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## **Boosting Vocabulary and Listening Skills**

**Методичні рекомендації**

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Анотація: методичні рекомендації призначені для практичних занять та самостійної роботи студентів з таких ОК як «Англійська мова» й «Аудіо практикум з англійської мови». Складаються з трьох розділів, присвячених різним комунікативним темам ('Personality', 'Education', 'Work'), необхідних для опанування англійської мови на рівні B2. Завдання з першої секції кожного розділу мають на меті розширити активний словниковий запас здобувачів освіти. Завдання з другої секції спрямовані на тренування навичок слухання.

Рекомендовано студентам 1-го, 2-освітньо-професійної програми «Прикладна лінгвістика. Переклад і комп'ютерна лінгвістика».

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## ПЕРЕДМОВА

Навчально-методичні рекомендації з англійської мови та аудіо практикуму з англійської мови «Boosting Vocabulary and Listening Skills» призначені для здобувачів освіти 1-го та 2-го року навчання за освітньою програмою «Прикладна лінгвістика. Переклад і комп'ютерна лінгвістика». Запропоновані навчальні матеріали сприяють кращому засвоєнню лексичного матеріалу до комунікативних тем 'Personality', 'Education' і 'Work' та вдосконаленню навичок слухання.

Навчально-методичні рекомендації складаються із трьох частин, кожна з яких містить по дві секції. У першій секції запропоновані завдання на вивчення і закріплення вокабуляру. Завдання і вправи з другої секції мають на меті навчити студентів розрізняти наслух діалоги та монологи, представлені носіями мови.

Студентам запропоновано короткі тексти для читання і вправи, щоб оцінити їхній рівень розуміння матеріалу, вміння узагальнювати зміст прочитаного, виокремлювати ключові слова. Подано низку вправ на переклад з української на англійську мову, побудову словотвірних гнізд, знаходження синонімів та антонімів до запропонованих слів, запам'ятовування і відтворення сталих виразів, розв'язання завдань комунікативного характеру, вдосконалення монологічних і діалогічних навичок. Підбір комплексу вправ навчально-методичних рекомендацій сприяє системному вивченню матеріалу з обраних тем.

Навчально-методичні рекомендації можуть бути використані студентами інших вищих навчальних закладів, де вивчають англійську мову як іноземну, слухачами курсів вивчення англійської мови, а також усіма, хто цікавиться даними темами та вивчає мову самостійно.

## VOCABULARY AND LISTENING SKILLS

### **Reasons for Learning English**

All around the world, students of all ages are learning to speak English, but their reasons for wanting to study English can differ greatly. Some students, of course, only learn English because it is on the curriculum at primary or secondary level, but for others, studying the language reflects some kind of a choice.

Many people learn English because they have moved into a target-language community and they need to be able to operate successfully within that community. A target-language community is a place where English is the national language – e.g. Britain, Canada, New Zealand, etc – or where it is one of the main languages of culture and commerce – e.g. India, Pakistan, Nigeria.

Some students need English for a Specific Purpose (ESP). Such students of ESP (sometimes also called English for Special Purposes) may need to learn legal language, or the language of tourism, banking or nursing, for example. An extremely popular strand of ESP is the teaching of business English, where students learn about how to operate in English in the business world. Many students need English for Academic Purposes (EAP) in order to study at an English-speaking university or college, or because they need to access English-language academic texts.

Many people learn English because they think it will be useful in some way for international communication and travel. Such students of general English often do not have a particular reason for going to English classes, but simply wish to learn to speak (and read and write) the language effectively for wherever and whenever this might be useful for them. The purposes students have for learning will have an effect on what it is they want and need to learn – and as a result will influence what they are taught. Business English students, for example, will want to spend a lot of time concentrating on the language needed for specific business transactions and situations. Students living in a target-language community will need to use English to achieve their immediate practical and social needs.

## **Improving Vocabulary Skills**

Building a strong vocabulary over time can allow people to better communicate their thoughts, verbally or in writing, to avoid confusion and achieve clarity. You can build your vocabulary skills by identifying a learning technique that works for you and continually practicing.

You need good communication skills to work effectively with others in person, through email or by other means. Knowing which words to use and when is an important part of being a strong communicator. Building your vocabulary is one easy way to improve your communication skills. Having a large vocabulary can help you choose the right word or phrase needed for the situation, allowing you to easily convey your ideas, concerns, decisions and more.

Strong vocabulary can also increase your confidence and your ability to express yourself, whether you're giving a presentation or meeting with a client to deliver a proposal. When building your vocabulary, it is important to incorporate both general terms and those related to your industry to develop a solid foundation.

You can try the following ideas to build your vocabulary:

### *1. Learn the roots of words*

To build a strong foundation for your vocabulary, it's helpful to understand the roots of words. Many words have a common root and a prefix or suffix that helps you determine what the meaning might be.

### *2. Focus on practical terms and words*

Some industries have different definitions for words or use entirely new words, which is called jargon. If your co-workers and others in your field use technical jargon, try focusing on building your vocabulary to incorporate these words. For example, some industries use the word "stand-up" to mean a short daily meeting.

You can also look for clearer ways to express yourself instead of relying on cliches that may be difficult for others to understand or skew your meaning. For example, instead of saying "get your foot in the door," you could use "expand your opportunities."

### *3. Create word associations*

Word associations can help you remember certain words or phrases. For example, the word “gargantuan” means very large. Try creating a sequence with the word, such as tiny, small, medium, large, giant and gargantuan. Forming associations can help you recall words you’re learning with more ease. These associations can also ensure you remember the word long term.

#### *4. Complete regular vocabulary tests*

At the end of each week, create a quiz that includes the vocabulary words, root words or other language aspects that you’ve been studying. Taking a quiz or test can increase your ability to retain new words. Every time you learn a new root or word, create a flashcard. On one side of the card, write the word, and on the opposite side, write the definition. You can practice recalling the definition from the words and vice versa.

#### *5. Take a writing class*

As you build your vocabulary, you can also improve your writing skills, which will benefit you in your professional life. Take a writing course online or at a local adult educational institution that incorporates assignments and tests to help you boost your ability to communicate effectively through writing. If you complete a writing class, take notes on any new words you learn throughout the course.

#### *6. Create groups of words*

As you learn new words, you can group them together by meaning. By creating these groups, you can identify patterns that make it easier to incorporate the words into your daily speech. For example, you might learn words like affirmative, efficacious and decisive, which all mean positive. By grouping these words together, it becomes easier to recall their general meanings and how to use them in speech.

#### *7. Identify word nuances*

Some words have alternate definitions in different contexts. An example of nuance is the word “frame,” which could have several meanings depending on the scenario. A frame could be a border that surrounds a picture or window, or it could mean to outline or highlight a certain physical quality. Identifying and understanding

these nuances in language will help you better know how to use the words you've learned in your communication with others.

#### *8. Identify words that share meanings*

Different words often share the same or similar meaning. You can create a list of word groups to help you construct new and unique statements in your writing and speech. Some words have similar meanings but don't always substitute for one another, so it's helpful to review definitions of similar words before using them. By varying the word choices in your communication, you'll sound more polished and professional.

#### *9. Diversify what you read*

Most people spend at least some of their time reading every day. Diversifying your reading choices can help you build a stronger vocabulary since you see new words from different writers who have varying writing patterns. Adding new texts and options to your reading list can also help.

#### *10. Edit what you write*

When you finish writing any professional text, such as an email or cover letter, review your content for repetitive words or phrases. Consider using your expanded vocabulary to replace words you used frequently throughout the document. By editing your own writing, you can improve clarity, style and tone.

### **Developing Listening Skills**

Most students want to be able to understand what people are saying to them in English, either face-to-face, on TV or on the radio, in theatres and cinemas, or on tape, CDs or other recorded media. Anything we can do to make that easier will be useful for them. This is especially important since the way people speak is often significantly different from the way they write.

Listening is good for students' pronunciation, in that the more they hear and understand English being spoken, the more they absorb appropriate pitch and intonation, stress and the sounds of both individual words and those which blend together in connected speech. Listening texts are good pronunciation models, in other words, and the more students listen, the better they get, not only at understanding



speech, but also at speaking themselves. Indeed, it is worth remembering that successful spoken communication depends not just on our ability to speak, but also on the effectiveness of the way we listen.

In order to understand English students need to be able to listen to a variety of things in a number of different ways. In the first place, they need to be able to recognise paralinguistic clues such as intonation in order to understand mood and meaning. They also need to be able to listen for specific information (such as times, platform numbers, etc), and sometimes for more general understanding (when they are listening to a story or interacting in a social conversation).

A lot will depend on the particular genres they are working with. There are six main listening principles in teaching.

### ***Listening Principles***

Principle 1: Encourage students to listen as often and as much as possible. The more students listen, the better they get at listening – and the better they get at understanding pronunciation and at using it appropriately themselves.

Principle 2: Help students prepare to listen.

Students need to be made ready to listen. This means that they will need to look at pictures, discuss the topic, or read the questions first, for example, in order to be in a position to predict what is coming. This is not just so that they are in the right frame of mind (and are thinking about the topic), but also so that they are engaged with the topic and the task and really want to listen.

Principle 3: Once may not be enough.

There are almost no occasions when the teacher will play an audio track only once. Students will want to hear it again to pick up the things they missed the first time – and we may well want them to have a chance to study some of the language features on the tape.

Principle 4: Encourage students to respond to the content of a listening, not just to the language.

Principle 5: Different listening stages demand different listening tasks. Because there are different things we want to do with a listening text, we need to set different tasks for different listening stages.

Principle 6: Good teachers exploit listening texts to the full.

If teachers ask students to invest time and emotional energy in a listening text – and if they themselves have spent time choosing and preparing the listening sequence – then it makes sense to use the audio track or live listening experience for as many different applications as possible. Thus, after an initial listening, the teacher can play a track again for various kinds of study before using the subject matter, situation or audioscript for a new activity.

### ***True/False/Not Given questions***

Answering True/False/Not Given questions has been a challenge for many Ukrainian students. The general rule is that a student reads the statement and compares it to the information in the passage/in the podcast, etc. The task is to decide whether the statement is true, not true or if the statement does not actually agree or disagree with the passage (“not given”). Usually, the statements are represented by paraphrases, so even if the statement should be marked as “true” it does not mean that it will be formulated in the same way as it is in the text.

It is also very important to remember that this type of task does not require any personal knowledge and experience, i.e. even when the students disagree with the author of the text/ podcast, etc. under consideration, he or she has to rely on the information included in the text, not on their own ideas about it.

So the rule of thumb is: if the statement under consideration paraphrases the information from the podcast, conveying the same message, it should be marked as “true”. However, when the statement contradicts the information from the podcast, it should be considered as “false”. If the information is not mentioned in the recording (even if a student knows from their own experience that it might be true, but the text doesn’t say that), the answer is “not given”.

## *Listening Suggestions*

**Jigsaw listening:** in three groups, students listen to three different tapes, all of which are about the same thing (witness reports after an accident or a crime, phone conversations arranging a meeting, different news stories which explain a strange event, etc). Students have to assemble all the facts by comparing notes. In this way, they may find out what actually happened, solve a mystery or get a rounded account of a situation or topic.

Jigsaw listening works because it gives students a purpose for listening, and a goal to aim for (solving the ‘mystery’, or understanding all the facts).

**Message-taking:** students listen to a phone message being given. They have to write down the message on a message pad.

There are many other kinds of message that students can listen to. For example, they may hear a recorded message about what films are on at a cinema, when they’re on, what rating they have and whether there are still tickets. They then have to decide which film to go to. They might hear the message on an answerphone, or a gallery guide (where they have to identify which pictures are being talked about), or messages about how to place an order. In each case, they have to respond in some way.

**Music and sound effects:** although most audio tracks consist of speech, we can also use music and sound effects. Songs are very useful because, if we choose them well, they can be very engaging.

**News and other radio genres:** students listen to a news broadcast and have to say which topics from a list occur in the bulletin and in which order. They then have to listen for details about individual stories. If the news contains a lot of facts and figures, students may be asked to convert them into chart or graph form.

**Poetry:** poetry can be used in a number of ways. Students can listen to poems being read aloud and say what mood they convey (or what colour they suggest to them). They can hear a poem and then try to come up with an appropriate title. They can listen to a poem which has no punctuation and put in commas and full stops where they think they should occur.

**Stories:** a major speaking genre is storytelling. When students listen to people telling stories, there are a number of things we can have them do. Perhaps they can put pictures in the order in which the story is told. Sometimes we can let students listen to a story but not tell them the end. They have to guess what it is and then, perhaps, we play them the recorded version.

**Monologues:** various monologue genres can be used for different listening tasks. For example, we can ask students to listen to lectures and take notes. We can get them to listen to ‘vox-pop’ interviews where five different speakers say what they think about a topic and the students have to match the different speakers with different opinions. We can listen to dramatic or comic monologues and ask the students to say how the speaker feels. We can have them listen to speeches (at weddings, farewells, openings, etc) and get them to identify what the subject is and what the speaker thinks about it.

All students respond to various stimuli (such as pictures, sounds, music, movement, etc), but for most of them some things stimulate them into learning more than other things do.

Students will learn more successfully if they enjoy the activities they are involved in and are interested or stimulated by the topics we (or they) bring into the classroom.

# PERSONALITY

## Section I

**Exercise 1. a) Read the article on the Jung Typology Test.**

**b) Take the Jung Typology Test online (<http://www.humanmetrics.com/cgi-win/JTypes2.asp>). Then tell the class some interesting facts about your personality type.**

### Jung Typology Test™

According to Carl Jung's typology, all people can be characterised using the following three criteria:

- Extraversion – Introversion
- Sensing – Intuition
- Thinking – Feeling

Isabel Briggs Myers added a fourth criterion:

- Judging – Perceiving

These four criteria are called “dichotomies” since each of them represent a continuum between two opposite poles.

The first criterion, **Extraversion – Introversion**, signifies the source and direction of a person's energy expression. An extravert's source and direction of energy expression is mainly in the external world, while an introvert has a source of energy mainly in their own internal world.

The second criterion, **Sensing – Intuition**, represents the method by which someone perceives information. Sensing means that a person mainly believes information he or she receives directly from the external world. Intuition means that a person believes mainly information he or she receives from the internal or imaginative world.

The third criterion, **Thinking – Feeling**, represents how a person processes information. Thinking means that a person makes a decision mainly through logic. Feeling means that, as a rule, he or she makes a decision based on emotion, i.e. based on what they feel they should do.

The fourth criterion, **Judging – Perceiving**, reflects how a person implements the information he or she has processed. Judging means that a person organises all of

his life events and, as a rule, sticks to his plans. Perceiving means that he or she is inclined to improvise and explore alternative options.

The different possible combinations of preferences determine sixteen personality types. Each type can be assigned an acronym (or formula) according to the first letters of the combination of the preferences in each of the four criteria. For example:

ISTJ – Introvert Sensing Thinking Judging;

ENFP – Extravert iNtuitive Feeling Perceiving

Humanmetrics' Jung Typology Test™ determines an individual's personality type and scores the expressiveness of preferences in of each of the three Jungian dimensions (Extraversion vs. Introversion, Sensing vs. Intuition, Thinking vs. Feeling) as well of the additional dimension (Judging vs. Perceiving) proposed by Isabel Briggs Myers. The scales of dichotomies represent a continuum between two opposite poles, from 100 at one pole to 100 at the opposite pole. I.e. the Extravert–Introvert dimension is a continuum from 100 on Extraversion (i.e. a respondent is 100% extravert) to 100 on Introversion (i.e. a respondent is 100% introvert). In other words, the scale is 200 units long:

**Extravert** [100% - - - 0% - - - 100%] **Introvert**

Most individuals possess features of both poles but typically have a preference of one way over the other. The letter indicates the direction of the preference and the percentage indicates the strength of the preference toward one pole over the other.

The E–I score of 0% means the respondent is on the borderline between being an extravert and an introvert. Having an Extraversion score of greater than 0 – e.g. 20% – means being 20% more slanted toward Extraversion over Introversion. Having an Introversion score of greater than 0 – e.g. 20% – means being 20% more slanted toward Introversion over Extraversion.

The same pertains to the S–N, T–F, and J–P dichotomies.

By taking the Jung Typology Test™, you will discover your type formula along with a quantitative measure of each of the 4 criteria (the strengths of preferences). Once you get your type formula and the strengths of preferences, you can:

- Learn about your personality type by reading your type description. This may help you identify your life style in general, as well as your natural style with respect to specific areas such as business, love, education, communication, and conflict.
- Get a list of the most suitable career choices based on your personality.

## Exercise 2. Translate into English.

К. Юнг (1875-1961), так само як і С. Фрейд, вивчав динамічні несвідомі потяги та їхній вплив на людську поведінку. Погляди Юнга на особистість людини є досить складними та полемічними.

До ключових аспектів вчення Юнга відносять поняття про інтроверсії та екстраверсії, відкриття чотирьох основних психічних функцій, дослідження колективного несвідомого, особливий погляд на структуру особистості, і як наслідок – створення аналітичної психотерапії.

Поняття про інтроверсії та екстраверсії базується на тому, що фокус інтересів кожного індивідуума може бути звернений переважно до свого внутрішнього “Я” (інтроверсія) або до зовнішнього світу (екстраверсія). Інтроверти насамперед зацікавлені власними думками. Небезпека для них полягає в тому, що якщо занадто глибоко зануритися у своє внутрішнє “Я”, то можна втратити контакти із зовнішнім оточенням. Екстраверти переважно зайняті зовнішнім світом, вони легше встановлюють соціальні зв’язки і краще усвідомлюють, що відбувається навколо них. Небезпека для них полягає у втраті уміння аналізувати свої внутрішні психічні процеси.

## Exercise 3. Fill in the gaps in the following chart:

	Words and Phrases	Transcription	Translation / Explanation
1.	a (real) character <i>inf</i>		an interesting or unusual person
2.	affection <i>n</i> (affectionate <i>adj</i> )		

3.	aloof, <i>syns</i> distant, stand-offish <i>inf</i>		not friendly towards others
4.	arrogance <i>n</i> (arrogant <i>adj</i> , <i>opp.</i> modest)		
5.	attribute		a quality or feature of sb / sth
6.	be cruel to be kind ( <i>saying</i> )		make sb suffer because it will be good for them later
7.	broad-minded, <i>opp.</i> narrow-minded		
8.	chatterbox <i>n</i> (chatty <i>adj</i> )		
9.	conceited		<i>disapproving</i> : thinking you are very important, clever, etc
10.	conscientious		
11.	considerate, <i>syn.</i> thoughtful, <i>opp.</i> inconsiderate		
12.	cunning, <i>syn.</i> crafty		able to do things by being clever, but not always honest
13.	cynicism <i>n</i> (cynical <i>adj</i> )		
14.	diffident, <i>syn.</i> shy		not confident; not wanting to talk about yourself
15.	down-to-earth		sensible and realistic in things you say or think
16.	first impression		
17.	good fun		enjoyable to be with



18.	happy-go-lucky		not caring or worrying about the future
19.	impulsive, <i>syns</i> impetuous, rash		
20.	integrity		the quality of being honest and having strong moral principles
21.	low-brow		
22.	naivety <i>n</i> (naive <i>adj</i> )		
23.	passion (for sth) <i>n</i> (passionate <i>adj</i> )		
24.	pretentious		
25.	pushy <i>inf</i>		
26.	quick-witted		
27.	resolute, dogged ( <i>positive associations</i> ), mulish ( <i>negative</i> )		
28.	ruthless		determined to get what you want and not caring about others
29.	scepticism <i>n</i> (sceptical <i>adj</i> )		
30.	shrewd, <i>syn.</i> astute		good at judging people and situations
31.	sober, serious ( <i>positive associations</i> ), morose, sullen ( <i>negative</i> )		
32.	spontaneity <i>n</i> (spontaneous <i>adj</i> )		

33.	take to sb / sth		start liking sb / sth
34.	thick-skinned		
35.	thrifty, frugal ( <i>positive associations</i> ), stingy, parsimonious ( <i>negative</i> )		
36.	to be drawn to sth / sb		be attracted to sth / sb (e.g. <i>I'm drawn to men who are considerate</i> )
37.	to come across (as)		to make a particular impression
38.	to get up sb's nose <i>inf</i>		annoy sb very much
39.	to give sth a go, <i>syn.</i> have a go, give sth a try		be prepared to try sth (e.g. <i>I'll give anything a go, within reason!</i> )
40.	to have lots of common sense		to think in a practical way
41.	to make a good impression at sb		
42.	to mislead sb, <i>syn.</i> to deceive sb (misleading <i>adj.</i> , <i>syn.</i> deceptive)		to give the wrong idea or impression
43.	to see sb as smth		to imagine or think of sb in a particular way (e.g. <i>I see myself as tolerant</i> )
44.	to strike sb (as sth)		to give sb a particular impression

			(e.g. <i>Catherine actually struck me as being more suitable for this job</i> )
45.	trustworthy		
46.	unstinting ( <i>positive associations</i> ), immoderate ( <i>negative</i> )		
47.	virtue <i>n</i> , <i>opp.</i> vice ( <i>virtuous adj</i> )		
48.	What do you make of sb / sth?		What's your impression of sb / sth? (e.g. <i>What did you make of the two candidates for the job?</i> )
49.	witty, pithy ( <i>positive associations</i> ), sharp-tongued, terse ( <i>negative</i> )		
50.	work-obsessed, workaholic		

**Exercise 4. Complete each of these word forks. Write a sentence to illustrate the meanings of each of your words.**

- |               |                  |                |
|---------------|------------------|----------------|
| .....         | .....            | .....          |
| 1. self-..... | 2. ....-tempered | 3. ....-minded |
| .....         | .....            | .....          |

**Exercise 5. Fill the gaps with a suitable word.**

1. At work, James ..... across as serious and a bit boring, but outside of work he's completely different; he's really good .....

2. It's important to ..... a good impression on your first day in a new job.
3. I'm sure he can find the place; he just needs to use his common .....
4. Meeting new people doesn't worry her; she's a very self-..... young woman.
5. It's hard to know what Sam thinks – he doesn't really ..... his feelings.
6. Do you think ..... impressions are very important? I do.
7. I always have a laugh with my cousin – he's got a great sense of .....
8. She is so .....-minded: she cannot accept any ideas different from her own.

**Exercise 6. Match 1–9 with a–i.**

1. feeling sure about your own ability	a aggressive
2. boring	b cheerful
3. likely to fight or argue	c self-confident
4. thinking you are better than others	d tolerant
5. always telling the truth	e sense of humour
6. ability to laugh at things	f dull
7. feeling happy	g arrogant
8. unhappy to give money or help people	h honest
9. able to accept ideas you don't agree with	i mean

**Exercise 7. Complete the words in each sentence.**

- If you disagree with Matthew, he can get a bit aggressive.
1. My brother's a bit irresponsible and does some *c* \_\_\_\_\_ things; but he's OK.
  2. Keiko's a good person to share a flat with: she's very *e* \_\_\_\_\_ -*g* \_\_\_\_\_ .
  3. I like Zoltan; he's got a great *s* \_\_\_\_\_ of *h* \_\_\_\_\_ .
  4. Hamdi is a fantastic musician, but very few people realise this because he's so *m* \_\_\_\_\_ .
  5. Since Katy got a new job and a boyfriend, she's become more *s* \_\_\_\_\_ -*c* \_\_\_\_\_ .
  6. My brother's lazy, but my sisters have always been very *h* \_\_\_\_\_ -*w* \_\_\_\_\_ .
  7. I don't think young Andy is *r* \_\_\_\_\_ enough to drive a car.

8. Andrea has so much *e* \_\_\_\_\_; she's always doing something.

**Exercise 8. Correct the mistakes.**

• I've never been drawn *by* people just because they're affectionate. *to*

1. My cousin's a very lucky-go-happy person. \_\_\_\_\_

2. You can wear what you like to school, with reason. \_\_\_\_\_

3. I'd love to have a go for skydiving. \_\_\_\_\_

4. She's very kind and inconsiderate; she's always helping people. \_\_\_\_\_

5. My father had a lifelong passionate for classical music. \_\_\_\_\_

6. She's good fun but she's a real chatty! \_\_\_\_\_

7. He's a great boss – really down-the-earth. \_\_\_\_\_

**Exercise 9. Complete the sentences.**

1. Integrity is usually considered to be a positive \_\_\_\_\_ .

2. Marisa was very cold and strict with her children and showed them little \_\_\_\_\_ .

3. If you want to try skiing, why don't you just give it a \_\_\_\_\_ ?

4. She's always using foreign words when she speaks – I just find that very \_\_\_\_\_ .

5. He loves to do things without any planning – he's very \_\_\_\_\_ .

6. I've never trusted Morgan; he's got no principles. He lacks \_\_\_\_\_ .

**Exercise 10. Positive or negative? Write P or N.**

1. She gets up my nose. \_\_\_\_\_

2. He's pretty trustworthy. \_\_\_\_\_

3. She strikes me as shrewd. \_\_\_\_\_

4. He's very quick-witted. \_\_\_\_\_

5. He comes across as quite pushy. \_\_\_\_\_

6. She's pretty ruthless. \_\_\_\_\_

7. He's a real character. \_\_\_\_\_

8. He's not very astute. \_\_\_\_\_
9. I'd say she was conscientious. \_\_\_\_\_
10. She's very charismatic. \_\_\_\_\_

**Exercise 11. Complete the text.**

There's a new guy living next door to us and I didn't know what to (1) m\_\_\_\_\_ of him at first. He wasn't very friendly and he walked about as if he was 'Mr-Know-It-All', so he (2) s\_\_\_\_\_ me as rather (3) c\_\_\_\_\_. I just didn't (4) t\_\_\_\_\_ to him at all. He took my parking space several times, which really got up my (5) n\_\_\_\_\_. So, last night, I decided to be (6) a\_\_\_\_\_ and challenge him about it. He was fine and apologised! I was really quite surprised.

**Exercise 12. Read the text and explain the meaning of the words and phrases in italics.**

*Don't judge a book by its cover*

How someone appears *on the surface* may not be a true picture of what they're really like. A person who seems *aloof* and *stand-offish* may just be shy and *diffident*. As they say: *don't judge a book by its cover*. Other personality *traits* can be *misleading*; a bad quality in one context may be a *virtue* in another, e. g. being *cunning*, or *impulsive*, or *naive*. Then there are qualities considered to be negative, but is it always wrong to be cruel or *cynical*? Remember the saying: sometimes you have to *be cruel to be kind*.

**Exercise 13. Replace the underlined word with another word that has a similar meaning.**

1. Don't be deceived by her sweet smile; she's really tough. \_\_\_\_\_
2. I don't know why he's so aloof, but he certainly isn't very friendly. \_\_\_\_\_
3. Simon is usually rather shy in company. \_\_\_\_\_
4. Jumping off that wall was such an impetuous thing to do. \_\_\_\_\_
5. You have to keep an eye on Will because he's very crafty. \_\_\_\_\_
6. His charm is misleading because he can be ruthless if necessary. \_\_\_\_\_

**Exercise 14. Rewrite the sentences using the word or a form of the word in capitals.**

**Keep the meaning the same.**

1. What was your impression of him? MAKE \_\_\_\_\_
2. I think you ought to have a try. GIVE \_\_\_\_\_
3. I'll do anything if it's practical and sensible. REASON \_\_\_\_\_
4. He doesn't believe the figures. SCEPTICAL \_\_\_\_\_
5. I started liking him after a while. TAKE \_\_\_\_\_
6. I think he's very bright. STRIKE \_\_\_\_\_
7. He really annoyed me . NOSE \_\_\_\_\_
8. He's interesting and rather unusual. CHARACTER \_\_\_\_\_
9. I haven't thought about it much but it seemed sensible. SURFACE  
\_\_\_\_\_
10. Don't base your opinion only on appearance. BOOK \_\_\_\_\_

**Exercise 15. Read information about star signs. Explain the meaning of adjectives.**

*Chinese astronomy organises years into cycles of twelve with each year named after an animal. The Chinese believe that the year you are born in affects your character.*

<i>animal</i>	<i>year</i>	<i>characteristics</i>
Rat	1972, 1984, 1996	Imaginative, charming, generous, quick-tempered, opportunistic (= <i>using situations for own benefit</i> )
Buffalo	1973, 1985, 1997	Conservative, methodical (= <i>systematic, careful</i> ), conscientious, chauvinistic (= <i>too patriotic</i> ), a born leader
Tiger	1974, 1986, 1998	Sensitive, emotional, tend to get carried away (= <i>become too excited and lose control</i> ), stubborn, rebellious
Rabbit	1975, 1987, 1999	Affectionate, obliging (= <i>ready to help</i> ), gallant, sentimental, superficial (= <i>not caring about serious things</i> )

Dragon	1976, 1988, 2000	Fun-loving, popular, perfectionist, gifted, may sometimes be tactless (= <i>inclined to say things that upset or offend people</i> )
Snake	1977, 1989, 2001	Sagacious (= <i>wise</i> ), charming, intuitive (= <i>understanding instinctively</i> ), stingy, inclined to procrastinate (= <i>delay doing something</i> )
Horse	1978, 1990, 2002	Diligent (= <i>hard-working</i> ), independent, placid (= <i>calm, does not easily become excited or angry</i> ), friendly, can be selfish and cunning
Goat	1979, 1991, 2003	Elegant, artistic, always ready to complain, plagued by (= <i>troubled or distressed by</i> ) worry
Monkey	1980, 1992, 2004	Witty, magnetic personality (= <i>personality that attracts people to you</i> ), can be self-seeking (= <i>wanting to gain advantage for oneself</i> ) and distrustful
Rooster	1981, 1993, 2005	Industrious, shrewd, decisive, very extravagant, a flashy (= <i>expensive or impressive</i> ) dresser
Dog	1982, 1994, 2006	Down-to-earth, altruistic (= <i>thinking of others rather than oneself</i> ), morose (= <i>gloomy</i> ), sharp-tongued (= <i>inclined to speak in a severe and critical way</i> ), a fault-finder (= <i>critical person</i> )
Pig	1983, 1995, 2007	Intellectual, tolerant, naive, downfall (= <i>cause of destruction</i> ) could be desire for material goods

**Exercise 16. Answer the questions.**

1. Which animal represents you? To what extent do the characteristics apply to you?
2. Think of a friend and find their animal in the chart. Give examples of why you think each characteristic is appropriate or not.
3. What qualities do you look for when choosing a partner? Give reasons for your opinion.



**Exercise 17. Match the words on the left with their opposites on the right.**

- |                   |               |
|-------------------|---------------|
| 1. altruistic     | unsystematic  |
| 2. diligent       | generous      |
| 3. intellectual   | thick-skinned |
| 4. methodical     | unhelpful     |
| 5. morose         | flexible      |
| 6. obliging       | low-brow      |
| 7. quick-tempered | selfish       |
| 8. sensitive      | cheerful      |
| 9. stingy         | placid        |
| 10. stubborn      | lazy          |

**Exercise 18. a) What are the abstract nouns from these adjectives?**

**b) The given adjectives are most likely to be found in writing. Give a synonym for each word that would be more likely to be used when speaking.**

<i>adjective</i>	<i>noun</i>	<i>synonym</i>
1. altruistic	altruism	unselfish
2. parsimonious		
3. diligent		
4. placid		
5. industrious		
6. sagacious		
7. gallant		
8. terse		
9. morose		
10. unscrupulous		

## Section II

Listen to the Six Minute English podcasts by BBC Learning English, do the exercises and learn the vocabulary.

### LISTENING TASK 1

#### Introvert... and proud

<https://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-161229>

#### Exercise 1. Pre-listening task.

Answer the question:

1. Who first used the term 'extrovert'? Was it...

- a) Sigmund Freud?
- b) Friedrich Nietzsche?
- c) Carl Jung?

Listen till the end of the podcast and circle the correct answer.

#### Exercise 2. Translate the words and match the keywords with the definitions:

thought through	capabilities of the mind
reflective	regain their strength and energy
intimidate	consider carefully
drained	very tired
ambivert	overpower
inner resources	thoughtful
recharge their batteries	a mixture of introvert and extrovert

#### Exercise 3. Read the statements and identify whether they are true, false or not given:

1. Being an extrovert is less valuable than being an introvert.
2. Introverts are not reflective.
3. Introverts receive energy from their inner world.

4. The division between extroverts and introverts doesn't rely on any scientific data.
5. External stimulation and noisy environments are comfortable for the extroverts.
6. Introverts like to work in small groups.

## **LISTENING TASK 2**

### **How resilient are you?**

<https://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-200213>

#### **Exercise 1. Pre-listening task.**

'Resilience' is also a word used in science to describe the characteristic of a substance or object. But what does it mean?

- a) It is very tough or hard
- b) It can return to its original shape after being bent
- c) It can turn from a solid into a liquid quickly

Listen till the end of the podcast and circle the correct answer.

#### **Exercise 2. Translate the words and match the keywords with the definitions:**

resilient (adjective)	have positive thoughts about the future and believe things will turn out well
resilience (noun)	difficult situation in somebody's life
adversity	show clearly and is easy to notice
manifest	ability to cope with difficult situations or improve quickly after an illness or injury
optimistic	feeling you get when you are worried or upset by something
distress	able to cope with difficult situations or to improve quickly after an illness or injury

**Exercise 3. Read the statements and identify whether they are true, false or not given:**

1. You are resilient if you sympathize with people.
2. Motivational speakers, who promise we can learn to be resilient, lie.
3. The Why Factor is the book written by David Westley.
4. Optimism is related to resilience.
5. With more support from people you become more resilient.
6. Families and friends should help to boost resilience.

## EDUCATION

### Section I

#### Terms associated with academic institutions and education

	Words and Phrases	Transcription	Translation / Examples
1.	academy		
2.	adjunct professor		позаштатний професор, професор-сумісник
3.	admission		
4.	Admissions Office		
5.	alma mater		
6.	applicant		
7.	application fee		
8.	art school		
9.	Arts school ( <i>BrE</i> )		гуманітарний (філологічний) факультет
10.	boarding school		
11.	chancellor		
12.	class teacher ( <i>BrE</i> , <i>primary school</i> ), form teacher / master / mistress ( <i>BrE</i> , <i>secondary school</i> ); grade teacher, supervising instructor ( <i>AmE</i> )		
13.	coeducational school, <i>opp.</i> single-sex school		
14.	comprehensive school / system		

15.	degree paper, graduation thesis, senior paper ( <i>AmE</i> ), diploma paper		
16.	department		<i>e.g.</i> The Department of Oriental Languages
17.	deputy dean, assistant dean		
18.	dormitory ( <i>AmE</i> ), hall of residence ( <i>BrE</i> ), hostel ( <i>BrE</i> )		
19.	dropout		
20.	educational institution		
21.	educator		
22.	elective		
23.	enrolment ( <i>BrE</i> ), enrollment ( <i>AmE</i> )		
24.	evening / night school <i>inf</i>		
25.	exam / question paper ( <i>BrE</i> ), answer sheet ( <i>AmE</i> )		
26.	examining board		
27.	extracurricular activities		
28.	facilities		<i>e.g.</i> athletic / research / educational facilities

29.	faculty		<i>e.g. the Science Faculty, the Faculty of Science, the Economics Faculty, the Faculty of Economics</i>
30.	fee-paying school		
31.	fellowship ( <i>esp AmE</i> )		
32.	final		
33.	freshman ( <i>AmE</i> ), first-year student		
34.	full-time student, <i>opp.</i> part-time student		
35.	further / continuing / adult education		
36.	grade form		
37.	grade record book		
38.	grade-point average (GPA)		
39.	graduation ( <i>BrE</i> ), commencement ( <i>AmE</i> )		
40.	grammar school		
41.	grant		
42.	gymnasium		
43.	hand-outs		
44.	high-school graduate ( <i>AmE</i> ), school-leaver ( <i>BrE</i> )		
45.	independent school ( <i>esp BrE</i> )		

46.	infant school		
47.	intern ( <i>mainly AmE</i> )		
48.	Ivy League		
49.	junior college		
50.	lecture hall		
51.	liberal education		
52.	liberal studies ( <i>BrE</i> ), liberal arts ( <i>AmE</i> )		
53.	major <i>n, v</i>		<i>e.g.</i> to have a major in physics; to major in law
54.	minor <i>n, v</i>		
55.	monitor		
56.	non-degree course / program		
57.	open day ( <i>BrE</i> ), open house ( <i>AmE</i> )		
58.	optional course		
59.	period		<i>e.g.</i> double period, free period
60.	polytechnic		
61.	pre-school (2-5 years old)		
62.	proctor ( <i>BrE</i> ), invigilator ( <i>AmE</i> )		
63.	provost		
64.	public school, <i>compare</i> private school, state school		
65.	reference		



	( <i>esp BrE</i> ), recommendation ( <i>esp AmE</i> )		
66.	refresher course		
67.	scholar		
68.	scholarship		
69.	scholarship-holder ( <i>AmE</i> )		
70.	school report ( <i>BrE</i> ), report card ( <i>AmE</i> )		
71.	school-leaving certificate ( <i>BrE</i> ), high-school diploma ( <i>AmE</i> ), secondary education certificate		
72.	sixth form college (16-18 years old)		
73.	student loan		
74.	teaching staff <i>compare</i> faculty		
75.	technical college		
76.	term, semester ( <i>AmE</i> )		
77.	the arts, <i>compare</i> the humanities		
78.	to cheat (on examinations)		
79.	to do a degree in physics / to get a		

	degree in German from York University		
80.	to do research into / on		
81.	to do well in an exam, <i>opp.</i> to do badly in an exam		
82.	to enrol (on) ( <i>BrE</i> ), to enroll (in) ( <i>AmE</i> )		
83.	to get credit for a course		
84.	to invigilate ( <i>BrE</i> )		
85.	to keep down for another year ( <i>BrE</i> ), to keep back for another year ( <i>AmE</i> ), not to promote to the next year ( <i>AmE</i> )		
86.	to skip (a class), to play truant (from a class), play hookey <i>inf, compare</i> to miss a class		
87.	training school		
88.	transcript		
89.	undergraduate		
90.	virtual course		
91.	visual aids		

92.	vocational training		e.g. hotel management, secretarial courses
93.	voluntary school		
94.	workshop		

### Ranks and Positions of University Teachers in Ukraine, Great Britain and the U.S.

Ukraine	UK	USA
професор	Professor	Full Professor
доцент	Reader	Associate Professor
старший викладач	Senior Lecturer	
викладач	Lecturer	Assistant Professor
асистент	Assistant Lecturer	Instructor

### Names of Students

Ukraine	UK	USA
семикласник	seventh-form boy (girl), seventh-former <i>inf</i>	seventh-grade boy (girl), seventh-grader <i>inf</i>
випускник школи	school-leaver	high-school graduate
абітурієнт, вступник	applicant	
першокурсник	first-year student	
		freshman
другокурсник	second-year student	
		sophomore
третьокурсник	first-year student	
		junior
четвертокурсник	fourth-year student	
		senior
п'ятокурсник	fifth-year student	

магістрант	graduate student	master's candidate	postgraduate student
аспірант		doctor's candidate	
докторант			

### Most Common Degrees and Academic Titles

B.A. (Bachelor of Arts), <i>e.g.</i> to get a BA in French	бакалавр гуманітарних наук
B.S. (Bachelor of Science), <i>e.g.</i> to get a BSc in computer science	бакалавр природничих наук
M.A. (Master of Arts), <i>e.g.</i> to do a Masters in English	магістр гуманітарних наук
M.S. (Master of Science)	магістр природничих наук
Ph.D. (Philosophy Doctor)	доктор філософії

### Exercise 1. Translate into English.

Абітурієнт, випускник школи, викладацький склад, академія наук, вчити уроки, деканат, закінчити школу із золотою медаллю, екзаменатор, доповідач, (екзаменаційна) відомість, директор школи, гуманітарні науки, доцент, старший викладач, вступити до вищого навчального закладу, журнал, аспірант, ступінь бакалавра, екзаменаційна комісія, приймальна комісія, атестат про середню освіту, церемонія вручення атестатів або дипломів у школі (університеті), 'вікно' (у розкладі), гуртожиток, дипломна робота, дисертація, завідувач кафедри, залікова книжка, скласти залік з предмета, заступник декана, класний керівник, науково-дослідний інститут, педагог, репетитор, платити за навчання, повторювати вивчений матеріал (перед іспитом), прогуляти заняття, пропустити заняття, середній бал, спеціальність (у вузі), стажування, стипендія.

### Exercise 2. Translate into Ukrainian.

1. Comprehensive schools in the UK are open to all and are for all abilities. You can only get into a grammar school by competitive entry (an exam). Public schools in

the UK are very famous private schools. Colleges include teacher-training colleges, technical colleges and general colleges of further education.

2. Some schools give pupils tests regularly to check their progress. The school-leaving exams are held in May / June. In England, these are called GCSEs (age 16) and A-levels (age 18). In some schools, colleges and universities, instead of tests and exams there is continuous assessment with marks, e.g. 65%, or grades, e.g. A, B+, for essays and projects during the term. If you pass your university exams, you graduate, then you're a graduate and you may want to go to a post-graduate course.

3. The school day is divided into 6-7 lessons in different subjects, with a break in the morning and afternoon. There is also a one-hour lunch break. The school year is usually divided into three terms. Each term is about 13 weeks, and each week pupils do about ten subjects. At the end of the school year they do / take an exam in each subject. After the holidays, pupils go back to school.

**Exercise 3. What do you call:**

1. the money some students receive if they get a place at university?
2. the qualification you get at the end of university?
3. the name we give students during this period at university?
4. teachers at university?
5. students when they have completed their first degree?
6. students studying for a second, higher degree?
7. the study of one subject in great depth and detail, often to get new information?
8. the talks / lessons that students go to while they are at university?

**Exercise 4. Correct the miss-collocations in these sentences.**

1. I can't come out. I'm studying. I'm passing an examination tomorrow.
2. Congratulations! I hear you succeeded your examinations!
3. You can study a lot of different careers at this university.
4. I got some good notes in my continuous assessment this term.
5. She's a professor in a primary school.

6. He gave an interesting 45-minute conference on Goethe.
7. She got a degree in personal management from a private college.
8. When I was 12, we started having French seminars at school, and I fell in love with the language.

**Exercise 5. Complete this text about the timetable of a typical secondary school in Britain.**

The school day is normally \_\_\_\_\_ into six or seven \_\_\_\_\_, with \_\_\_\_\_ during the morning, at lunch and in the afternoon. Over the whole week, \_\_\_\_\_ usually do about ten different \_\_\_\_\_. The school year normally has three \_\_\_\_\_, with exams at the end of the year.

**Exercise 6. Fill the gaps in this life story of a British woman.**

At 5, Nelly Dawes went straight to \_\_\_\_\_ school because there were very few \_\_\_\_\_ schools for younger children in those days. When she was ready to go on to secondary school, she passed an exam and so got into her local \_\_\_\_\_ school. Nowadays her own children don't do that exam, since most children go to a \_\_\_\_\_ school. She left school at 16 and did not go on to \_\_\_\_\_ education, but she works during the day, then goes to \_\_\_\_\_ at the local school once a week to learn French. She would like to take up her education again more seriously, if she could get a \_\_\_\_\_ or scholarship from the government. Her ambition is to go to a \_\_\_\_\_ and become a school teacher.

**Exercise 7. Choose *a* or *the* in the following passage. Cross out the wrong one. In some places neither is possible so cross out both.**

***People in Education***

*A / The* professor is not *a / the* teacher in *a / the* secondary school, but has *a / the* highest academic position in *a / the* university. *A / The* lecturer is *a / the* university teacher. Lecturers – and professors – give *a / the* lectures. Students in Britain usually have *a / the* tutor who gives them *a / the* advice and teaches students in small groups.

You graduate from university with *a / the* degree. If you do *a / the* postgraduate work, you will have *a / the* supervisor to help and advise you.

**Exercise 8. Read teachers' instructions and advice. Explain the meaning of the phrases in bold.**

- First of all, let's **go over** the homework. You can **leave out** Exercise 2.
- If you make a mistake, **rub it out**.
- **Take it in turns** to read the dialogue.
- Pascal, **swap places with** Marcel, please.
- **Hand out** (*syn give sth out*) the books.
- **Finish it off** at home and **hand it in** tomorrow.
- **Put** all the books **away** before you leave.
- OK, let's **call it a day**.
- It is our last lessons. So Lars, could you **hand** the cakes **round**, please?
- If you're **doing** an English **course**, **take it seriously**.
- If you're not sure of the meaning of a word, **look it up** rather than guess.
- Do written work **in rough** first, then it doesn't matter if you **cross** something **out**.
- **It's no good** writing things in a notebook if you don't **go back** and study them again.
- Practising with classmates will help you to **build up** your confidence.
- What you learn in class is just **the tip of the iceberg**. You need to study at home as well.
- Don't be embarrassed about speaking: the main thing is to **make yourself understood**.
- Don't be afraid to make mistakes: you learn from **trial and errors**.
- The classroom is an opportunity to practise speaking: so **make the most of it**.
- **Saying** something **out loud** can help you to practise the pronunciation and remember it.
- Don't miss lessons, or you'll **get behind with** your work and find it difficult to **catch up**.
- Don't **give up**. **Stick at it** and you'll **get there** in the end.

**Exercise 9. Complete the teacher's instructions.**

Silvia, first of \_\_\_\_\_, could you \_\_\_\_\_ out these worksheets, please? Thanks. Now everyone, I want you to do the first exercise and we'll go \_\_\_\_\_ the answers when you've finished. If you use pencil, you can rub \_\_\_\_\_ the answers afterwards, and do it again later. Marco, I know you have to leave in a minute, so why don't you finish it \_\_\_\_\_ at home and hand it \_\_\_\_\_ to me tomorrow? I think we've done enough; let's call it a \_\_\_\_\_

If you want to talk to Joe, you'll have to swap \_\_\_\_\_. After you've used the CD player, remember to put it \_\_\_\_\_. If you can't do one of the questions, just leave it \_\_\_\_\_.

**Exercise 10. Correct the mistakes in each sentence. Write the correct word at the end.**

1. If you see a mistake, you can just cross it off. \_\_\_\_\_
2. I think it's a real problem, and what you can see is just the top of the iceberg.  
\_\_\_\_\_
3. It's no use to study grammar if you don't practise it. \_\_\_\_\_
4. It's not good trying to learn English without a dictionary. \_\_\_\_\_
5. When you're finished the text, get back to the beginning and read it again.  
\_\_\_\_\_

**Exercise 11. Complete the sentences.**

1. I always write essays in \_\_\_\_\_ first, then I copy them later.
2. They I think they've solved the problem, but this is just the tip of the \_\_\_\_\_
3. My name was on the list, but somebody \_\_\_\_\_ it out – I don't know why.
4. When I studied English at school, I didn't really \_\_\_\_\_ it seriously.
5. I wrote the answers quickly, then I went \_\_\_\_\_ and checked them later.
6. It's no \_\_\_\_\_ telling him to work harder. He just won't listen to you.



7. He missed last term with a serious illness, and he'll need time to \_\_\_\_\_ up his strength.
8. Give me the dictionary and I'll \_\_\_\_\_ it up.

**Exercise 12. One word is missing in each sentence. Where does it go? Write it at the end.**

- At school, we had to learn certain poems ^ heart. \_\_\_\_\_ *by* \_\_\_\_\_
1. My pronunciation isn't very good, but I manage to make understood. \_\_\_\_\_
  2. It'll take me a long time to become a doctor, but I'll there eventually. \_\_\_\_\_
  3. He was ill for ages, and unfortunately he got behind his studies. \_\_\_\_\_
  4. It's your only chance, so make the most it \_\_\_\_\_
  5. I missed several lessons, so now I have to up with the others in the class.  
\_\_\_\_\_
  6. The teacher started the lesson with a long list of and don'ts. \_\_\_\_\_

**Exercise 13. Complete the questions and answer them.**

1. Can you usually \_\_\_\_\_ yourself understood in English?
2. Have you tried to learn certain things by \_\_\_\_\_ ? If so, what?
3. Do you say words out \_\_\_\_\_ to help you to remember them?
4. Do you always \_\_\_\_\_ the most of your time in class?
5. Do you ever \_\_\_\_\_ behind with any of your studies?
6. Do you think trial and \_\_\_\_\_ is a good learning method?
7. If you start something, do you generally \_\_\_\_\_ at it?
8. Have you ever started a course and then \_\_\_\_\_ up?

**Exercise 14. Read the text and explain the meaning of the phrases in bold.**

***What Happen on Exam Day?***

- The night before an exam, I **stay up** late and revise.
- Outside the exam room, I **steer / stay clear of** (take care to avoid sb /sth) other students who are in a panic.

- I **keep one eye on** the clock during the exam on the clock during the exam so that I don't **run out of** time.
- I try to **stick to** the question.
- If I **get stuck** on a question, I **miss it out** and go on to an easier one.
- If my mind **goes blank**, I **breathe in** and **out** slowly to calm myself.
- I **read through** my answers at the end to check that they **make sense**.

**Exercise 15. Circle the correct answer(s). Both words may be correct.**

1. I *stayed* | *continued* up late last night to finish an essay.
2. Most candidates fail because they don't *keep* | *stick* to the questions.
3. I was in such a panic my mind just went completely *black* | *blank*.
4. Try to keep an *ear* | *eye* on the time during a test so that you finish every question.
5. I finished the letter and then I *went* | *read* it through carefully to check the spelling.
6. I got *stuck* | *delayed* on one question, so I *missed* | *left* it out.

**Exercise 16. One word is missing in each line. Where does it go? Write it at the end.**

I know it was very silly, but I ^ up very late last night, and *stayed* through my notes, so this morning I was really tired. I got to the exam feeling very stressed, and I tried to in and out slowly to help myself relax, but I could feel my going blank. Eventually, I looked at the questions, but none of them sense; I was in such a state. Of course, I didn't keep one on the clock and unfortunately, I ran of time. And as a result of that, I had to out the last question completely, so I knew there was not much chance that I would pass. I steered of my friends as I left the room.

**Exercise 17. Answer the questions.**

1. Did you go to nursery school?
2. Do most children start primary school at the age of five?

3. Is the secondary school system in your country similar or different to the English system?
4. How many subjects did you study at secondary school?
5. What was your favourite subject?
6. How many lessons did you have every day?
7. Was your school a state or private school?
8. At what age can you leave school?
9. How many terms are there in a school year?

## **Section II**

**Listen to the Six Minute English podcasts by BBC Learning English, do the exercises and learn the vocabulary.**

### **LISTENING TASK 1**

#### **42 languages**

<https://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-141218>

#### **Exercise 1. Pre-listening task**

Rob and Finn talk about a school in London which has 600 children who speak a total of 42 different languages. Do you think it is difficult for them to learn English? How does this affect their educational performance? Are they good at other subjects like Maths? Explain.

Which country has the most official languages? Is it:

- a) India
- b) Nigeria
- c) South Africa

Listen till the end of the podcast and circle the correct answer.

## Exercise 2. Translate the words and match the keywords with the definitions:

assessed	became equal with others in the same level
bilingual	bringing together
educational standards	person in charge of a school
caught up with	being able to speak two languages fluently
marks	(of a language) not as fluent as before
head teacher	tested and given scores
nursery	the knowledge and skills students should have at a particular level
rusty	place where very young children are looked after while their parents are at work
integration	score in a test or exam
playground	area in a school where children play between lessons

## Exercise 3. Read the statements and identify whether they are true, false or not given:

1. There are 500 students in Byron Court.
2. To get high marks for integration means to perform well on a test.
3. The children feel integrated, because at Byron Court they try to celebrate all the holidays of each student's country.
4. Children are assessed when they are 11 years old.
5. Most school leavers are bilingual.
6. Twelve languages are spoken in the Republic of South Africa.

## LISTENING TASK 2

### Should schoolchildren have jobs?

<https://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-171214>

### Exercise 1. Pre-listening task.

What is the youngest age at which children are allowed to work in the UK?

- a) 12
- b) 13
- c) 14

Listen till the end of the podcast and circle the correct answer.

### Exercise 2. Translate the words and match the keywords with the definitions:

Saturday job	complain about
detrimental	part-time work done by schoolchildren, often at weekends and evenings
hinder	event or ceremony that forms an important stage in a person's life
paper round	stop from making progress
bemoan	harmful
rite of passage	the job of delivering newspapers to people's homes

### Exercise 3. Read the statements and identify whether they are true, false or not given:

1. Saturday jobs always take place on Saturdays.
2. The British consider Saturday jobs very important.
3. In order to work young people may have a permit from the local authority.
4. According to the recent statistics, teenagers tend to get more permits to work.
5. Saturday jobs hinder young people.
6. You can get free fish and chips if you work in a fish 'n' chip shop.

# WORK

## Section I

### 1. Fill the gaps in the chart *Jobs*:

	<b>Words and Phrases</b>	<b>Transcription</b>	<b>Translation</b>
1.	assembly line worker		
2.	attorney		
3.	baker		
4.	barman ( <i>chiefly Br.</i> ) / barmaid / bar person		
5.	beautician		
6.	bell man		
7.	bodyguard		
8.	business consultant		
9.	butcher		
10.	caretaker / custodian		
11.	cashier		
12.	chief administrator		
13.	chief executive (officer)		
14.	chiropractor		
15.	computer operator / programmer		
16.	construction worker		
17.	cook		

18.	courier		
19.	decorator		
20.	diplomat		
21.	editor		
22.	film director		
23.	finance director		
24.	fisherman		
25.	fishmonger		
26.	garbage man (refuse collector)		
27.	head teacher (chiefly Br.)		
28.	insurance agent		
29.	janitor		
30.	jeweler		
31.	journalist		
32.	judge		
33.	lab technician		
34.	laundry worker		
35.	lecturer		
36.	legislator		
37.	lumberjack		
38.	manicurist		
39.	marketing executive		
40.	masseur, masseuse		
41.	miner		
42.	model		
43.	musician		

44.	news reader / news presenter		
45.	nurse		
46.	ombudsman		
47.	optician		
48.	optometrist		
49.	painter		
50.	parking lot attendant		
51.	pastor		
52.	personal assistant		
53.	pharmacist		
54.	photographer		
55.	pianist		
56.	politician		
57.	porter		
58.	potter		
59.	principal		
60.	printer		
61.	prison officer / warder		
62.	radio DJ		
63.	real estate agent		
64.	sales manager		
65.	scuba diver		
66.	sculptor		
67.	service industry worker		
68.	shoemaker		



69.	social worker		
70.	solicitor		
71.	steel worker		
72.	stylist		
73.	tailor		
74.	trumpeter		
75.	TV cameraman		
76.	upholsterer		
77.	volunteer		
78.	website / graphic designer		
79.	welder		
80.	zoo keeper		

**Exercise 2. a) Read the information about freelance work, translate the words and phrases in bold.**

*Freelance Work: the Pros and Cons*

- ☺ you are not **accountable to** anyone but yourself
- ☺ working for a number of employers gives you an **insight into** different companies
- ☺ it can be more **lucrative**, and it's good not to have to rely **solely** on one company
- ☺ working from home makes it easier to **juggle** work and family responsibilities
- ☹ no **guaranteed** income and no **additional** financial benefits (e.g. a company pension)
- ☹ you will **encounter** quiet periods, a **degree of** isolation, and perhaps loneliness
- ☹ work can **encroach upon** your home life and your free time

**b) Complete the text with suitable words.**

I was a freelance designer for 10 years. I liked being my own \_\_\_\_\_ and enjoyed the fact that I was \_\_\_\_\_ responsible for everything I did. Like all freelancers, I \_\_\_\_\_ a certain \_\_\_\_\_ of isolation, but I didn't mind that, and the work

was quite \_\_\_\_\_ so I was able to buy a nice house. However, once I had children the work did \_\_\_\_\_ my family life, so in the end I went back to a regular job with a \_\_\_\_\_ income, plus the \_\_\_\_\_ benefits of a company car and pension.

**Exercise 3. Replace the underlined words with a word or phrase that has a similar meaning.**

1. I experienced a few problems. \_\_\_\_\_ .
2. There is a certain amount of stress. \_\_\_\_\_ .
3. I was my own boss. \_\_\_\_\_ .
4. It gave an understanding of how the company works. \_\_\_\_\_ .
5. Initially she had to balance a full-time career with looking after a family.  
\_\_\_\_\_ .
6. There are various advantages and disadvantages. \_\_\_\_\_ .

**Exercise 4. a) Read the text, translate the words and phrases in bold.**

*Working in a Team: the Pros and Cons*

- ☺ a **common goal** is good for **morale** and **fosters team spirit**
- ☺ **collaboration** and **mutual** feedback are **fulfilling** and make people feel **valued**
- ☺ **pooling** diverse skills is generally more productive
- ☹ if someone doesn't **fit in**, it can be **disruptive** and can **undermine** the work of the team
- ☹ teams can **stifle** individual **enterprise** and **initiative**

**Exercise 5. Find six phrases from the words in the box.**

team	boost	mutual	pool	undermine	stifle	spirit	respect
resources	creativity	your authority	morale				

\_\_\_\_\_  
\_\_\_\_\_

**Exercise 6. Rewrite the sentences without using the underlined words. Keep the meaning the same.**

1. He wasn't accepted by the others. He didn't \_\_\_\_\_
2. She can act on her own. She can use \_\_\_\_\_
3. I find the work very rewarding. I find the work very \_\_\_\_\_
4. They did most of it together. There was a lot of \_\_\_\_\_
5. They shared the same aim. They had a \_\_\_\_\_
6. We think it will promote team spirit. We think it will \_\_\_\_\_
7. We can collect ideas from different people. We can \_\_\_\_\_
8. They have a lot for respect for each other. They have a lot of \_\_\_\_\_

**Exercise 7. Answer the questions paying attention to the words and phrases in bold.**

- Do you **jot down** a list of jobs to do on a daily **basis**, and then **prioritize** them?
- Do you prioritize **ruthlessly**, deciding which tasks you have to **accomplish** that day?
- Do you **stick to** your priorities, **no matter what** happens?
- Do you try to **anticipate** so that you can **schedule** your tasks better?
- Do you **delegate** responsibilities as far as possible?
- Do you set yourself **rigorous** time limits for tasks, and stick to them?

**Exercise 8. Circle the correct word(s). More than one word may be correct.**

1. Once you have *prioritize* / *accomplished* your daily list, make sure you do it all.
2. You need to be *rigorous* / *ruthless* when deciding what the priorities are.
3. You need to set a time limit, *no matter* / *whatever* happens.
4. I tend to check emails on a daily *basis* / *base*, *wherever* / *whatever* I am in the world.
5. The organizers hadn't *scheduled* / *anticipated* how many people would want to attend.

**Exercise 9. Read two texts about job-related problems, translate the words and phrases in bold.**

**A) *Email Stress: The New Office Worker's Plague***

Over a third of workers say they are **inundated** with a **never-ending stream** of emails and are **stressed out** by the pressure to respond to them **promptly**. Research has found that some employees check their emails every few minutes, leaving them frustrated and **unproductive**. Females feel particularly **hard-hit** by the **deluge**. 'Email is an amazing tool, but it's **got out of hand**,' says researcher Karen Renaud. She adds that when you **break off from** what you are doing to read you emails, you lose your **train of thought**. The advice is to **set aside** two or three specific email- reading times each day.

**B) *My Top Five Pet Hates***

I can't stand it when colleagues...

- create a paper **jam** in the **photocopier** and leave others to **put it right**
- are always **absent** when the work **piles up** and things are really **hectic**
- **neglect** their own work, but **poke their noses into** other people's business
- **fail to** provide **handover** instructions when they go away on holiday
- constantly **hum**, whistle, **giggle** uncontrollably, **sniff**, etc. right next to me!

**Exercise 10. One word is missing in each sentence. What is it, and where does it go?**

• I'm feeling ^ very out. stressed

1. I need to aside money for rent. \_\_\_\_\_
2. I've lost my of thought. \_\_\_\_\_
3. We were hard by the price war. \_\_\_\_\_
4. The work has been never- \_\_\_\_\_
5. Our spending has got out hand. \_\_\_\_\_
6. I had to break from what I was doing. \_\_\_\_\_
7. The situation is control. \_\_\_\_\_

**Exercise 11. Complete the questions. Answer them.**

1. If you have a constant *s* \_\_\_\_\_ of interruptions, do you feel *o* \_\_\_\_\_ / *s* \_\_\_\_\_ ?
2. Did you get a lot of work done today, or was it rather *u* \_\_\_\_\_ day?
3. Do you agree that people suffer from a *d* \_\_\_\_\_ of emails?
4. Do you think it's important to reply to emails *p* \_\_\_\_\_ ?
5. Do you often feel *s* \_\_\_\_\_ out because of work or studies?
6. What do you think would make you more *p* \_\_\_\_\_ at work?

### Exercise 12. Complete the text.

My colleague Barbara had a month off recently; she left very specific \_\_\_\_\_ instructions for her colleague Doug, so that after such a long \_\_\_\_\_, she wouldn't come back to find a mountain of work had \_\_\_\_\_. However, Doug's pretty lazy and he \_\_\_\_\_ to do the things she asked him to. He also \_\_\_\_\_ his own work and spent most of the time standing round the \_\_\_\_\_ gossiping, or \_\_\_\_\_ his nose into other people's business or just \_\_\_\_\_ at Mark's silly jokes. Barbara's back now, furious with Doug, and, with all the work we have to do, life is as \_\_\_\_\_ as ever. I don't think Doug will have his job much longer.

### Exercise 13. Translate into English.

1. Рівень безробіття у наші дні є досить високим, і тому знайти роботу, яка тобі справді до вподоби, стає все складніше і складніше. Тобі потрібно вирішити, що для тебе є важливішим: скільки ти заробляєш чи отримання задоволення від роботи.
2. Тобі більше подобається працювати в офісі чи вдома? А можливо ти надаєш перевагу роботі на свіжому повітрі?
3. Стрес, пов'язаний з роботою, став головною причиною стурбованості як керівників підприємств, так і найманих працівників. Він негативно впливає на здоров'я людей, що відображається на продуктивності праці. Психологи намагаються запропонувати шляхи вирішення цієї проблеми.

4. Люди втрачають відчуття часу, коли вони зайняті тим, що їм справді подобається. Поверніться в своє дитинство і прислухайтеся до своїх відчуттів, щоб зрозуміти, що є Вашим справжнім покликанням.

5. Ринок праці сильно змінився за останні декілька десятиліть. Дослідники вважають, що в середньому чоловіки та жінки отримують однакову зарплату. Проте, як показує статистика, більшість жінок зайняті у менш оплачуваних галузях, таких як освіта та медицина.

## **Section II**

**Listen to the Six Minute English podcasts by BBC Learning English, do the exercises and learn the vocabulary.**

### **LISTENING TASK 1**

#### **No more bosses**

<https://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-200806>

#### **Exercise 1. Pre-listening task**

One of the biggest problems in hierarchies is the excess cost of management and bureaucracy. But how much is that estimated to cost the US economy every year? Is it:

- a) 3 million dollars?
- b) 3 billion dollars?
- c) 3 trillion dollars?

Listen till the end of the podcast and circle the correct answer.

#### **Exercise 2. Translate the words and match the keywords with the definitions:**

take full advantage (of)

the use of force to persuade someone to do something they do not want to do

be held accountable

system of organising people according to their level of importance

commitment	accept responsibility for the consequences of your actions
left behind	make good use of an opportunity to progress or achieve a goal
hierarchy	remain at a lower level than others because you are not as quick to improve, develop or progress
coercion	a promise or firm decision to do something

### Exercise 3.

**Read the statements and identify whether they are true, false or not given:**

1. As a worker you can't get on with a boss no matter how hard you try, in most cases because you are not listened to by managers.
2. Some companies have no bosses.
3. According to Doug Kirkpatrick, one of the rules of effective communication at work is that human beings should use force against other human beings.
4. Having no bosses is stressful, because everyone is responsible for everything.
5. The amount of money the US economy loses in excess bureaucracy is decreasing with every passing year.
6. Self-managed companies are effective.

## LISTENING TASK 2

### Coronavirus: Dealing with mass unemployment

<https://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-200924>

#### Exercise 1. Pre-listening task.

One man who knows a lot about jobs is Brad Smith, president of Microsoft, a company employing over 150 thousand workers. He's made gloomy predictions about the number of people out of work – but how many people does he predict will be left unemployed this year as a result of the coronavirus pandemic? Is it:

- a) one quarter of a billion people?
- b) one third of a billion people?
- c) half a billion people?

Listen till the end of the podcast and circle the correct answer.

**Exercise 2. Translate the words and match the keywords with the definitions:**

lavish	process of learning new skills or undergoing training to become better at your job
job for life	relating to a short period of time
upskilling	expensive, impressive and large in quantity
hire and fire	situation in which one event produces a series of further effects to happen one after the other
in the short term	job that you can stay in all your working life
ripple effect	authority to employ someone and release them from employment, sometimes in quick succession

**Exercise 3. Read the statements and identify whether they are true, false or not given:**

1. Coronavirus pandemic has caused thousands of people to lose their job.
2. By now we have experienced the full impact of ramifications of the pandemic.
3. Some of the government measures of supporting jobs are sustainable.
4. Belgium provides one of the world's most generous unemployment payouts.
5. It's not easy to hire and fire people in Denmark.
6. Ripple effects of the coronavirus are coming soon.



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**Для нотаток**

Навчально-методичні рекомендації

**Бондар** Тетяна Георгіївна,  
**Котис** Олена Георгіївна

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