly demonstrative, and, unless you know someone well, may not appreciate it if you put your arm around his shoulder.

Be aware that Britain is a multicultural place and people in the UK are open-minded, well-educated and very tolerant. As a foreigner you are covered by the Race Relations Act of 1976. This Act makes it illegal to discriminate against any person because of race, nationality, colour, or origin.

They're the kind (sort) of people who ...

They're (not very) good at ...

They tend to be ...

Grammar Reference

Personal Pronouns.

Present, Past and Future Simple of the verbs *to be*, *to have*, *to do*.

12. Read the personal information about Volodymyr Pavlenko and cross out the wrong form.

My name is/are Volodymyr Ivanovych Pavlenko and I am/are Ukrainian. I am /are not from Ternopil as my parents am/are from Lviv. I am / was born in Brody in Lviv region. My parents called me Volodya for short because it is / was my grandfather's/ grandmother's name. I am / have 18 years old. My birthday is / are on the eleventh of February. I love having a birthday in winter because we aren't / won't be always on holiday at that time. I am /are a first-year student and I study at the national technical university in Ternopil. I am / have been there for about 1 month. I really like studying but I am not / haven't made friends yet. So I am/is still missing home.

Grammar Reference: Question Formation.

13. Write the questions by putting appropriate word or words instead of slash. The contract form of the appropriate verb is possible.

Example: What/name? – What's your name? or What is your name?

Here: 's is a contract form of is.

1. What/nationality?
2. Where in Ukraine/from?
3. Where/your parents born?
4. Where/you born?
5. How old/?
6. What/do?
7. What specialism/study in?
8. Where/live?
9. How long/in Ternopil?
10. /like your university?
11. /take extra classes?
12. /friends?

Simulation

Situation 1. Imagine it is your first day in TNTU. You are the only one from another city there. Be ready to:

- introduce yourself to everyone
- introduce your city in brief
- learn something about each person you meet and where they come from.

Prepare yourself by:

- giving yourself an identity – name, background, hobbies
- preparing a small talk about your country, trip, weather, etc.

Situation 2. Imagine you have just arrived to a foreign university and been put in one of its residence halls. Be ready to:

- introduce yourself to your neighbours
- learn something about your neighbours.

Prepare yourself by:

- giving yourself an identity – name, background, hobbies
- preparing a small talk about your country, trip, weather, etc.

SELF-AWARENESS

Real-life situation. Within 10 minutes try to make as many friends within your group as possible.

Prepare yourself by:

- giving yourself an identity – name, background, the city you have come from, your hobbies, likes and dislikes.

Follow-up

Write a letter to your friend about your groupmates using the information you have got. If necessary ask them questions to get more details. Your letter should be not less than 100 words.

Write a short e-mail message introducing you to a pen pal. Try to be as brief as possible. Before writing study the example.

The screenshot shows an email composition window for 'katie97@dsmail.com'. The 'To:' field is 'englishfriends.com.uk'. The 'Subject:' field is 'Hi!'. The email body contains the following text: 'Hi! How are you? My name's Katie and I'm 12 years old. I'm from Valletta in Malta. I speak Maltese (the language in Malta) and English. I like swimming, playing football and listening to music. I've got a pet dog, Max. Do you want to be my friend? Please write soon. Best wishes Katie'. The text is formatted with color-coded highlights: 'Hi!' in green, 'My' in blue, 'swimming, playing football' in yellow, 'Max.' in purple, and 'friend?' in orange. The window has a 'Send' button, a 'Save' button, and a 'Cancel' button.

Top Tips for writing

1. Use an exclamation mark (!) at the end of an exclamation or after surprising information.
2. Use a capital letter to start a sentence.
3. Use a comma (,) in a list.
4. Use a full stop (.) to end a sentence.
5. Use a question mark (?) at the end of a question.

Unit 2 Learning experience

Focus on

- reading letters
- • expressing thoughts, personal opinions and exchanging information in written
- • identifying writer's purpose and appreciating the impact of writing (e.g. letters and e-mails etc.)
- • comprehending different registers: how people talk and write to friends, colleagues, teachers etc.
- • writing texts for a variety of purposes related to personal and academic/professional areas
- • writing letters, e-mails etc.
- • writing clear, detailed descriptions of the events and experiences in the academic and/or vocational life, marking the relationship between ideas and following established conventions of the genre concerned

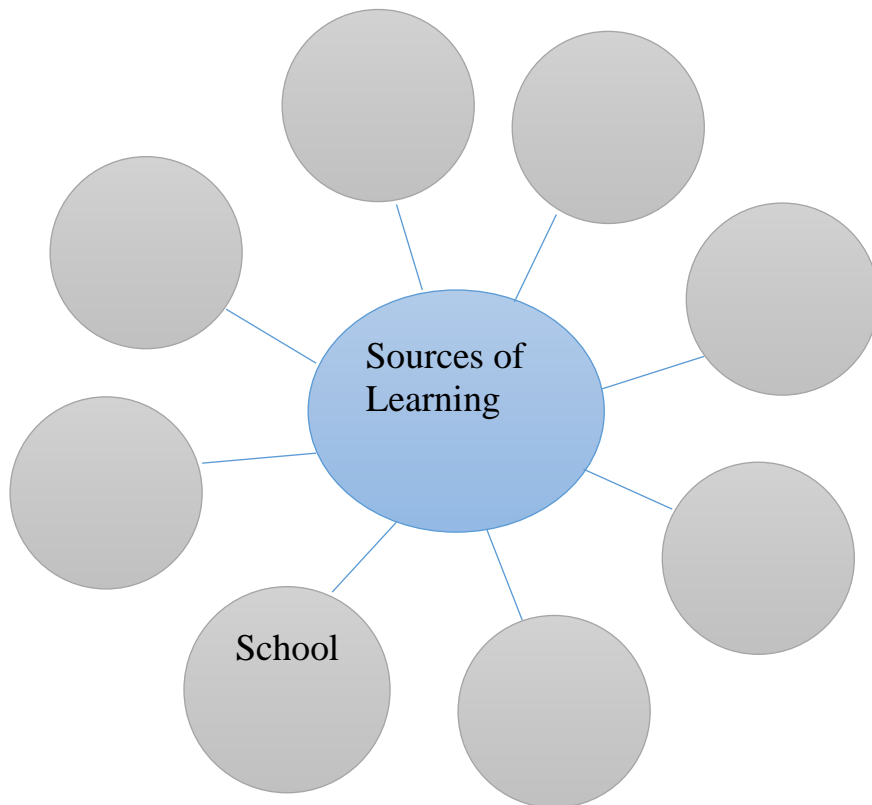
By the end of the unit you will:

- • be able to write e-mails and letters describing your daily life and learning experience
- • be able to exchange your personal opinions and information on daily life in oral and in writing
- • develop your range of the vocabulary necessary to describe your every day life and your own learning experience
- • be aware of the traditions and culture of foreign universities

START-UP



1. **Group work.** *Being in groups of four or five, make a mind map on the sources where you can get learning. Fill in the diagram below with your ideas. Compare your results with other groups. What is common and different in your mind maps? Discuss.*



SPEAKING

2. You are given the list of words and phrases, which can help you to describe your learning experience. Make a story about any learning experience you had using as many new words as possible.

Glossary to be used:

To acquire information, to develop skill, to provide, knowledge, different subjects, education, to spend time, critical thinking, Internet, opportunities, in my opinion, teamwork, besides, successful, grades, boring, considerable, it is obviously, so, that's why, relationship, to increase, activities, to take part in competition, educational programs, outside, social environment, to learn, to make notes, timetable, as a result, program, study, usually, completely, to prefer, to miss classes, to share, to do well, as a rule, to take pleasure in, to pass exams, to get ready, while, to be proud of, level, otherwise, details, homework, self-studying, goal, personal qualities, basic, available, curriculum, practical skills, theory.

3. Match the words with the definitions. Make a few sentences with some of them.

- | | |
|-----------------|--|
| 1. a curriculum | a) to learn or develop knowledge, skills by your own efforts |
| 2. a knowledge | b) the subjects that are taught by a school or the things that are studied in a particular subject |
| 3. a skill | c) the facts, skills and understanding that you have gained through learning or experience |

- | | |
|---------------|--|
| 4. successful | d) being the one that you are talking about, and not any other |
| 5. particular | e) admiration for someone, especially because of their personal qualities, knowledge or skills |
| 6. to acquire | f) an ability to do something well, especially because you have learned and practiced it |
| 7. a respect | g) having very good effect or result |

4. Put the parts of the “Application for the Course” in the correct order. Argument your choice. Discuss it.

A	I am writing to apply for the Classical Archaeology Course offered by your university for the next academic year starting in September.
---	---

B	I enclose my Resume with farther details of my qualification and work experience. I hope that you will consider me for admission to the course. I look forward to hearing from you soon.
---	--

C	Yours faithfully,
---	-------------------

E	6 Henry Street Whitby May, 2015
---	---------------------------------------

D	Catharine M.Shelley
---	------------------------

F	Dear Sir/Madam,
---	-----------------

G	Faculty of Humanities Archaeology Department University of Durham
---	---

H	<p>I am 28 years old and I’ve got a Bachelor’s degree in Art History from the University of Cambridge. I continued my studies and last year I was awarded a Master’s degree. I have always been interested in classical art, literature and languages. As a student of Whitby Secondary School I passed three A level exams: History, Latin, and Classical Literature.</p> <p>Since the completion of my studies at Cambridge University I have been working as a curator at Whitby Town Museum. I have enjoyed my job enormously. However, I feel I need to continue my professional development and expand my knowledge of classical cultures. I believe that taking a place on the Classical Archeology Course would enable me to gain very valuable new insights into the classical period. Furthermore, it would give me the opportunity to do field work, which has been my wish for many years.</p>
---	--

1	2	3	4	5	6	7	8
E							

READING

5. Read the text about “Higher Education in the United Kingdom”. See if you can locate any main and supporting ideas. Make a note of this.

There are many academic institutions in the U.K. that make up the system of higher education. The universities have traditionally been regarded as centers of academic learning, in contrast to polytechnics, which have focused on vocational (work-related) education. However, this distinction has gradually disappeared. Nowadays both types of institutions run similar courses to equally high academic standards.

You can also study at degree level at colleges of higher education. These institutions are generally smaller than universities, and tend to concentrate on more specialized fields of study, such as education, art and design, music and drama. Each U.K. university and college has its own identity and traditions. There may be campus and non-campus universities. In a campus university the accommodation, libraries, lecture theaters and seminar rooms are concentrated in one area of the town or city. At a non-campus university or college, the departments and facilities are spread out across a wider area.

Entry to the institutions of higher education is by selection, usually based on examination grades, and is competitive in most subjects. The most common requirements for entry into establishments of higher education are General Certificate of Secondary Education (GCSE) and A-level. The general pattern of teaching and learning on full-time courses of higher education is a mixture of lectures, seminars and tutorials, essays, exercises and tests. A lecture is given to a large group of students. It is talk on a certain topic of study which lasts about an hour. The titles of lectures are usually available at the beginning of each term, so that students have a chance to find out about the subject before the lecture. Seminars usually consist of a group discussion of ideas and opinions about a particular field of study. Once or twice a term, students will have a tutorial. This means that they see a tutor alone to discuss their work and their progress.

Each university and department has its own method of assessment. Most universities and colleges still use some form of written examinations. These can last up to three hours. Students have to answer three or four questions in an essay form. In general, progress is measured through a combination of course work, dissertation and final examinations.

When they first arrived at college, first year university students are called ‘freshers’. Traditionally, the academic year is split into three terms – autumn (late September/early October to mid December), spring (January to late March/early April) and summer (April to mid July). The year begins with Freshers’ Week – a week of music, entertainment and activities designed to introduce new students to student life.

The first degree titles are Bachelor of Arts (BA), Bachelor of Science (BS). First degree courses are called undergraduate courses. Many students wish to enhance their first degree with further study in a particular vocational or professional area. In Britain there are thousands of postgraduate courses. A great number of courses are taught at Master degree level. The title of the degree may changed depending on the subject studied. The most common are MA (Master of Art), MS (Master of Science), MBA (Master of Business Administration) and others. These courses normally lasts for a full calendar year and include coursework (lectures, seminars, tutorials). If you wish to study for a doctorate, the master's degree will be an entry requirement in most universities and colleges. Doctoral degrees are awarded for original research, followed by a presentation and defense of a thesis. People can take PhD (Doctor of Philosophy) degree in both arts and science subjects. A doctorate can take four years or more to complete.

So, the variety of educational opportunities in the U.K. is enormous.



6. Pair-work. *Look through the text again and exchange your opinion and ideas on:*

- Was this text interesting to you? Why? Why not?
- What was new for you in this text?
- Can you compare higher education in Ukraine with higher education in the U.K.?
- What is similar and different in higher education of both countries?
- Can you present shortly this text to your groupmates?

7. Read the following comments made by students and decide whether each is for or against taking exams.

<i>A</i>	<i>“Exams make everyone try to get the best marks they can”</i>
----------	---

<i>B</i>	<i>“I wasn’t feeling well on the day of the exam, so I didn’t do well”</i>
----------	--

<i>C</i>	<i>“The boy sitting next to me hadn’t studied at all, but he copied my answers and passed the exam”</i>
----------	---

<i>D</i>	<i>“I don’t think I’d bother studying if we didn’t have exams”</i>
----------	--

<i>E</i>	<i>“I write very slowly, so I hardly ever have enough time to finish an exam”</i>
----------	---

F	<i>"I use my exam grades to find out whether or not I am improving in a subject"</i>
---	--

G	<i>"I think exams are the quickest way of testing students"</i>
---	---

H	<i>"I studied for weeks before my last exam, but on the day itself I was so nervous that I couldn't remember a thing"</i>
---	---

8. Working in pairs, prepare a discussion between a person who is in favor of exams and a person who is against them.

9. Read the letter below. Decide in what style it was written. Can you identify the purpose for writing?

3 Dear Jen,

You won't believe this! I've just heard I got the job I applied for at Maynard's school. Isn't that fantastic!

They're going to fill me in on everything on Monday 6th and I'll meet the staff at break. They really liked my application and I did well in the interviews. They think I'm going to really help the school.

As well as my timetabled teaching, I'm going to be working with the Head of Department on the admin connected with the different courses. This should take up about a third of my time.

They say lovely things about me! I'll be joining a group of teachers who've been together for years so I'll definitely be the new girl on the block!

I'm so excited! My feet haven't touched the ground since I got the letter. Wish me luck.

Love,
Mandy

WRITING

10. Write the letter to your pen friend who is living in another country. Retell him about your experience of learning English at your university during first semester.

READING AND SPEAKING

11. Group-work. You are going to read a text “Four reasons why learning English is so important”. Before reading, try to predict what it will be about by answering the questions from Prediction Chart.

Prediction Chart

What is this text about?

What are the objectives of learning English?

What useful information can you find in this text?

How will the whole text be arranged?

What information would you like to find in this text?

Share your predictions within your group, explaining what helped you to make the predictions.

12. Read the text. Find ten mistakes in it. Make the necessary corrections.

1.



4 reasons why learning English is so important

1. English may not be the most spoken language in the world, but it are the official language in a large number in countries. It is estimated that the number at people in the world that use to communicate in English on a regular basis is 2 billion!

2. English is the dominant business language and it have become almost a necessity for people to speak English if they are to enter a global workforce. Research from all over the world show that cross-border business communication is most often conducted on English. Their importance in the global market place therefore cannot be understated, learning English really can change your life.

3. Many of the world's top films, books and music are published and produced in English. Therefore by learning English you will have access to a great wealth of entertainment and will be able have a greater cultural understanding.

4. Most to the content produced on the internet (50%) is in English. So knowing English will allow you access to an incredible amount of information, which may not be otherwise available!

Although learning English can be challenging and time consuming, we can see that it is also very valuable to learn and can to create many opportunities!

13. Give the answers to the following questions, using the text given above when necessary.

- a) Do you agree or disagree with the information given above? Why?
- b) What are the objectives of learning English? Are any of them appropriate to your needs and wants?
- c) What is the importance of English in the global market?
- d) Is it necessary to know English to access any information? Why?

14. Compare your predictions with the answers you have got after reading the text.

READING AND WRITING

15. Read a description of Student's English learning experience written by a Chinese student.

Here is my English Learning Experience

I started learning English since first grade. That year I was six. In class, I learned basic phrases for greetings, describing objects, ect. I don't remember the first year of learning English. The only one thing I still remember is reading vocabulary lists. One of the new words I learned that year was "earth". "The earth orbits the sun," my friend said in Chinese. Everytime when we came across the word "earth", he repeated that sentence. I secretly admired him, because he knew that the earth orbits the sun.

When I was in the second grade, my family moved to another city and I transferred to a private school. My English classes continued there and luckily we used the same series of textbooks. At elementary school, I learned English by performing at school celebrations.

I felt my English skills were hardly improved during this time, because we still learned vocabulary lists. Plus I was lazy and did not realize the importance of English for my life. Despite this I was still indifferent to all my English classes.

Then my family moved again. We came to America. I entered the high school and started using English in my everyday life. I attended the high school for a couple of years, and now I'm in college. I learned how to write essays and started to read books in English. I can see my progress. However, I still have a lot to improve. When I write, my sentences aren't perfect and I still use basic vocabulary. While speaking I have to think a while, maybe this is because I communicate with my Chinese friends too much.

FOLLOW-UP

16. As the author of the story is not perfect in English, try to improve the text.

17. Write an essay describing your experience of learning English language.

READING AND DISCUSSION


18. Read the text. Explain the meaning of the underlined words.

Learning English Language



Foreign language learning in many developing countries plays an important role in education, as well as in the development of the country. There exist lots of methods of learning English language. When translating the texts, learning grammar and vocabulary, audio-lingual method were no longer considered as satisfactory there appeared more effective innovative methods. The methods that are widely used at the universities for learning English are the following: projects, discussions, interviews, etc. Learning English at the universities aims to help learners to be able to communicate more effectively by using appropriate language, gestures and expressions in certain situations.

During the classes students learn not only grammar, phonology and vocabulary but also everything that can be needed in communicative situations. Margie Berns, an expert in the field of communicative language teaching, notices, “In a classroom learners are conscious of the functions of what they are learning and they are also aware of the aims of exercises and activities”.

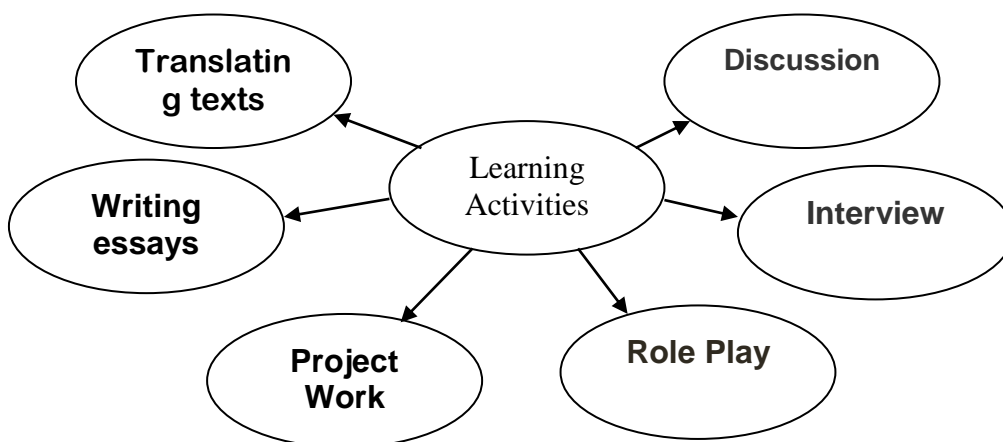
19. Pair-work.  Look through the text again and answer the following questions:

- Is this article of any interest to you? Why?
- What was new for you in this article?
- Discuss the main points of the article with your friends and groupmates.

20. Group-work. Being in groups, make a graph of importance of every activity given below for learning English language.

Compare the results of your work with another group.

Find out what is common and different in your graphs. Give your arguments.





Unit 3 Making Arrangements by Phone

Focus on

- listening to recordings of telephone calls;
- taking and making messages;
- identifying speaker viewpoints and attitudes as well as the information content;
- taking a series of follow-up questions;
- making telephone calls for a specific purpose related to academic or professional area.

By the end of the unit you will be:

- able to make a telephone call in English;
- able to take a message while telephoning;
- aware of the peculiarities of taking a formal telephone call in English;
- aware of structure of a typical telephone call.

START-UP

1. Group-work. Being in groups of three or four discuss the following questions:

- Have you ever made a phone call in English?
- How often do you speak on the phone in English?
- Are there any difficulties for you when speaking on the phone in English? If yes, what is difficult and why?
- Do you feel comfortable when speaking on the phone in English?
- Do you remember your last phone call in English?
- Who was it to?
- What was it about?

TELEPHONE LANGUAGE

Here are some typical phrases that you can use in an English telephone conversation.



Answering the phone

- Hello? (informal)
- Thank you for calling Boyz Autobody. Jody speaking. How can I help you?
- Doctor's office.



Introducing yourself

- Hey George. It's Olga calling. (informal)
- Hello, this is Andriy Tarasenko calling.
- Hi, it's Taras from the dentist's office here.
- This is she.*
- Speaking.*

*The person answering says this if the caller does not recognize their voice.



Asking to speak with someone

- Is Fred in? (informal)
- Is Jackson there, please? (informal)
- Can I talk to your sister? (informal)
- May I speak with Mr. Green, please?
- Would the doctor be in/available?

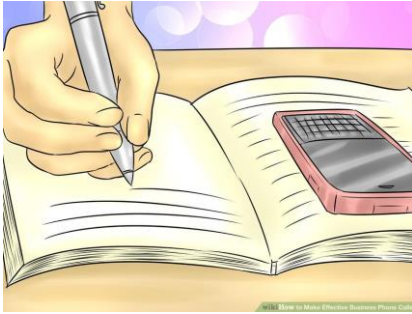
Connecting someone

- Just a sec. I'll get him. (informal)
- Hang on one second. (informal)
- Please hold and I'll put you through to his office.
- One moment please.
- All of our operators are busy at this time. Please hold for the next available person.



Making special requests

- Could you please repeat that?
- Would you mind spelling that for me?
- Could you speak up a little please?
- Can you speak a little slower please? My English isn't very strong.
- Can you call me back? I think we have a bad connection.
- Can you please hold for a minute? I have another call.



Taking a message for someone

- Sammy's not in. Who's this? (informal)
- I'm sorry, Lisa's not here at the moment. Can I ask who's calling?
- I'm afraid he's stepped out. Would you like to leave a message?
- He's on lunch right now. Who's calling please?
- He's busy right now. Can you call again later?
- I'll let him know you called.
- I'll make sure she gets the message.



Leaving a message with someone

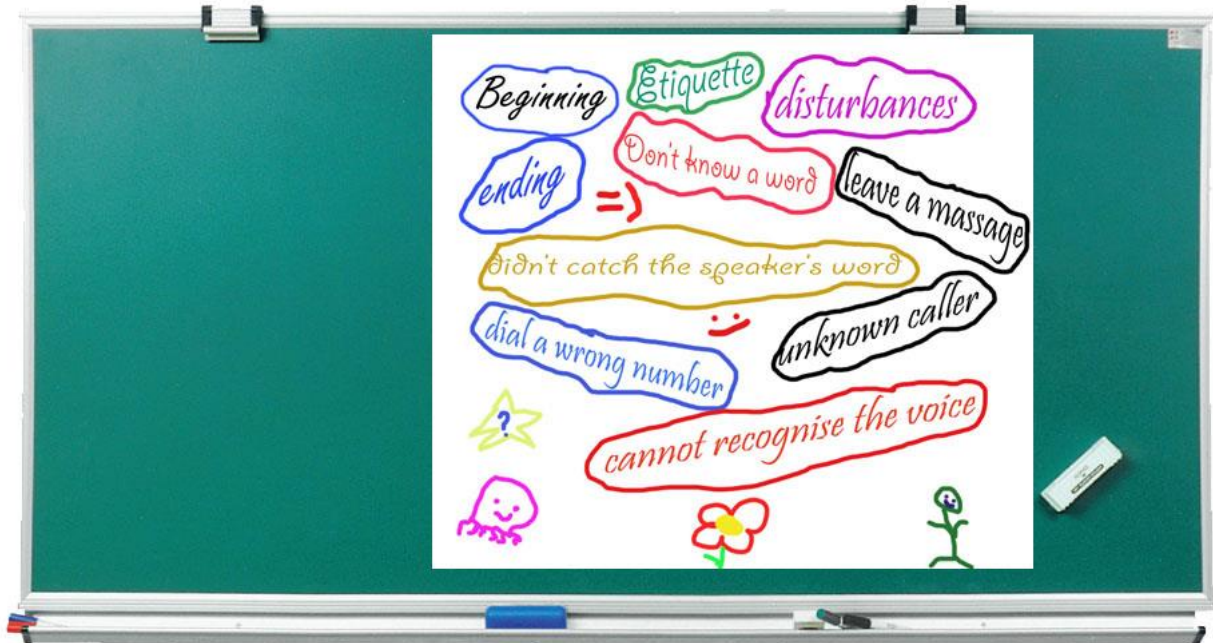
- Yes, can you tell him his wife called, please?
- No, that's okay, I'll call back later.
- Yes, it's Olga from 'Konica' here. When do you expect her back in the office?
- Thanks. Could you ask him to call Brian when he gets in?
- Do you have a pen handy? I don't think he has my number.
- Thanks. My number is 222-3456, extension 12.

Confirming information

- Okay, I've got it all down.
- Let me repeat that just to make sure.
- Did you say 555 Charles St.?
- You said your name was John, right?

- I'll make sure he gets the message.

2. *Make the mind-map of the main problems appear when speaking on the phone in English.*

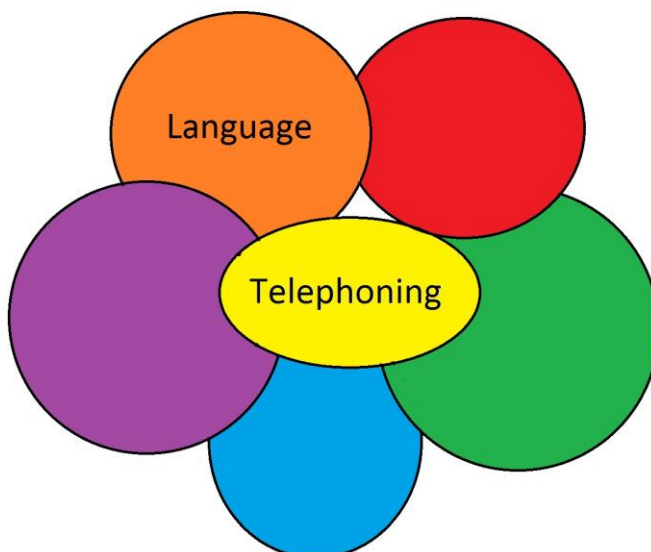


Make any changes in your mind-map if necessary.

Dramatize two-sentence dialogues using your mind-map and the TELEPHONE LANGUAGE examples.

BRAINSTORMING

3. *Express your ideas how to make an effective telephone call. Fill in the diagram below with your ideas. One of the components has been put for you. Compare your diagram with a partner.*



READING



4. Below are the tips on HOW TO USE THE TELEPHONE MORE EFFECTIVELY. Read them carefully and choose the appropriate header to each paragraph from the proposed ones:

- A Listen carefully.
- B Know the audience you are calling.
- C Use names whenever possible.
- D Avoid confrontation.
- E Know the purpose of your call.
- F Avoid initiating major business, if possible.
- G Start off right!
- H Pay attention and be aware of your tone.

The telephone is effective when used efficiently, sparingly, and within the framework of a plan. This list includes some tested guidelines for making the phone a tool that works best for you!

1.

Most of us talk on the phone too long. Have the purpose of your call clearly in mind before dialing. If helpful, write down a "statement of purpose", together with three main points you want to make on a scratch pad prior to dialing. Then "go for it"!

2.

Unless you're conducting "cold calling" for marketing or polling research, you probably know something about your "audience" on the other end. Think of the needs of the person/people you are calling. Then revise your "statement of purpose" accordingly prior to making the call.

3.

State your purpose at the outset, and always ask if it is a good time for the other person to talk. If not, set a specific time to call back.

4.

Identify yourself at the outset of each call. Spell it out, or sound it out, if necessary (e.g. I always tell people "My last name is Vuocolo; Vuh-co-lo; think "Coca-Cola!"). Establish the other person's name early in the conversation, and use it often throughout the call!

5.

Ask open-ended questions that invite response. Give the conversation your undivided attention – don't be tempted to do two or three things at once and expect it to be a productive call. Smile! This helps to make your voice sound friendly. If you're

angry or anxious – put off the call until a later time, unless it's an absolute necessity to conduct it now.

6.

Pay attention to the first words spoken by the person called. You can learn a lot in the first few seconds by listening carefully. Did you catch the person eating, arguing, gardening or partying? Decide whether to proceed with the call or to call back, depending upon what you hear in the background of the call. It's better to arrange to call back another time than to interrupt – and you'll probably get a better audience!

7.

Always save the most business to be conducted in person, if possible. If not, make a careful transition from introduction to purpose of the call. Remember that a ringing phone virtually always interrupts the party being called – so give them time to adjust before hitting them with something major.

8.

If you have bad news, or a difficult issue to discuss with someone, don't do it by phone unless it's the only way.

Let your partner check your answers. Complete your diagram with the new ideas.

Grammar Reference:

Types of questions

LISTENING AND TAKING NOTES



5. Listen to three Voicemail Messages and fill in the table given below:

	Call 1	Call 2	Call 3
Caller's name			
Occupation			
Caller's phone No.			
Message			

LISTENING AND FOLLOWING INSTRUCTIONS

6. Listen to recommendations how to keep in touch with home while studying at an English College.

The text is available online: <https://dl.tntu.edu.ua/content.php?cid=76489>

7. Which statements from the text are true or false?

- To use a telephone in Britain is really just the same as using one in Ukraine.
- You can look the number of the person you want to ring up in a telephone directory.
- You must first dial the national code number, then the international code number.
- A buzzing tone shows that the number is engaged.
- Many people will have answerphones in future.
- Sometimes, you get the wrong number and cannot try again.
- If you can't get a number, you can call your friend for help.
- When you finish your conversation, you put the receiver down.

READING

8. Read the text you have just listened and check if you are right or wrong.

Telephone: Making phone calls



Hello! Now I'm going to tell you how to use a telephone in Britain. It's really just the same as using one in Ukraine. If you want to make a call and you haven't got a mobile phone, you can use a public telephone. There are a lot of telephone boxes in the streets. If you haven't got the number of the person you want to ring, you can look the number up in a telephone directory. There are different directories for different areas and these will also give you the area code number. When you have the number, you pick up the receiver and insert coins, if it is a coin operated phone, or a phone card, which you can buy from a post office or newsagent's. You can then dial the number you require. If you are calling someone abroad, you must first dial the international code number, then the national code number before the other numbers.

When someone answers the phone, you say: "Hello, this is Olga. Can I speak to Maria, please?" Sometimes the phone rings, but nobody answers; other times there is a buzzing tone. This shows that the number is engaged. In these cases, you will have to put the receiver down and try again later.

Nowadays many people have answerphones, so you may hear "Sorry. I'm not at home at the moment. Please leave a message after the beep" or something similar. If you are calling an office, the person you are calling may be out, or busy, or talking on

another phone, so a secretary may say: "Can you ring back later, please?" Sometimes you get the wrong number and have to try again.

If you can't get a number, you can call the operator. You will have to give the number of the phone you are calling from, for example, "This is 660254" then the number you require, for example, "I'm trying to get 701444". The operator may be able to put you through.

When you finish your conversation or decide to phone some other time, you put the receiver down, press the button to get back any unused coins, or to have your card back, and leave the phone box to the people who are probably waiting impatiently.

STRUCTURE OF A FORMAL CALL

If you make a phone call in English, it's good to know some phrases used in formal conversation. Here are some phrases for beginning a phone call, taking and leaving messages, checking and clarifying information, and finishing a phone call. Let's start!

These are common ways for a receptionist at a company/organization to answer the phone:

Thank you for calling [company name]. How may I direct your call?

[Company name] - good afternoon.

[Company name], John speaking. How can I help you?

You can introduce yourself using:

Good morning, this is [name] from [company name].

Hello, this is [name].

If you want to speak with somebody, use:

Could I speak with...?

May I speak with...?

Here you can also introduce a topic:

I'm calling about...

I'm calling to...

Now the receptionist says:

I will transfer you.

Please hold.

One moment please - I'll put you through.

When the person is not available, the receptionist says:

I'm sorry, she/he is not available at the moment.

I'm sorry, he's on another call.

I'm sorry, she's out of office at the moment.

Here the receptionist can use some phrases for offering to take a message:

Can I take a message?

Would you like to leave a message?

If you don't want to leave a message, say:

No thanks, I will try to reach him later.

Thank you, I'll call back later.

If you want to leave a message, say:

Please, ask him to call me back.

Could you ask him to call me back?

Could you tell him that the contract is ready?

While taking the message, the receptionist can check the information:

Could you spell your last name, please?

Could you repeat the company name, please?

Let me read that back to you if it's correct.

If you want to make an appointment, say:

When would be convenient for you?

When would suit you?

When would be possible for you?

What time could we meet?

What time are you free?

Would ... (Tuesday) be convenient? – Yes, ... (Tuesday) would be fine.

Can you make it ... (in the afternoon)? No, I'm afraid I'm not available/I'm busy then.

If you want to change an appointment, say:

I'm sorry, I have to cancel the appointment on

I'm afraid I can't manage our meeting (next week).

I'm sorry, but... (Nick) isn't available ... (at that time).

Could we arrange another time?

When you want to finish the conversation, use:

Thanks for calling.

Well, it was nice talking with you.

Now you can promise future contact:

Talk to you soon.

I'll call you back later.

I'll get in touch in a couple of weeks.

Then finish the conversation:

Have a nice day.

Take care.

Thank you, bye.

Make a plan of your formal call using the information given above.



9. **Pair-work.** *Make a dialogue simulating a formal telephone call using your plan and the phrases given above. Dramatize it.*



10. *Match the sentences with their clues in the Table.*

Phone call vocabulary

busy signal	when you wait for your call to be answered
hang up	you can leave a message, when nobody is answering the phone
when you make a phone call and choose the number	answering the phone
voicemail	dialing the number
on hold	when you finish the conversation
pick up the phone	a sound that tells you that the other person is currently using the phone

11. *Make a message by filling the gaps in a sample given below using the information got from the simulated call.*

Date:
 Message for:
 Subject:
 Reminder -

SIMULATION

Situation 1.

Student A is in the office of the department alone, as everyone has gone out to have lunch. A telephone is ringing. You are to answer it and leave a message for Professor Tsaryk.

Student B. You are Professor Dinsley from Oxford University.

You are calling Professor Tsaryk to make all the necessary arrangements on your meeting in Kyiv on 30 November. Leave a message with an offer to call him back.

Situation 2.

Below is a message left by one of the members of Student Union. Read it and dramatize a telephone call.

Date: 29/11/08

From: Mr. Black To: Alex Bondarenko

Topic: Students' Forum in the Ternopil Technical University in May 2020.

Reminder: Call back to Mr. Black tomorrow morning at 9.30 a.m. American time. Mr. Black's number + 385 44522709.

Situation 3.

Make a Voicemail message to Professor Dinsley on changing an appointment.

Slides

Unit 4 Exchanging information and ideas

Focus on

- reading for detail;
- making notes;
- participating in informal discussion;
- preparing a report.

By the end of the unit you will:

- • be able to participate in informal discussions expressing your own;
- opinions and ideas on various topics related to your personal and;
- academic life;
- • be able to deliver and pass the information;
- • be able to offer opinions on content of authentic mass media sources;
- • understand how core values and beliefs of Ukrainian students differ;
- from culture to culture (regional, national, international);
- • develop your own strategy to participate in discussions.

LEAD-IN

1. Read the information below about making notes from your readings.

There are a number of ways of effectively making notes. Some people make their on an A4 page or small index cards. Others prefer to highlight important parts of the text in relevant books or articles (or photocopies of these). People who are more visual might create a concept map of their notes, using colour and visual images as well as written words. You need to decide what will work best for you. Whichever method you use there are some important points to remember:

1. Clearly head your notes with the course and topic.
2. Ensure you have full bibliographic details (author, date, name of article/book website, publisher, where published etc.) of the reading on your notes as you will need this later when constructing a reference or bibliography list.
3. Try to write a one sentence thesis statement. What is the whole reading/chapter about? This can often be found in the introduction to the chapter/article and identifying it will focus your notes.
4. Keep your notes to the main point. Do not just copy all of the text in the original.
5. Try to write the points in your own words so that you understand the reading. Do not copy large slabs of the original, rather paraphrase or summarize the issues.
6. Note any page numbers for direct quotes. Keep direct quotes to a minimum and ensure they are copied exactly. In your writing, quotes are used to support your argument, not to from the argument itself.
7. Leave space for critical comment e.g. things that are unclear; contradictions; points of agreement/disagreement with other readings on the same issue; controversial statements/viewpoints presented; whether you agree with what is being stated.
8. Store your notes in an orderly, easily accessible way.

In order to understand the readings in your course it will also be important to make clear, useful notes. The purpose of your note-making will determine how you approach this task. If you are required to get an overview of a topic before a lecture (e.g. pre-reading), your noting will not be as detailed as it will be if you are noting a journal article in order to summarize it for an assessment task.

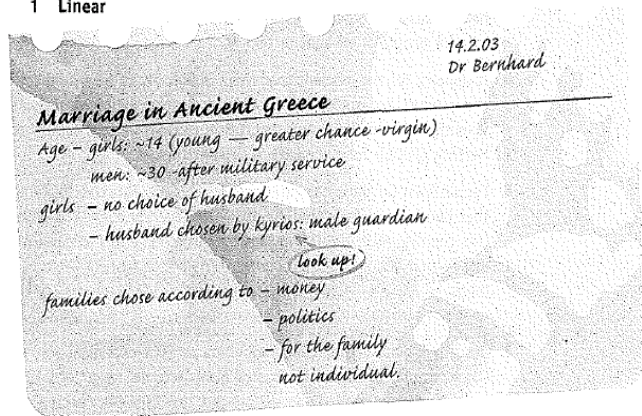
You must be selective when making notes from your readings. There is not much point in noting if your pages of notes are longer than the original text or if you have highlighted whole slabs of reading!

2. Group work

2.1. In pairs, think about possible strengths and weaknesses of each of the following note type.

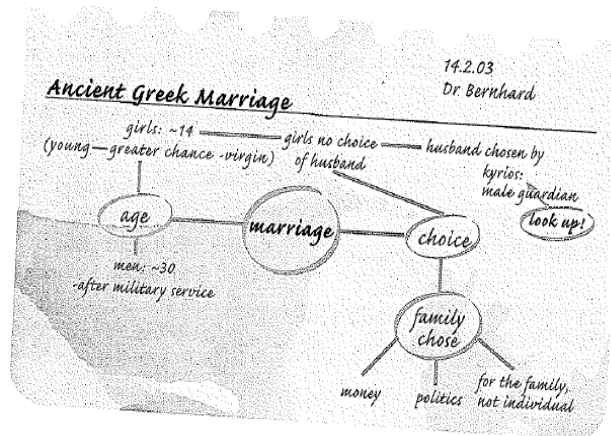
Linear notes (handwritten / word processed): notes are handwritten, or typed, as normal text; line spacing and underlining may be used to show text organization, key words, etc.

1 Linear



Spider diagram: notes are connected by lines; key words may be put in boxes.

2 Spider diagram



Tabular notes: notes are organized in a table.

3 Table

14.2.03
Dr Bernhard

Ancient Greek Marriage

Age	girls: ~14 (young — greater chance -virgin) men: ~30 -after military service
Choice	girls - no choice of husband - husband chosen by kyrios: male guardian
- who	- money
- reasons	- politics - for the family, not individual.

look up!

Highlighting notes: the most important words in the text are highlighted or underlined.

Margin notes: notes are written in the margin of the book, article, etc.

2.2. Discuss when one note type would be more useful than another and then decide which of the note types you would use to make notes on the information from Task 1 about note-making to prepare for a report.

READING AND SPEAKING

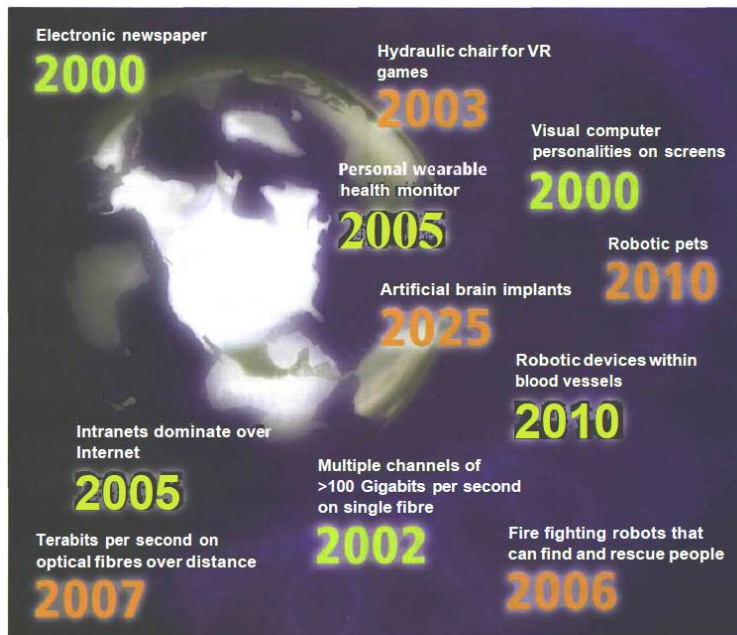
3. Match the functions (1-14) with the functional phrases (A-M).

Functional phrases for exchanging ideas and information

Functions		Functional phrases	
1.	Expressing an opinion	A	Yes, I agree completely. Yes, definitely. I agree. I'd go along with that. Yes, you have a point there.
2.	Asking	B	Let me see Let me think (<i>on it</i>). Let's see.
3.	Asking for clarification	C	I agree up to a point, but (<i>we need more information</i>). You could be right, but Maybe, but
4.	Asking for more information	D	Absolutely. Exactly. Correct. I'll say it is. Yes, definitely. You must be right.
5.	Asking for opinions	E	I'd like some information on? I'd like to ask you about ? I'd like to know ? Could you tell me ? Do you know ? Do you happen to know ?
6.	Checking	F	By, do you mean? Could you explain what you mean by?
7.	Checking facts	G	(That's) Incredible! What a surprise! Unbelievable! Well, that's amazing! How strange/odd/amazing that? Really! I'd no idea.
8.	Correcting	H	You say Could you explain in what way ? Earlier you referred to Could you describe how? So if, then

9.	Agreeing	I	What are your views on? What's your opinion on? What do you think about? How do you feel about ? Do you think (<i>we need more information</i>)?
10.	Disagreeing	J	Eh, that's not quite correct. Sorry, I made a mistake. It's, not Sorry, that's not correct. It should be..... Well, I didn't exactly (<i>mean</i>) Excuse me, I didn't mean.
11.	Expressing reservations and doubt	K	Are you sure (that)? Do you think so? Is that all right? So, what do you think? Sure? Will that do?
12.	Giving confirmation	L	In my opinion, ... (Personally) I think, ... To my mind, ... The way I see it is that ...
13.	Hesitating	M	You did say, didn't you? – Yes, that's right. That's, is it? Sorry did you say? I said
14.	Showing surprise		In my opinion that's out of question. I'm afraid I disagree completely. I'm afraid I can't agree with you/that idea. Sorry, but I don't agree. I'm afraid I don't really agree. I'm afraid that's not how I see it. Oh, surely not. I'm not sure I agree with you. I mean I see what you mean, but Yes, but on the other hand

4. Study these predictions of developments in Information Technology from 1997. Which, if any, have come true? How likely are the others to come true? Give reasons for your decisions and exchange your ideas with your group mates using functional phrases from Task 3.



5. Study one of the texts on recent developments in one area of Information Technology (domestic appliances, avatars, robotics), as your teacher directs and make brief notes on the main points in the text.

A1

Licence to chill

Barcodes in the packaging of groceries will soon be replaced with radio-frequency tags that can be read at a distance and with greater reliability. As well as indicating what the product is, the data in the tags will include additional information such as the 'best before' date and even nutritional data. Now, imagine that a fridge could read these tags and keep track of the items placed there.

If an item is about to exceed its 'use by' date, the fridge tells you, and you can either use it or throw it out. Fancy something different for dinner? No problem, ask the fridge to suggest some menus based on the ingredients it knows you have in stock. Or tell the fridge the menu you require and it will provide you with a shopping list of the items you don't have or order the items via email. This is the Screenfridge from Electrolux.

But why 'Screenfridge'? On the door is a touch-sensitive panel or screen that provides a means of communicating with the users. For

many households, life revolves around the kitchen. This is the assumption Electrolux made in designing the Screenfridge. The same screen is a messaging centre. Since the fridge is equipped with a microphone, speaker and video-camera, you're not limited to textual information. The fridge is connected to the Internet, so it can be used to send and receive email or you could surf the Web to find a new recipe.

Many people have a TV in the kitchen, but if you already have a screen on the fridge, why clutter up the work surface with a TV? Call the Screenfridge's TV mode and watch your favourite programme on the fridge. The Screenfridge can be interfaced to a surveillance camera to check out visitors or to keep an eye on the children. Finally, the Screenfridge can perform some of the household management tasks normally associated with a PC. For example, it has a diary, address pad and a notepad.

Talking to the washing

A washing machine that can communicate with the Internet using its own built-in mobile phone has been launched by Ariston.

The margherita2000.com washing machine will be able to send breakdown reports for repair and download new washing cycles from its own website. And the householder will be able to control the washing cycle remotely using a mobile phone or by logging on to the machine's own website.

But the importance of the machine is that it is the first of a line-up of Web-connected domestic appliances that will be able to talk to each other using a new open communication system called WRAP - Web-Ready Appliances Protocol.

Ariston will be launching a dishwasher, fridge and oven using WRAP early next year according to Francesco Caio, head of Ariston's parent company Merloni Elettrodomestici. Eventually it

will be joined by Leon@rdo, a touch-screen kitchen computer. All the machines will communicate through the house's ring main, and to the Web through the washing machine's mobile phone.

Mr Caio believes he can sell 30 to 50,000 washing machines each year in Europe. But he must leap some big hurdles before the system can become widely accepted. WRAP is a proprietary Merloni standard, and people are unlikely to buy if locked in to Ariston for other networked appliances. Caio claims the standard is open to other manufacturers to adopt but so far none have signed up, whereas the huge Japanese manufacturers are adopting rival systems. The main obstacle is the cost - the margherita2000.com will cost much more than a traditional washing machine.

Dawn of the cyberbabes

Stratumsoft are developing the first electronic virtual assistant, or EVA. If EVAs live up to the developers' claims, they could provide the illusion of personal service without the cost. Call centres, online advertisers and Internet service providers are among the initial targets. Eighty per cent of call centre requests could, Stratumsoft argues, be dealt with by an EVA. E-commerce is another application. 'The best experience you can have as a shopper is personal contact, and EVA is designed to give that', says Stratumsoft's director of marketing.

The technology behind EVA combines two global trends in website design. One, developed out of the computer animation and gaming industry, is the ability to give Web images the impression of three dimensions. The other is the use of dynamic database skills and artificial intelligence-style searching to retrieve information

from data banks.

Each EVA can be programmed with information such as a product catalogue, answers to frequently asked questions or an online encyclopaedia. It is also equipped with a search engine to interpret customer requests made in colloquial language. Queries are typed in and answered via on-screen text boxes.

If the EVA does not have an answer, it will interrogate the questioner, record the response, and add the answer to its database for future enquiries. EVAs are not fully animated to imitate human features but they can be programmed to gesture and imitate different moods. An EVA is run via a Java applet - a small, self-contained program coded to download on to any type of personal computer rather than being transmitted over the Internet.

Ananova

Ananova is the world's first digital newsreader. She was created to front an Internet 24 hours a day news service by Digital Animations Group, a Scottish 3D digital entertainment company and PA New Media.

Mark Hird, Director of PA New Media said, 'We have given her a full range of human characteristics after researching the personality most people want to read news and other information. Ananova has been programmed to deliver breaking news 24 hours a day via the Internet, and later on mobile phones, televisions and other digital devices.'

The Ananova character fronts a computer system which is constantly updated with news, sport, share prices, weather and other information. This is converted into speech while another program simultaneously creates real-time animated

graphics. This ensures that the virtual newscaster can be on top of the news as it breaks, with very little delay at all. People using the service can also tailor their own news bulletins by using search words to hear the latest information on their chosen subjects.

Mr Hird believes the invention will dramatically change the role of the traditional newscaster, 'In 20 years time we could be seeing that type of job being replaced by computer-generated images.' But not everyone agrees. Professor Bill Scott said that people prefer people to teach them things and in a world where information was increasingly important, an established face was important in terms of public trust. 'You don't get that confidence with computer characters.'

The rise of the robots

Japan produced the first commercially available robotic pet, called Aibo, a small electronic dog that several owners on Aibonet.com describe as part of the family. Aibo is not alone. Dr Thomas Consi of MIT has produced the 'robolobster' which is capable of imitating lobsters' abilities to sense chemicals in the water surrounding them. Researchers at Edinburgh's Mobile Robot Group have made the world's first cyber-cricket.

These machines are important because they demonstrate that simple processes can result in complex behaviours. The robots use 'neural nets', connected processors that have an input level associated with each processor. When an input signal exceeds a certain value, the processor 'fires' a signal to other processors as output. Because neural nets can recognise patterns in data, they can be 'trained' with samples of data which are then revised to improve the response.

The most important crossover, however, is not

between animal and robot but between man and machine. Quadriplegics and paraplegics have been testing computer connections for some time to bypass injured nerves, but Professor Kevin Warwick, head of the Department of Cybernetics at the University of Reading, is currently conducting experiments which could lead to more of us becoming cyborgs.

Professor Warwick has previously had a chip fitted into his arm which could activate sensors in doors and computers as he approached. He will soon have another transponder surgically implanted in his arm to record electrical signals controlling his movements, which can be played back so that he is then controlled by a prerecorded self. He predicts that such a technology could, one day, enable us to interact with machines in a completely different way. For example, we could soon be driving cars without steering wheels.

Sporting robots

Each year teams take part in an international football competition. The teams are organised into five leagues and the prize is a cup. Not just any cup, but the Robocup, for the players are all robots. They don't play on turf but the objective is the same, to hit a ball into a goal. The aim behind the Robocup is to promote the development of robots which can work together. Football is a good test of co-operation for any team and the robots are no exception. Although robot footballers are poor competition for a human team, each year their performance gets better and each year the standards expected are raised so that competitors must constantly develop better hardware and software.

The top league is the Sony legged robot division. They use modified versions of the well-known Sony robodog AIBO. A humanoid league

will start as soon as there are sufficient two-legged players. The organiser of the Robocup is confident in the future of robotics, 'By mid-21st century, a team of fully autonomous humanoid soccer players will win a soccer game, complying with the official rules of FIFA, against the winner of the most recent World Cup.'

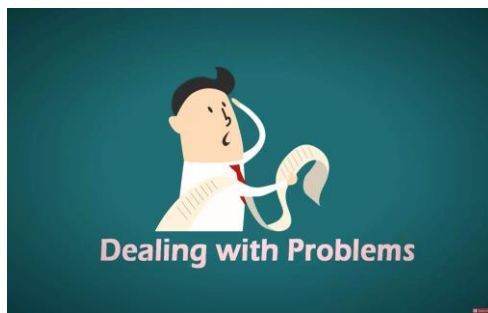
Other sporting events for robots exist. For example, The British Association for the Advancement of Science organises a two-a-side event called Robot Volley Ball. The players' task is simply to return a ball within 60 seconds of its being served. The objective again, is to promote the development of robots which can work co-operatively. The advantages of having robots which can tackle a range of tasks together rather than constructing single expensive robots designed for one task only are obvious.

6. Work in groups of three, A, B and C. Play these roles in rotation: *Speaker, Reporter and Judge.*

The *Speaker* explains the main points of one text using only his/her notes. The *Reporter* listens carefully, put questions to *Speaker* using functional phrases from Task 3 and reports back to the rest of the students. The *Judge* listens carefully to both *Speaker* and *Reporter* and points out any mistakes, main points omitted or additions the *Reporter* has made. Repeat this activity until you have played all three roles and all of your texts have been covered.

FOLLOW-UP

7. Search for the latest developments in the area of Information Technology you read about in Task 5. Make notes on the main points of your findings to report to the rest of the class. The other students have to listen to you and put questions using functional phrases from Task 3.



Unit 5 Dealing with Problems

Focus on:

- reading authentic texts related to study or specialism areas from Webbased sources
- understanding instructions
- developing strategies to participate in discussions and seminars
- accounting of different points of view
- comprehending different registers: how people talk and write to friends, colleagues, employers, and people of different ages and social status for different purposes
- developing understanding different corporate cultures within specific professional contexts and how they relate to each other

By the end of the unit you will:

- be able to participate appropriately in common social and academic settings
- be able to participate in clear argument on topical issue in academic and professional areas (e.g. seminars, discussions, debates, etc.)
- be able to deliver and pass the information
- be able to offer opinions on content of authentic mass media sources
- be able to deal with problems by writing letters of complaint
- understand how core values and beliefs of Ukrainian students differ from culture to culture (regional, national, international)
- develop your own strategy to participate in discussion

LEAD-IN

1. Language barriers: *walk around the class and talk to other students about language barriers. Change partners often and share your findings.*

2. Chat: *In pairs / groups, talk about these topics or words from the article.*

What will the article say about them?

What can you say about these words and your life?

research / language / barrier / science / international / key / multiple / translate / international / communicate / staff / official / switch / community / carmaker / flu

Have a chat about the topics you liked. Change topics and partners frequently.

3. One language: *Divide into two teams.*

Students A strongly believe English should be the world's only language;

Students B strongly believe that's a very silly idea. Change partners again and talk about your conversations.

4. **English:** *How can we learn English more quickly? Complete this table with your partner(s).*

	Difficulties	How to improve quickly?
Vocabulary		
Spelling		
Speaking		
Pronunciation		
Listening		
Writing		

Change partners often and share what you wrote.

5. *Rank these with your partner. Put the biggest advantages of speaking English at the top. Change partners often and share your rankings.*

- science
- love
- job
- movies
- travel
- Internet
- novels
- friends

6. *Read the headline. Guess if a-h below are true (T) or false (F).*

- a. The article says language barriers are holding science back in Europe. T / F
- b. Nearly half of all global research is not published in English. T / F
- c. Researchers said journals should print whole articles in many languages. T / F
- d. Researchers said universities should translate research. T / F
- e. The official language in the German carmaker Volkswagen is now English. T / F
- f. The official language in the Japanese carmaker Honda is now English. T / F
- g. A researcher said the scientific community should tackle this issue. T / F
- h. The WHO initially missed research on avian flu because it was in Chinese. T / F

LANGUAGE BARRIERS HOLDING BACK GLOBAL SCIENCE

New research says that language barriers are holding back science around the world. English is widely accepted to be the language of science, but one-third of research is not published in English. This means a lot of important research is not seen or read by scientists and researchers. The research is from the University of Cambridge. Researchers said important science is being missed at the international level. They said science journals should publish basic summaries of a study's key findings in multiple languages. They also said universities around the world should

translate their research into different languages, especially Chinese, French, Portuguese and Spanish.

Many international companies are now asking all their staff to communicate only in English. They hope this will reduce language barriers. The German carmaker Volkswagen has just announced that English and not German is its official language. VW executives said the switch to English was to attract employees. The Japanese carmaker Honda has also announced that all its staff must use English by 2020. Researcher Tatsuya Amano said: "I believe the scientific community needs to start seriously tackling this issue." He used the example that important research about avian flu in China initially went unnoticed by the World Health Organization because it was published in journals in Chinese.

7. Answer the questions

1. What is English widely accepted as being?
2. How much of the world's research is not published in English?
3. Which university carried out the research?
4. What did the article say the summary of a study should include?
5. How many languages did the writer mention regarding translation?
6. What kind of companies are asking staff to communicate in English?
7. What is the official language of Volkswagen?
8. By when will Honda employees have to speak English?
9. Who did a researcher say had to start seriously tackling this issue?
10. What language was a study on avian flu published in?

ROLE PLAY

Role A – Science

You think knowing English is best for moving science forward.

Tell the others three reasons why. Tell them what is wrong with their things. Also, tell the others which is the least useful of these (and why): love, a job or travel.

Role B – Love

You think knowing English is best for love. Tell the others three reasons why. Tell them what is wrong with their things. Also, tell the others which is the least useful of these (and why): moving science forward, a job or travel.

Role C – Job

You think knowing English is best for a job. Tell the others three reasons why. Tell them what is wrong with their things. Also, tell the others which is the least useful of these (and why): love, moving science forward or travel.

Role D – Travel

You think knowing English is best for travel. Tell the others three reasons why. Tell them what is wrong with their things. Also, tell the others which is the least useful of these (and why): love, a job or moving science forward.

8. Look back at the article and write down some questions you would like to ask the class about the text.

- Share your questions with other classmates/groups.
- Ask your partner/group your questions.

In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

9. Test each other: Look at the words below. With your partner, try to recall how they were used in the text:

- new
- third
- lot
- missed
- basic
- especially
- all
- just
- switch
- must
- issue
- because

WRITING

10. Write five GOOD questions about language barriers in the table. Do this in pairs. Each student must write the questions on his / her own paper. When you have finished, interview other students. Write down their answers.

	STUDENT 1 _____	STUDENT 2 _____	STUDENT 3 _____
Q.1.			
Q.2.			
Q.3.			
Q.4.			
Q.5.			

Now return to your original partner and share and talk about what you found out.

DISCUSSION

11. Language barriers discussion

STUDENT A's QUESTIONS (*Do not show these to student B*)

1. What did you think when you read the headline?
 2. What springs to mind when you hear the phrase 'language barrier'?
 3. What do you think about what you read?
 4. How important is English in your life?
 5. Would it be better to have just one language in the world?
 6. Why is language holding back science?
 7. How can we make sure more research is in English?
 8. How useful is it to have summaries in English?
 9. What do you need to read English for?
 10. What difficulties do you have reading English?
-

STUDENT B's QUESTIONS (*Do not show these to student A*)

11. Did you like reading this article? Why/not?
12. Is it a good idea for global companies to use English only?
13. What happens if there are language barriers?
14. How can we make sure more research is seen?
15. What language would be best for a global language?
16. How difficult is it for an international company to switch to English?
17. How will English make your life better?
18. What languages should research be translated into?
19. What advantage does English give you in life?
20. What questions would you like to ask the researchers?

WRITING

- Write about language barriers. Comment on your partner's paper.
- There should only be one language in the world – English. Discuss.
- Write a magazine article about English becoming the world's only language. Include imaginary interviews with people who are for and against it.
- Read what you wrote to your classmates in the next lesson. Write down any new words and expressions you hear from your partner(s).
- Write a newspaper article about the next stage in this news story. Read what you wrote to your classmates in the next lesson. Give each other feedback on your articles.
- Write a letter to an expert on English as a global language. Ask him/her three questions about this. Give him/her three of your opinions on this. Read your letter to your partner(s) in your next lesson. Your partner(s) will answer your questions.

12. Internet: Search the Internet and find out more about this news. Share what you discover with your partner(s) in the next lesson.

<http://www.BreakingNewsEnglish.com/1701/170104-language-barriers.html>



TEN COMMON PROBLEMS STUDENTS FACE IN COLLEGE

13. Group-work. *Being in groups of three or four share your experience of the first two months being in the university focusing on the following questions:*

- Have you faced any problems in your study, staying in a Residence Hall and/or while spending your free time? If yes, put them on a list.
- Are there any differences in the study in school and the university? If yes, put them on the list into two columns: school, university.
- How do you find the city in comparison to your native town? Is it easy for you to live here?
- What are the main difficulties for you to adjust to university life and culture? Identify them and put them on the list.

14. Whole-group discussion. *Share the results of your group-work with the whole group and identify the problems typical for the whole group.*

READING AND DISCUSSION

15. *Read it and compare the typical problems listed with the ones you have faced. You may mark them in the text in any way suitable for you (underline, mark etc.)*

Ten Common Problems Students Face in College

While time spent at college is a fond memory and a happy experience for most, the student life is not without its rough patches. Everyone's situation is unique, but there are a few problems that almost all college students deal with at least once during their time at school.

If you are on your way to college, get a jump on how to deal with the challenges that may come your way.



<p>1. Time Management</p> <p>Problem: College is academically challenging. For many, college courses require much more effort than high school classes did. Unlike most high schools, colleges often pack two years of content into one year. Many students take a full 15 credit semester, while others try to cram in up to 18 or even 21 credits. At times, it seems impossible to stay on top of it all.</p>	<p>Solution: Know your limits. If you can't handle 18 credits in one semester, it is worth it in the long run to slow down and take only 15. While the purpose of a college education is to learn as much as you can, that doesn't mean studying all the time. It is important to schedule time for fun and to take breaks to keep your mind fresh and clear.</p>
<p>2. Debt</p> <p>Problem: Tuition costs are rising at alarmingly high rates. Add to that the cost of housing, meals, supplies, transportation, and textbooks, and you have a recipe for unmanageable debt. Most financial advisors recommend borrowing no more than one expects to earn their first year out of college. However, soaring tuition costs make this rule difficult to follow. According to an article in U.S. News, almost half of today's students say that the cost is making them reconsider finishing their degree. Students are increasingly dropping out of college because they cannot afford the expense. Others are forced to juggle full academic schedules with full-time jobs to make ends meet. Graduating debt-free is almost unheard of.</p>	<p>Solution: Student loans are relatively easy to get. Many students, however, don't know how repayment works and how many years they may spend paying off their loans. This lack of understanding only adds to the stress. An important part of your education is educating yourself about the structure of the loans you take on to pay for that education. Sit down with a financial advisor to get a firm grasp on the debt you're taking on.</p> <p>Consider an on-campus job. Working on-campus will cut out potential transportation expenses and help you stay more focused academically. If you had a job in high school and are going to college locally, see if you can continue working while in school. If you are going away to school, inquire about transferring to a job location near your school. In addition, create a budget for shopping trips and eating out and stick to it.</p>
<p>3. Spreading Yourself Too Thin</p> <p>Problem: To afford the high price of college tuition, many students must get jobs. Juggling a job, 15 to 18 credits, relationships, and extracurricular activities is extremely difficult. Many</p>	<p>Solution: Decide what is important. Prioritize and schedule events, games, meetings, social events, and studies accordingly. Also, be aware of your options when getting a</p>

<p>students try to cram all of these activities into one day and do not get enough sleep. Without proper rest, students are vulnerable to physical and mental health problems.</p>	<p>job. Universities often offer jobs that fit into a student's schedule.</p>
<p>4. Homesickness</p> <p>Problem: Whether they admit it or not, most students will at one point get homesick, especially those who attend a school that is more than three hours away from home. Freshmen suffer more, as it is presumably their first year away from home.</p>	<p>Solution: If you live within three or four hours from home (a comfortable day's drive), plan to visit home once every month or two. Ask friends and family to email, call, and send care packages. These steps should greatly assist in reducing feelings of homesickness.</p> <p>Many campuses have support groups for students. Talking to others who are having similar experiences can help. You may even form friendships with some of the people you meet there. Remember that the other students you come into contact with every day may be feeling the same things you are, and you can help each other.</p>
<p>5. Depression</p> <p>Problem: Every problem on this list can raise a student's stress level and contribute to emotional lows. Some find temporary relief in partying which, in excess and in the long run, may contribute to depression.</p>	<p>Solution: If stress and depression are an issue, seek professional support. Many campuses have free counseling programs for students. Counselors are trained to listen and help students get back on track.</p>
<p>6. Sickness/Health Conditions</p> <p>Problem: Heightened stress, poor self-care, and lack of sleep can cause health problems. Living in close quarters also poses health risks and can increase a student's chances of contracting illnesses.</p>	<p>Solution: Eat healthy, balanced meals. Get a good night's rest as well. Wash your hands often. If an illness does develop, visit your campus clinic.</p>
<p>7. Social Problems</p> <p>Problem: If you're lucky, you'll make many new friends. Establishing connections and spending time with</p>	<p>Solution: Take some time out for yourself. If possible, get away from campus for a break and visit a coffee</p>

<p>classmates and roommates is important for building community. However, spending too much time together can be challenging, and conflicts can arise. Social relations can become a distraction.</p>	<p>shop or a mall, take a walk in a neighborhood, or visit a local park. Prioritize time for studying and taking care of yourself. If conflicts do arise and you need help, get your RA or another friend involved.</p>
<p>8. Partying</p> <p>Problem: Partying in itself is not a problem. Parties can be a great way for students to blow off steam. However, sometimes partying can cause problems. Drugs and alcohol can lead to poor choices, risky behavior, health risks, and even potentially deadly situations. Having sex without sober consent and without taking the necessary precautions can be traumatic, dangerous, and even criminal.</p>	<p>Solution: While parties are important, enjoy them in a responsible and legal way so you don't create problems for yourself or others. Know your limits. Ask for a ride home if you've been drinking. Keep track of your friends and make sure they're being safe, too. Make sure to eat and drink enough water when consuming alcohol. Carry a condom. Understand what it means to have "affirmative consent."</p>
<p>9. Relationships</p> <p>Problem: Relationships are good, but they can be overwhelming. Sometimes they take a lot of time and can begin to encroach on your education. There are times in every relationship when a couple will have a disagreement which can distract them from schoolwork and add to stress levels. Break-ups can drive some students even further into depression.</p>	<p>Solution: Relationship advice is hard to give, since the solution varies on a case-by-case basis. Establish a clear communication of your needs and expectations from the outset. If you do break up, consult with a school counselor to work through the experience.</p>
<p>10. Choosing a Major</p> <p>Problem: There is a lot of pressure to choose a major. It is easy to think that your major will determine your future career and how much money you will make, which means that making the right decision now feels hugely important (and stressful).</p>	<p>Solution: College majors are important, but they do not chisel your future career or wages into stone. Choose something that you like. If you are unsure about what major to choose, choose something broad and versatile, such as communications. Many students who get their undergraduate degrees in one field progress to get a Master's degree in a different area. Worrying too much about your major is simply not worth it. Focus instead on gaining knowledge and life skills.</p>

Is College Worth it All?

These are just ten of the major challenges that students face. In the end, is it worth facing these problems and struggles? If you ask students, eight out of ten will say it is. While college can stress you to the limit, the good times and outcomes will outweigh the bad.

4. Share your ideas within the group.

5. Below there are some advsce how to save money at university. Read them carefully and answer the questions.

SAVING MONEY AT UNIVERSITY

Being a student can be difficult sometimes. Professors can be demanding and living away from home for the first time can be stressful. To make things even more difficult, students are usually on a tight budget and can't afford to buy much. So what are the best ways for new students to save some money?

The first piece of advice is to look into getting a scholarship. There are thousands of scholarships available from different organizations. Having a scholarship that you don't need to pay back not only helps you during your studies. It also means less stress for you after graduating. Universities often have advisors who can sit down and work with you to help find scholarships that might apply to you. You can also find many scholarships online with a quick web search.

Another way to save some money is to plan your courses very carefully. To do this, you need a firm understanding of which courses you need to graduate on time. If you don't carefully plan the path of your courses, you may need to spend an extra year in university to get your degree. This means paying another year's worth of tuition fees. That can be really expensive!

Buying used textbooks and selling your old ones can also help you save loads of cash. Buying new textbooks for all your courses can cost more than \$500. Before buying new ones, make sure to check out the used bookstores for much cheaper prices. Even if your university doesn't have a used bookstore, you can probably find the same textbook online for much less than a new one.

From Dreamreader net

1. Why is it sometimes difficult to be a student?
2. Why would students feel less stressful after getting a scholarship?
3. Why should students plan their courses carefully?
4. What should students do before buying new textbooks?
5. Do you agree with the recommendations given?
6. Would you like to add something to the instructions?
7. Which ones are not appropriate to Ukrainian students?
with your dignity intact.

FOLLOW-UP

16. Write your own 'Tips for Adjusting to the University Life' for newcomers to the university, bearing in mind your own experience.

READING AND WRITING

17. If you are not satisfied with something in the university, you may write a letter of complaint to the university authorities, dean, your tutor etc. Below are some Rules how to be effective when complaining.

Read the information given below and use it while writing letters of complaint.

For you to Know Letters of Complaint

Letters of complaint are normally written in *a formal style*.

1. Mild or strong language can be used depending on the feelings of the writer or the seriousness of the complaint, but *abusive language must never be used*.

2. Use a new paragraph for each different aspect of the topic.

3. You should state **the reason** for the complaint in *the first paragraph*.

4. Any complaints you make should be supported with a justification!

5. Complaints and justification should be linked together by such phrases as:

• *In spite of.../Despite the fact that...*

• *Although/ Even though*

• *Nevertheless/ However.*

6. Use the language typical for letters of complaint as follows:

Opening Remarks:

(Mild) I am writing to complain about...

I am writing to draw your attention to...

I am writing to you in connection with...

(Strong) I want to express my strong dissatisfaction with...

I feel I must protest / complain about....

Closing Remarks:

(Mild) I hope/ I assume you will ...

I trust the situation will be improved.

I hope the matter will be resolved.

(Strong) I insist you... at once.

I demand...

SIMULATION

18. You should spend no more than 20 minutes on this writing task.

You live in a room which you share with another student. However, there are many problems with this arrangement and you find it very difficult to work.

Write a letter to the accommodation officer at the university. In this letter

• **describe the situation;**

• **explain your problems and why it is difficult to work;**

- *say what kind of accommodation you would prefer.*

Write at least 150 words. You do NOT need to write your own address.

Begin your letter as follows:

Dear Sir/ Madam,

* International English Language Testing System (IELTS) (2002) *Specimen Materials*. Cambridge: Cambridge University Press. – p. 37

FOLLOW-UP

19. Next class you will have a possibility to check your study progress with tests. Below are some recommendations on testing which will help you to be effective in taking tests.

DOs and DON'Ts

Make sure you understand the instructions for each task, and follow them exactly.

Try to answer all the questions – you won't lose marks for wrong answers, and there's a chance that you'll guess correctly.

Carefully copy your answers in pencil onto the Answer Sheet.

If a question or part looks difficult, leave it, go on to something else, and come back to it later.

Leave yourself enough time to check your answers, and to check that you've copied them correctly onto the Answer Sheet.

Concentrate on understanding the main points of a text, rather than every single word.

Remember that the texts range from a low to a high level of English, so you aren't expected to understand everything.

Don't leave any answers blank.

Don't spend too long thinking about a question.

Don't worry if you find a text difficult to understand.

Don't try to understand every single word in a text.

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