

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
ДОНЕЦЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ІМЕНІ ВАСИЛЯ СТУСА  
ФАКУЛЬТЕТ ІНОЗЕМНИХ МОВ

*Н. Ю. Іщук, О. О. Саврасова, Н. В. Стрюк*

**SOCIALISING IN ACADEMIC  
AND PROFESSIONAL ENVIRONMENTS  
TEACHER'S GUIDE**

Методичний посібник для викладача англійської мови  
за професійним спрямуванням  
для студентів 1 курсу економічних спеціальностей

Вінниця  
ДонНУ імені Василя Стуса  
2017

УДК 37.013(072)(036)

I-988

**Укладачі**

*Н. Ю. Іщук*, доцент кафедри іноземних мов професійного спрямування.

*О. О. Саврасова*, асистент кафедри іноземних мов професійного спрямування.

*Н. В. Стрюк*, асистент кафедри іноземних мов професійного спрямування.

**Рецензенти:**

*В. І. Калініченко*, кандидат філологічних наук, в. о. завідувача кафедри іноземних мов професійного спрямування Донецького національного університету імені Василя Стуса, доцент кафедри.

*Л. В. Романюк*, кандидат філологічних наук, доцент кафедри іноземних мов професійного спрямування Донецького національного університету імені Василя Стуса.

*Рекомендовано до друку вченою радою факультету іноземних мов  
Донецького національного університету імені Василя Стуса  
(протокол № 2 від 19.10.2017 р.)*

**I-988**

*Socialising in Academic and Professional Environments. Teacher's Guide:* методичний посібник для викладача англійської мови професійного спрямування для студентів 1 курсу економічних спеціальностей / Н. Ю. Іщук, О. О. Саврасова, Н. В. Стрюк; за ред. Н. Ю. Іщук. – Вінниця: ДонНУ імені Василя Стуса, 2017. – 52 с.

Методичний посібник призначений для викладачів, які викладають англійську мову професійного спрямування студентам 1 курсу економічного факультету. Він містить ключі до завдань навчального посібника «*Socialising in Academic and Professional Environments. Coursebook*», розшифровку аудо- та відеозаписів, додаткові тексти для читання до кожного юніту з ключами, вхідний тест з ключами та модульний тест з ключами.

УДК 37.013(072)(036)

© Іщук Н. Ю., 2017

© Саврасова О. О., 2017

© Стрюк Н. В., 2017

© ДонНУ імені Василя Стуса, 2017

# CONTENTS

ANSWER KEY .....	4
<b>Unit 1. Building a Relationship</b> .....	4
<b>Unit 2. Education</b> .....	6
<b>Unit 3. Learning a Language</b> .....	11
<b>Unit 4. Daily Routine</b> .....	13
<b>Unit 5. Telephoning</b> .....	16
<b>Unit 6 Networking</b> .....	19
PROGRESS CHECK KEY .....	22
TRANSCRIPT .....	23
RESOURCE BANK .....	29
TEXT BANK .....	29
<b>Unit 1. Building a Relationship</b> .....	29
1. Why Are Friends Important? .....	29
2. Relationship Building .....	29
<b>Unit 2. Education</b> .....	31
Universities in the UK .....	31
The Cost of College in the United States .....	32
<b>Unit 3. Learning a Language</b> .....	33
Tips on How to Learn English Effectively .....	33
Studying at the International Language Schools .....	34
<b>Unit 4. Daily Routine</b> .....	36
How to Motivate Yourself to Wake up Early and Workout .....	36
Tips for Being a Super-Organised Student .....	36
<b>Unit 5. Telephoning</b> .....	37
Phone Rage .....	37
Planning a Call .....	38
<b>Unit 6. Networking</b> .....	39
Social Media .....	39
Are You a Blogger, Too? .....	40
TEXT BANK KEY .....	42
ENTRY TEST .....	43
ENTRY TEST KEY .....	47
MODULE TEST .....	48
MODULE TEST KEY .....	51
REFERENCE LIST .....	51

## ANSWER KEY

### UNIT 1. BUILDING A RELATIONSHIP

#### Reading 1

2.

1 C; 2 C.

3.

1 code; 2 touch; 3 be; 4 research.

#### Listening 1

7.

Good to see you June.

Good meeting you, Paul. I'm Gene Dupont.

Oh, hi Chuck. What's new?

Good morning! My name's Shelly.

Good afternoon. Liz Howard. How are you today?

How do you do? Frank Little, VP regional sales.

Hi Peg. My name is Kurt Lang.

Hey there Bob. How's it going?

Morning Lana. What's up?

Hello there. I'm Paul Fulton.

Pleasure to meet you, Frank. My name's Laura Chang.

Nice to meet you, Tony. I'm Carolyn Summers.

Hi. I'm Dave Hall, from Delta Enterprises.

8.

1 b; 2 c; 3 a, c, e; 4 b; 5 a.

#### Vocabulary 1

9.

b)

Country	Nationality	Country	Nationality
Portugal	Portuguese	France	French
Germany	German	Italy	Italian
Greece	Greek	Mexico	Mexican
China	Chinese	Canada	Canadian
U.S.A.	American	England	English
Egypt	Egyptian	Ukraine	Ukrainian
Brazil	Brazilian	Japan	Japanese
Spain	Spanish	Poland	Polish

10.

#### Group 1

Chile

Chilean

Iran

Iranian

#### Group 3

Sudan

Sudanese

Vietnam

Vietnamese

#### Group 2

Finland

Finnish

Scotland

Scottish

#### Group 4

Bahrain

Bahraini

Iraq

Iraqi

11.

1. Nice to meet you, I'm Ryan.
2. Morning Kevin, how's it going?
3. Good meeting you. Tom Hardy, sales.
4. Hello, I'm Vera with RBM.
5. Oh hey there Aaron, what's up?

12.

a)

- 1 good at;                      2 help with;              3 able to;              4 fond of;  
5 looking forward to;    6 share a room;    7 get stuck;    8 keen on.

## Listening 2

13.

1. Hi, I'm Pablo.
2. Hi. How are you?
3. Where are you from?
4. Nice to meet you.

14.

1. Sumi;
2. Greta;
3. Pablo.

15.

- 1 I'm fine;    2 I'm;    3 Where are you;    4 Nice to.

## Reading 2

18.

- 1 T;    2 T;    3 F;    4 F;    5 F;  
6 F;    7 T;    8 F;    9 T;    10 T.

## Vocabulary 2

19.

### *Character*

**Positive adjectives:** generous, sociable, hard-working, reliable.

**Negative adjectives:** bad-tempered, arrogant, stubborn, bore.

**Neutral adjectives:** funny, proud, serious, shy.

### *Appearance*

**Hair:** wavy, shoulder-length, fair, straight.

**Height:** short, tall, average.

**Build:** plump, well-built, skinny, slim.

**Facial features:** large eyes, a moustache, a beard, freckles, bushy eye-brows, turned-up nose, wrinkles.

20.

- 2. medium-length/short
- 3. blonde/light brown
- 4. short/long
- 5. grey/black
- 6. wavy/straight

21.

**Across**

- 4 funny
- 5 clever
- 7 serious
- 8 relaxed

**Down**

- 1 quiet
- 2 kind
- 3 nice
- 4 friendly
- 6 fun

22.

- |            |         |           |
|------------|---------|-----------|
| 1 friendly | 2 kind  | 3 nice    |
| 4 fun      | 5 funny | 6 relaxed |
| 7 clever   | 8 quiet | 9 serious |

23.

Y

## UNIT 2. EDUCATION

### Reading 1

4.

1 c; 2 b; 3 a; 4 a; 5 b.

5.

- 180 – the number of academicians of the NAS
- 340 – the number of corresponding members of the NAS
- 1918 – the year when the NAS was established
- 110 – the number of foreign members of the NAS
- 1962 – the year when Borys Paton became the Head of the NAS
- 90 – the percentage of all discoveries made in Ukraine the NAS is responsible for
- 11 – the length of study at school before entering a university
- 2002 – the year when the Law on Higher Education was adopted

6.

B, C, D.

## Vocabulary 1

8.

1 scholarship; 2 dissertation; 3 degree; 4 tuition; 5 humanities;  
6 research; 7 postgraduate; 8 pass mark; 9 analyze; 10 synthesize.

9.

1 get; 2 become; 3 do; 4 go; 5 take; 6 be conferred; 7 get; 8 do;  
9 be conferred; 10 get; 11 do; 12 take; 13 become; 14 become.

10.

a)

- |                             |                                     |
|-----------------------------|-------------------------------------|
| 1) складати ЗНО             | 11) відкриття                       |
| 2) вступні іспити           | 12) студент (до присудження ОКР)    |
| 3) включати, містити в собі | 13) магістрант / аспірант           |
| 4) складатися з             | 14) доктор наук                     |
| 5) більшість                | 15) отримати ступінь                |
| 6) науково-дослідний заклад | 16) присудити ступінь магістра      |
| 7) фундаментальні науки     | 17) зробити внесок                  |
| 8) гуманітарні науки        | 18) освітньо-кваліфікаційний рівень |
| 9) присуджувати             | 19) працювати; керувати             |
| 10) науковий потенціал      | 20) здобувати другий ступінь        |

b)

- |                                    |   |
|------------------------------------|---|
| 1) Bachelor's degree               | 10) graduate  |
| 2) free tuition                    | 11) report to the Ministry of Education and Sciences of Ukraine |
| 3) get a scholarship               | 12) be responsible for  |
| 4) educational institution         | 13) go on a postgraduate course / degree                        |
| 5) candidate of sciences           | 14) leave school  |
| 6) defense a thesis / dissertation | 15) graduate from a university                                  |
| 7) do/carry out research           | 16) pass mark   |
| 8) emerge                          | 17) Junior Specialist   |
| 9) head                            | 18) the National Academy of Sciences of Ukraine                 |

11.

1 c; 2 b; 3 c; 4 b; 5 c; 6 a; 7 a.

12.

b)

1. Abraham Lincoln is a bright example of a well-educated person.
2. Due to globalization employers look for broadly-educated employees.
3. Although he seemed to be a poorly-educated person, he knew how to do business.
4. Our philosophy lecturer is a highly-educated person, and his lectures are always interesting.
5. Nowadays, 25 % of South African citizens do not have proper education.

15.

1 terminology; 2 facilities; 3 are funded; 4 transfer; 5 degree; 6 B.S.;  
7 stands for; 8 B.A.; 9 majored; 10 minor; 11 master's; 12 PhD.

**16.**

**1** graduates; **2** grants; **3** Scholarships; **4** higher; **5** Master's; **6** PhD;  
**7** undergraduates; **8** degree; **9** lectures; **10** seminars; **11** Postgraduates;  
**12** research.

**17.**

**A** left; **B** graduated; **C** doing; **D** finish; **E** studying; **F** going; **G** majoring.

**18.**

**1** B; **2** C; **3** B; **4** A; **5** C; **6** A; **7** D; **8** B; **9** A; **10** B.

**19.**

**1** at; **2** to; **3** from; **4** for, at; **5** in; **6** in; **7** on.

**20.**

- 1.** The first higher educational institution in Ukraine, Ostrozka School, was established in 1576.
- 2.** Kyivo-Mohylianska Academy is one of the leading higher educational institutions in Ukraine, where everybody can receive quality education.
- 3.** In Ukraine, there are a lot of law, pedagogical, economic, technical and other institutes and universities.
- 4.** The majority of higher educational institutions report to the Ministry of Education and Sciences of Ukraine.
- 5.** Today, the National Academy of Sciences of Ukraine is headed by Borys Paton, a prominent scientist in the field of welding and metallurgy.
- 6.** The National Academy of Sciences of Ukraine is responsible for over 90 % discoveries.
- 7.** To enter a university, school leavers take EITs.
- 8.** They must get a pass/passing mark/score/grade to be enrolled at a university.
- 9.** If the pass/passing mark/score/grade is high, a student can get a free place at university and receive a scholarship.
- 10.** When students finish the 4<sup>th</sup> year of studies, they are conferred the educational-proficiency level of Bachelor.
- 11.** After students get their Bachelor's degree, they can choose to do a second course/ degree.
- 12.** The educational-proficiency level of Master is conferred to students who successfully carried out/done research into the chosen subject and defended their Master's thesis.
- 13.** Some graduates go on to do another postgraduate course/postgraduate school/ aspirantura.
- 14.** Postgraduate course/postgraduate school/aspirantura normally requires three to four years of study.
- 15.** To get a Candidate of Sciences degree/PhD, a postgraduate must submit and defend their thesis/dissertation. / The Candidate of Sciences degree is achieved by submitting and defending a thesis/dissertation.

## **Reading 2**

**23.**

**1** c; **2** b; **3** a, b, d; **4** b.



## Vocabulary 2

24.

a)

- 1) tuition fee
- 2) hi-tech devices
- 3) Bachelor
- 4) Code of Academic Integrity
- 5) experienced experts
- 6) to plagiarize
- 7) extra-mural department
- 8) first-year student

- 9) Master
- 10) External Independent Tests
- 11) specialty
- 12) amateur events
- 13) to train
- 14) academic process
- 15) Debut of the first-year student
- 16) to comply with current standards

b)

- 1) керівництво університету
- 2) навчальний процес
- 3) підробляти, фальсифікувати
- 4) студент денного відділення
- 5) зовнішнє незалежне оцінювання
- 6) навчальний рік
- 7) студент-заочник
- 8) 1) факультет; 2) професорсько-викладацький склад

- 9) скласти залік
- 10) складати іспит
- 11) умови для відпочинку
- 12) не відставати від
- 13) бухгалтерський облік
- 14) галузь науки
- 15) навчати, готувати
- 16) університетські приміщення

25.

- **specialize**

1 specialize; 2 specialization; 3 specialists; 4 specialties.

- **educate**

1 educational; 2 educates; 3 education; 4 educated; 5 educated.

26.

1 passed; 2 failed; 3 achieved; 4 instructions; 5 experience; 6 degree;  
7 skill; 8 course; 9 qualification; 10 made progress; 11 take an exam;  
12 made sure.

27.

1 in; 2 so; 3 before; 4 an; 5 to; 6 any; 7 under; 8 for; 9 to; 10 out;  
11 Some; 12 skills; 13 makes; 14 takes; 15 in.

29.

b)

1 exciting; 2 excited; 3 experiences; 4 independent; 5 make friends;  
6 sociably; 7 experience; 8 scared; 9 manage; 10 get acquainted.

## Listening

30.

a)

1 e; 2 a; 3 b; 4 c; 5 d.

b)

1 g; 2 b; 3 d; 4 e; 5 c.

## Speaking

31.

a)

<i>VERB</i>	<i>ADJ. 1</i>	<i>TRANSLATION</i>	<i>ADJ. 2</i>	<i>TRANSLATION</i>
bore	boring	нудний	bored	нудьгуючий
amaze	amazing	дивовижний	amazed	вражений
excite	exciting	хвилюючий; захоплюючий	excited	збуджений, схвилюваний
terrify	terrifying	той, що жахає	terrified	наляканий до смерті
please	pleasing	приємний	pleased	задоволений
annoy	annoying	той, що дратує	annoyed	роздратований
frighten	frightening	страхаючий	frightened	наляканий
tire	tiring	той, що втомлює	tired	втомлений
relax	relaxing	релаксуючий	relaxed	розслаблений
interest	interesting	цікавий	interested	зацікавлений

## Language Focus







32.

1 with; 2 of; 3 of; 4 to; 5 with; about; 6 to; 7 of; 8 to; 9 of; 10 in;  
11 to; 12 of; 13 for; 14 about; 15 at; 16 of; 17 with; 18 at; 19 of;  
20 of; 21 with; 22 at/by; 23 to; 24 for; 25 for; 26 on; 27 at; 28 in;  
29 for; 30 about; 31 for; 32 of; 33 in; 34 with; 35 at; 36 to; 37 about;  
38 of; 39 to; 40 for; 41 of; 42 about; 43 to; 44 with; 45 at.

33.

- 1) excited about;
- 2) kind to;
- 3) sorry for;
- 4) angry with;
- 5) annoyed about;
- 6) impressed with/by;
- 7) bored with;
- 8) astonished at/by.

**34. (possible answers)**

	<p>anywhere where cell phone use must be limited; e.g. a classroom, a library etc.</p>		<p>in the classroom</p>
	<p>in the library; on the classroom door during the test</p>		<p>anywhere around if there is something valuable there, e.g. in the library</p>
	<p>in the classroom, at the lecture, in the assembly hall</p>		<p>suitable for all locations, these signs provide clearly-defined instructions in easy to follow steps of what to do when a fire breaks out.</p>

**35.**

1 b; 2 a; 3 c; 4 d; 5 e.

**36.**

a)

1 T; 2 F; 3 T; 4 F; 5 F; 6 F; 7 F; 8 F.

b)

1 F; 2 B; 3 A; 4 C; 5 D; 6 G.

**UNIT 3. LEARNING A LANGUAGE**

**Reading**

**4.**

1 c; 2 c; 3 a.

**5.**

B, C, E.

**Vocabulary 1**

**7.**

1 comprehension; 2 intercultural; 3 misunderstanding; 4 sufficient; 5 value; 6 employment; 7 cognitive; 8 creativity; 9 rewarding; 10 enable.

**8.**

b)

1. If you have a good command of a foreign language, you improve/enhance your vocabulary skills in your native language/mother tongue.

2. People who have access to a foreign language via the internet can learn it every day.
3. In order to/To master a foreign language you must read in it and speak it a lot.
4. Use a foreign language to cope with different situations during your trip abroad: to book a room in a hotel, to order meals at a restaurant etc.
5. When it comes to buying and selling a product abroad, you must understand your partner's language, psychology and beliefs.

9.

1 c; 2 a; 3 b, f; 4 b; 5 b, d.

10.

1. My friends are Portuguese. Their native language is Portuguese.
2. I'm from Ukraine, my native language is Ukrainian.
3. Their company is multinational so the personnel/staff have a good command of English and German.
4. The Ukrainian language is not sufficient to do business abroad.
5. Learning a foreign language is necessary to increase your employability.
6. You need to know a foreign language to successfully negotiate with your foreign partners.
7. A person competent in other languages is successful at intercultural understanding.
8. Creativity and intellectual flexibility are necessary for problem solving.
9. Your partner is a very competent person.
10. Foreign languages are a powerful tool for understanding your partners' psychology.

### Listening 1

11.

1 T; 2 T; 3 F; 4 F; 5 T.

### Reading 2

12.

1 c; 2 a; 3 b.

16.

1 C; 2 A; 3 E; 4 G; 5 D; 6 B.

18.

1 have; 2 take; 3 put; 4 have; 5 enhance/improve; 6 do;  
7 improve/enhance; 8 book; 9 master; 10 get.

19.

b)

1 Colloquial; standard; 2 non-standard; 3 broken; 4 Poor; 5 Idiomatic;  
6 fluent/perfect; 7 business; 8 spoken/written; written/spoken.

20.

1 languages; understanding; 2 means; 3 dictionary; meanings;  
4 recordings; pronunciation; 5 to; communication; 6 multilingual; 7 look up;  
8 letters.

## Listening 2

21.

a)

**Stig**

1. Japanese; because his wife's parents don't speak English.
2. Speaking; listening.
3. Reading and writing.
4. Reading and writing.

**Tessie**

1. Spanish; because she dreams of living in Latin America.
2. Understanding what people say; reading.
3. Expressing herself.
4. Speaking skills/fluency.

b)

I'm quite good at speaking.

**S**

My listening's not bad.

**S**

I'm quite good at understanding what people say.

**T**

I'm pretty good at reading.

**T**

The most difficult thing is learning to read and write.

**S**

I'm finding it (rather) difficult to express myself.

**T**

I'm not very good at speaking fluently.

**T**

I really want to improve my reading and writing.

**S**

I would really like to improve my speaking skills.

**T**

Communication is the most important thing.

**T**

## UNIT 4. DAILY ROUTINE

### Reading 1

4.

1 e; 2 h; 3 j; 4 a; 5 i; 6 c; 7 b; 8 g; 9 f; 10 d.

### Vocabulary 1

6.

1 c/i; 2 e; 3 a; 4 h; 5 b; 6 i/c; 7 f; 8 g; 9 j; 10 d.

7.

1) lie in bed;

9) stay in

2) get up;

10) go out

3) on my own;

11) have friends (for dinner)

4) don't bother

12) come round

5) snacks

13) go to sleep

6) a nap

14) have a late night

7) do the laundry

15) oversleep

8) do the washing-up/do dishes

16) have a lie-in

**8.**

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

### Language focus

**10.**

1 on; 2 in; 3 in; 4 on; 5 on; 6 at; 7 at; 8 on;  
9 in; 10 at; 11 on; 12 at; 13 in; 14 at; 15 in.

**11.**

1 in, in; 2 at; 3 at, in; 4 in; 5 at; 6. in; 7 on; 8 on, at;  
9 in; 10 at; 11 at; 12 on; 13 on; 14 at; 15 in; 16 in;  
17 at; 18 at; 19 in; 20 in; 21 at; 22 in; 23 in, on; 24 at;  
25 on; 26 at; 27 on; 28. at; 29 in; 30 on.

**13.**

At four o'clock, at half past six, a quarter to five, a quarter to nine, at sunset, at a quarter past seven, noon, ten thirty-five, a quarter to four, at midnight, at sunrise, at a quarter past five, last week, this week, at noon, last month, next year, in November, last autumn, in winter, on the thirty-first of March, last Friday, in nineteen ninety-five, in two thousand and two, this winter, yesterday, in half a year/in six months, at ten o'clock, at seven thirty sharp, next week, on Mondays, on Friday evening, in the morning, at night, in summer, last summer, this year, p.m., in three days, at seven p.m., at half past eight a.m., at six p.m., on the twenty-first of September, in eighteen twelve, next year, in two thousand and ten, about three o'clock.

**14.**

1. In the morning, I have a sandwich and coffee.
2. My day starts with morning exercises.
3. On my way home, I often meet my friends.
4. It takes me 20 minutes to get to the university.
5. I always come to the university in time.
6. I have dinner at seven o'clock.
7. He walks his dog twice a day: in the morning and in the evening.
8. My sister cooks breakfast and dinner herself.
9. I live alone, so I do all the housework myself: I do my washing /do the laundry, do the ironing and do the washing-up / do the dishes. But I don't cook lunch and dinner myself, I have dinner in the university canteen and in the evening I go to the cafe.

10. After classes I study in the computer lab or in the library.
11. My classes usually finish/are usually over at 13.10.
12. He always goes to bed at the same time, but he does not always go to sleep quickly.
13. In order to have enough time to do my homework, I always create my schedule.
14. Personal time management is necessary for every student.
15. She never uses her friends' notes.

## Reading 2

15.

### A DAY IN THE LIFE OF PILAR MIRIGAYA

1 c; 2 b; 3 d; 4 a.

### A DAY IN THE LIFE OF MORTEN LAURIDSEN

1 c; 2 b; 3 e; 4 d; 5 a.

16.

	Pilar Mirigaya	Morten Lauridsen
job	Personal Assistant	assistant brand manager
company	Fanes Orthopaedic Equipment	Unilever
place	near Barcelona	Copenhagen
product or service	orthopaedic equipment	food and household products
boss	her Dad	brand manager
typical morning activities	starts work about nine; sometimes has meetings around the breakfast table; goes to the workshop to discuss problems with her Dad	usually arrives at work after nine; checks his voice mails and his emails; talks to his boss before the meetings
afternoon	has lunch at home; goes back to the office, or goes out to meet customers in Barcelona	has lunch in the canteen; has more meetings; does some of his best work after five
evening	finishes work at about 6; goes home or stays in town and meets friends	finishes work at 7 or 8; gets in the car and drives home

## Listening

20.

1 c; 2 a; 3 b; 4 c.

21.

1 c; 2 e; 3 b; 4 a; 5 d.

23.

b)

1 indoor, outdoor; 2 leisure; 3 extracurricular; 4 intellectual;  
5 participate / take part; 6 social; 7 involved / engaged, scientific.

## UNIT 5. TELEPHONING

### Reading 1

- 2.
  1. Identify yourself
  2. State the purpose of your call
  3. Respect others' time
  4. Call waiting
  5. Ask rather than just place someone on hold
  6. Voice mail machines
  7. Use good speech habits
- Calling back

3.

1 c; 2 b; 3 b; 4 a; 5 b.

4.

1 b; 2 c; 3 a; 4 d.

### Vocabulary 1

5.

Possible answers (more variants could be found on <http://www.acronymfinder.com/Business/>):

#### STUDENT A

- IBM International Business Machines (a leading American computer manufacturer)  
FOB Free On Board (shipping term)  
OPEC Organization of Petroleum Exporting Countries  
VIP Very Important Person  
EU European Union (top level domain)  
UN United Nations  
EDP Electronic Data Processing  
GIF Graphic Interchange Format (file extension)  
NAFTA North American Free Trade Agreement  
AGM Annual General Meeting  
FBI Federal Bureau of Investigation  
IT Information Technology

#### STUDENT B

- VAT Value Added Tax  
WTO World Trade Organization  
GDP Gross Domestic Product  
GB Great Britain  
USA United States of America  
CEO Chief Executive Officer (corporate title)  
OECD Office of Economic Cooperation and Development  
IMF International Monetary Fund (United Nations)  
MBA Master of Business Administration  
RPI Retail Price Index  
WHO World Health Organization  
GNP Gross National Product



6.

212-8555- two one two, eight triple five

9.

- |                |                |
|----------------|----------------|
| 1) pick up     | 6) speak up    |
| 2) get back    | 7) get through |
| 3) put through | 8) break up    |
| 4) hang up     | 9) hold on     |
| 5) cut off     | 10) hang on    |

10.

### Beginning phone conversations

- |                   |                    |
|-------------------|--------------------|
| 1) can I speak    | 6) hold the line   |
| 2) Speaking       | 7) put you on hold |
| 3) Hang on        | 8) Who's calling   |
| 4) I'll get him   | 9) here            |
| 5) put me through | 10) How can I help |

### When someone is not available

A: Hello, can I speak to Gina?

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

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

A: Can I speak to Andy please?

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

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

A: Bye then.

### Talking to a receptionist or operator

1 through; 2 busy; 3 hold; 4 again; 5 extension.

11.

1 c; 2 e; 3 a; 4 f; 5 b; 6 g; 7 d.

12.

- |   |                                    |
|---|------------------------------------|
| 1) передзвонити                           | 14) зачекайте на лінії             |
| 2) шукати                                 | 15) обривати (розмову)             |
| 3) повісити трубку                        | 16) додзвонитися                   |
| 4) підняти трубку / покликати до телефону | 17) з'єднати                       |
| 5) код міста                              | 18) поганий зв'язок                |
| 6) зайнятий                               | 19) додатковий номер               |
| 7) номер                                  | 20) тел./дом./офіс/роб./моб. номер |
| 8) номер факсу                            | 21) телефонна трубка               |
| 9) телефонна книга                        | 22) неправильний номер             |
| 10) телефонна плата                       | 23) телефонна будка                |
| 11) телефонний зв'язок                    | 24) рахунок за телефон             |
| 12) автовідповідач                        | 25) пропущений виклик              |
| 13) голосова пошта                        | 26) голосове повідомлення          |

14.

A Can I talk to Mr John Smith?

B John Smith speaking.

A This is Pat Black from ABC.

B (How ) Can I help you?

15.

1 b/c; 2 c; 3 a.

16.

1) Ron Stewart

2) operator

3) with Amanda

4) Amanda

17.

1. T

2. T

3. F (company's/ corporate mail)

4. T

5. F (Ron)

18.

1 c; 2 a; 3 d; 4 e; 5 b.

20.

**1 What is the purpose of the call?**

Phone call 1: To ask about a job advert

Phone call 2: To tell Giovanna that he can't make the training course

Phone call 3: To ask for a phone number

**2 Do the callers know each other?**

Phone call 1: No

Phone call 2: No

Phone call 3: Yes

21.

1) like, speak

2) Hold on

3) put you through

4) Is that

5) Speaking

6) phoning about

7) Could you give me

22.

1 Could I speak; 2 I'm afraid; 3 take; 4 message; 5 This is; 6 Could;

7 tell; 8 make; 9 call; 10 back; 11 on.

23.

1 you; 2 word; 3 let me have; 4 engaged; 5 here; 6 catch; 7 No problem.

24.

1 help; 2 join; 3 attend; 4 intensive; 5 individually; 6 communication;  
7 last; 8 cost; 9 discount; 10 choosing.

25.

1 help; 2 hold; 3 through; 4 This; 5 afraid; 6 message; 7 call;  
8 repeat; 9 sure.

26.

1) in, up

2) in

3) to, for

4) about (call on is to pay a visit to (someone) or to demand that (someone) do something)

5) in, by

6) on

7) with

8) for

9) at

10) over

## UNIT 6. NETWORKING

### Reading 1

2.

1 booking airline tickets;

2 buying books and CDs;

3 shopping for food;

4 using chat rooms;

5 keeping in touch with family and friends;

6 researching news and sports results;

7 getting a project;

8 doing a course.

5.

1 c; 2 b; 3 a; 4 b.

6.

A, E.

### Vocabulary 1

7.

1 important inventions;

2 to change the world;

3 phone lines;

4 to exchange information;

5 electronic documents;

6 a web site;

7 to enter the address;

8 a computer screen;

9 to surf the net;

10 current events;

11 to get started.

8.

1 surfing the net; 2 download; 3 the internet; 4 the web; 5 web site;  
6 e-mail; 7 link; 8 click; 9 cutting edge; 10 web conference.

9.

1 without; 2 with; 3 around; 4 on; 5 on;  
6 about; 7 on; 8 for; 9 inside; 10 about.

10.

1 surfers; 2 download; 3 search engine; 4 websites; 5 crash;  
6 log on; 7 keyword.

11.

1. Do you use the Internet?
2. How often do you use the Internet?
3. How much time do you spend on the Internet?
4. What do you use the Internet for?
5. What type of connection do you usually use?
6. Where do you use the Internet?
7. How do you feel if there is no Internet connection?

**Listening**

13.

1 b; 2 a; 3 e; 4 c; 5 d.

14.

1 T; 2 F; 3 T; 4 F; 5 T; 6 F.

15.

1 b; 2 e; 3 d; 4 f; 5 c; 6 a.

**Reading 2**

16.

1 b; 2 c; 3 a; 4 f; 5 d; 6 h; 7 e; 8 j; 9 g; 10 i.

17.

1 D; 2 A; 3 A; 4 D; 5 A; 6 D; 7 A; 8 D; 9 A.

19.

When you're online, DO ...	When you're online, DON'T ...
<ul style="list-style-type: none"> <li>• check your privacy settings regularly</li> <li>• remove from your friend list people who are rude to you</li> <li>• think before you share photos</li> <li>• talk to an adult if you have a bad experience online</li> <li>• be polite and kind to people</li> </ul>	<ul style="list-style-type: none"> <li>• accept people with fake profiles</li> <li>• meet anyone in real life that you met online</li> <li>• share bad photos of your friends</li> <li>• write mean or horrible messages</li> <li>• tell your friends your passwords</li> </ul>

**20.**

1. Be nice to people online.
2. Take care with what you share.
3. Keep personal information private.
4. Check your privacy settings.
5. Know how to report posts.
6. Keep your passwords safe.
7. If you see anything online that you don't like or you find upsetting tell someone you trust.
8. Be selective when accepting a friend on a social network.

## Vocabulary 2

1 h; 2 e; 3 g; 4 f; 5 a; 6 d; 7 b; 8 c. **22.**

**23.**

### Across

- 2 wireless
- 4 download
- 5 keyboard
- 7 homepage

### Down

- 1 firewall
- 3 bandwidth
- 6 webcam
- 8 online

**24.**

1 wireless, keyboard; 2 firewall; 3 homepage; 4 download; 5 webcam;  
6 bandwidth.

**25.**

1 devices; 2 keep in touch; 3 keep up with; 4 going on; 5 useful; 6 develop;  
7 helpless; 8 terrified; 9 solve the problem.

## Writing 2

**27.**

1 @ Bob's; 2 U; 3 <3<3<3!!!; 4 soooooo; 5 CU; 6 XOXOXO.

**28.**

1 C U later. 2 I'm @ uni. 3 How r u? 4 I'm fine, thx.  
5 I <3 pizza. 6 We're going 2 Sam's. 7 I'll b there @ 5. 8 C U 2moro.

**30.**

b)

1 NG; 2 F; 3 T; 4 F; 5 F; 6 T; 7 NG; 8 T; 9 F; 10 T.

## PROGRESS CHECK KEY

### READING

- 1.**  
1 T;            3 NG;        5 T;            7 T;            9 T;  
2 NG;        4 F;            6 F;            8 NG;        10 F.

### VOCABULARY

- 2.**  
1) wireless;                                6) search;  
2) social networks;                      7) keep in touch with;  
3) share;                                    8) link;  
4) cutting-edge;                          9) post;  
5) set up accounts;                      10) upload.

- 3.**  
1 n;        6 b;        11 h;        16 j;        21 m;  
2 v;        7 x;        12 c;        17 u;        22 e;  
3 r;        8 d;        13 w;        18 g;        23 l;  
4 a;        9 p;        14 q;        19 k;        24 y;  
5 t;        10 f;        15 s;        20 o;        25 i.

### SKILLS

- 4.**  
1 j;            3 b;            5 c;            7 f;            9 d;  
2 g;            4 i;            6 e;            8 h;            10 a.

- 5.**  
**a** What does he look like?  
He is chubby and wears a long beard.  
**b** What are you interested in?  
I am keen on swimming.  
**c** How many languages do you know?  
I can speak English/French fluently and have basic knowledge of French / English.  
**d** What do you usually have for lunch?  
I don't have time for this. But I always have an apple with me.  
**e** How do you do?  
I'm fine, thank you. And how are you?  
**f** Hello, can I speak to the sales manager?  
I'm sorry. She is not in. Can I take message?  
**g** What does she do on Mondays?  
In the morning she goes to the university and in the evening she has an extra English lesson.  
**h** What is the time?  
It's a quarter past three.  
**i** Where is she from?  
She is from Liubotyn Kharkiv Oblast.  
**j** Where are you?  
We're @ Bob's.

## TRANSCRIPT

### UNIT 1. BUILDING A RELATIONSHIP

#### *Video 1*

So, it's pretty easy to greet someone in English, isn't it? We can say "good morning" or "hello" or just "hi." And we might add something like "my name is Tim Smith," or a question like "how's it going?"

But what's the difference? How do we choose which greeting to use? Well, in business, like in life, it depends on the situation. That includes who we're talking to and where we're having the conversation. So let's go through three situations and practice some appropriate ways of saying hello.

The first situation I want to practice is greeting someone you have never met before. Maybe you're at a conference, or on a flight, or walking into a meeting with a new customer. We need to be friendly but professional, right? So how do we do that?

Well, we need to start with something like "hello," "hi," or "good morning." That's the actual "hello" part of the greeting. But then we need to add something more. You can either introduce yourself, including your name and maybe your job or company. Or you could get the conversation started with a question.

And because it's someone you've just met, we avoid informal expressions. That means saying something like "how are you" instead of "how's it going."

All right, let's give this a try and practice some examples! Listen carefully to each example, then repeat the greeting yourself. Ready? Let's get started.

*Hello there. I'm Paul Fulton.*

*Good morning! My name's Shelly.*

*Hi. I'm Dave Hall, from Delta Enterprises.*

*Good afternoon. Liz Howard. How are you today?*

*How do you do? Frank Little, VP regional sales.*

Great! Did you hear how we start with a greeting, then we give our name or ask a question? And sometimes we say who we work for or our job title. So, that's how we say hello to someone. Now how can we respond to someone we've just met when they've said hello to us?

Well, you can begin by saying "hello," or something similar. Or, instead of hello, you might say something like "nice to meet you." And it's always a good idea to use the other person's name in your response, like "Nice to meet you Dave." After your initial greeting, then you need to introduce yourself with "my name is" or just "I'm," meaning "I am."

Let's practice this kind of greeting! We'll play an example, then you can repeat the greeting yourself. Ready? Let's get started:

*Nice to meet you, Tony. I'm Carolyn Summers.*

*Hi Peg. My name is Kurt Lang.*

*Good meeting you, Paul. I'm Gene Dupont.*

*Pleasure to meet you, Frank. My name's Laura Chang.*

Nice work! But how do these introductions sound in real life? Well, let's listen to a short dialog to find out. You'll hear Amber and Shelly, two women at a company party. They've never met before and they want to start a conversation. So they start with a greeting and a response to that greeting. Let's have a listen!

**Amber:** Hi there. I don't think we've met before. I'm Amber... from marketing.

**Shelly:** Oh hi, nice to meet you Amber. Shelly Davis. Sales.

**Amber:** A pleasure, Shelly... Quite the set-up in here isn't it?

So, did you hear how that worked? The first person started by saying hi, then she introduced herself. And the second person followed the same pattern. It's friendly and professional. And once they've done this, they can start a conversation.

Now it's your turn to practice. We'll repeat the dialog, but this time we're going to beep out the response and you can play the role of Shelly. You'll need to say "hi, nice to meet you," and your name. If you want, you can add what department you work in. Here we go:

**Amber:** Hi there. I don't think we've met before. I'm Amber... from marketing.

**You:** Oh hi, nice to meet you Amber. Shelly Davis. Sales.

**Amber:** A pleasure, Shelly... Quite the set-up in here isn't it?  
Great work!

Now what if you already know the person? For example, if you want to greet a work colleague or a friend? Well, this time, we can be a bit more informal. That means instead of "hello" or "good morning," we might use "hi" or "hey." And because we're talking to someone we know, we don't need to say our name. Instead, we ask a friendly little question that means something like "how are you?"

Let's give it a try! We'll provide some examples. Listen carefully and repeat for yourself. Ready? Let's begin.

*Hey there Bob. How's it going?*

*Good to see you June.*

*Morning Lana. What's up?*

*Oh, hi Chuck. What's new?*

Okay, just a note here on answering questions. If it's a "how" question, like "how's it going," we can say "good" or "not too bad." But if someone uses what in a question, we need to say something like "not much" or give them some actual information. All right?

How about a little dialog to show us how this more informal greeting sounds. We'll hear Coby and Liz, two co-workers making small talk before a meeting. Ready?

**Coby:** Oh, hey Liz. How's things?

**Liz:** Hi Coby. Not too bad. And you?

**Coby:** Hangin' in there.

So, did you hear how that was more informal? The speakers used "hey" and "hi" and short, simple, expressions. But what does "hangin' in there" mean? Well, it's the same as "not too bad." And that's a good way to answer the informal question "how's things?"

Now it's your turn to practice. We'll repeat the dialog, but this time we're going to beep out the response and you can play the role of Liz. You'll need to say hi, answer the question "how's things," and ask Coby a similar question. Here we go:

**Coby:** Oh, hey Liz. How's things?

**You:** Hi Coby. Not too bad. And you?

**Coby:** Hangin' in there.

### ***Track 1.1***

**Sumi:** Hi, Pablo. How are you?

**Pablo:** Hi, Sumi. I'm fine, thanks.

**Sumi:** Pablo, this is Greta.

**Pablo:** Hi, Greta. I'm Pablo.

**Greta:** Hi. How are you?

**Pablo:** I'm fine, thanks. Where are you from, Greta?

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



**Pablo:** I'm from Argentina. Nice to meet you.

**Greta:** Nice to meet you too.

## UNIT 2. EDUCATION

### *Video 2*

**Anna Gruen:** My name is Anna.

**Harris San:** My name is Harris San.

**Richard Purkis:** My name is Richard Purkis and I study Planning and Property Development.

**Dominic Grantley-Smith:** I'm a third-year biologist

**Sana Batul:** Politics and international relations.

**Harris San:** I picked up Oxford Brookes University because of the opportunities available.

**Sana Batul:** I like the fact that you can meet different people from different backgrounds.

**Richard Purkis:** I thought it was a really friendly atmosphere. I loved Oxford.

**Zarah Mowhabuth:** Yeah, I love Oxford Brookes. It's really fun.

**Laura Natera:** They treat you like you are a part of their family they care.

**Zarah Mowhabuth:** Yeah, I live in halls. I live in Cubes

**Harris San:** I was a bit nervous a bit nerve-racking because obviously I didn't know anyone here.

**Zarah Mowhabuth:** Oh, it was scary. It's scary because it's new.

**Ellen Oliver:** At the same time it was really excited. It's like I get here and I meet loads of new people.

**Zarah Mowhabuth:** And everyone else is in the same situation so you're not I as scared once you meet someone else who's feeling exactly the same as you are.

**Kainat Tariq:** My first lecture was programming. It was the hardest thing I've ever done. I think I almost cried at that lecture actually.

## UNIT 3. LEARNING A LANGUAGE

### *Track 3.1*

**Professor McKenzie:** For many years now we have been referring to English as a global language ... as the language of communication and technology. Everybody seems to be learning English and it isn't uncommon to see English being used as a means of communication between... let's see ... a German scientist... and an Italian politician. These days ... if you don't know English, you are in danger of being excluded from what's going on ... in education, at work ... and especially in the world of technological advances.

Very soon English will be the second language of all the people in the world. This is happening while I am speaking to you. We can't be certain of how long the process will take but there is no doubt that it will happen ... and my bet is that it will happen sooner rather than later.

First of all English will be an obligatory subject on every school curriculum throughout the world. By the year 2010 around two billion people ... that's about a third of the World's population... will speak English as their second language. This isn't my prediction by the way. This is what the experts say.

We can see evidence of these changes all the time. Let's take the Eurovision Song Contest as an example. Whatever we might think of the contest itself... one thing that has changed recently is that now countries can opt to sing in English. In the last festival fourteen of the twenty five competing countries asked for the rules to be changed to allow them to sing in English. They argued that singing in their own language would put them at a disadvantage. I suspect that in a few years time all twenty-five countries will be singing in English.

And what exactly does all of this mean for native speakers of English? Well, we are already in a minority. If the calculations are correct, then in ten years time, majority speakers ... that is non native English speakers ... will outnumber native English speakers by four to one. The two most important Englishes won't be British English and American English. They'll be Native English and Majority English. So native English speakers will be handicapped. We will be the only people in the world who speak just one language. Because ... let's face it ... there won't be much of a reason for native English speakers to learn a second language. We ... and not the Majority English speakers ... will be the disadvantaged.

As more and more people speak English it makes sense that they will become more competent. They will start to control more of the English resources being produced and to have a say in what should or shouldn't be included in dictionaries and language books. This might seem far fetched but it is already starting to happen. Let's use Sweden as an example. Their music exports... predominantly English ... account for more than thirty per cent of its export income. This exported English is bound to have an effect on English in general. And this is just one small example.

So ... all of you native English speakers out there ... get ready to throw away your phrase books ... whether you're planning to visit Eastern Europe or the Himalayas ... one thing you won't have to worry about is the language!

### **Track 3.2**

**Stig:** I'm learning Japanese at the moment which is quite a hard language. I want to speak it erh because my wife's parents don't speak English they speak only Japanese. Erh I'm quite good at speaking now and my listening's not bad. The most difficult thing about learning Japanese is learning to read and write. There are so many letters in the Japanese alphabet, so I really want to improve my reading and writing.

**Tessie:** Erm right well erm I am learning Spanish at the moment erm erm I'm I have decided to learn Spanish because I would I'm dreaming of going and living in erm Latin America erh and erm I'm quite good at understanding erm what people say in Spanish because I already speak good French, so there are a lot of similarities erm and I'm I'm also pretty good at reading but I'm finding it rather difficult to express myself and erm I would really like to improve my speaking skills. I'd really like to to erh be a little bit more fluent, not perfect but just enough to get by when we go to Argentina. Erm communication is is the most important thing.

## **UNIT 4. DAILY ROUTINE**

### **Track 4.1**

**Matthew:** So, MB, with Habitat For Humanity, can you kind of describe for us a normal day at one of the work-sites?

**MB:** Sure, so we usually get up very early in the morning, probably around 6:30 in the morning and when we were in Papua New Guinea we had to walk to the area where we were going to have breakfast so we had to walk through the village and say good morning to all the villagers and then we shared breakfast together with our team which the villagers prepared for us.

**Matthew:** What kind of food was that?

**MB:** In Papua New Guinea they eat a lot of potatoes and sweet potatoes and some fish and some noodles but mostly their staple ... and also bananas. They have a lot of plants or fruits that they grow on their property we ate a lot of that and then after breakfast we usually have a short orientation about what kind of jobs we're going to do that day and we're usually broken down into different teams and then we work for maybe two hours and then we have a short break and then we work again until lunch time.

These jobs can be anything from planning wood or cutting wood or helping to lay the floor or putting up the walls or painting the walls or anything like that. And then we have lunch with the team and also with the villagers usually and after lunch we, in the past, we usually play with the children after lunch for a little while and then we go back to work for maybe about three or four hours in the afternoon.

## UNIT 5. TELEPHONING

### *Track 5.1*

**A:** Good morning, VTS. Which department, please?

**B:** I'd like to speak to Corina Molenaar in Human Resources, please.

**A:** Thank you. Hold on. I'll put you through.

**C:** Hello. Human Resources.

**B:** Hello. Is that Corina Molenaar?

**C:** Speaking.

**B:** Yes, I'm phoning about your advert in Careers Now. Could you send me an application form, please?

**C:** Certainly. Can I take some details? Could you give me your name and address, please?

**B:** Yes, sure, it's Sophie Boitcaud, which is B-0-I-T-E-A-U-D. And my address is ...

### *Track 5.2*

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

**B:** I'm afraid she's not here at the moment. Can I take a message?

**A:** Yes, please. This is Johan from Intcc. Could you tell her I won't be able to make the training course on Saturday? She can call me back if there's a problem. I'm on 01914980051.

**B:** OK. Thank you. Bye.

### *Track 5.3*

**Matt:** Hello, Matt speaking.

**Karl:** Hi, Matt. Karl here.

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

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

**Matt:** Yeah, go ahead.

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

**Matt:** Er, I've got it here. It's 020 9756 4237.

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

**Matt:** No, it's 4237.

**Karl:** OK. Thanks. Bye.

**Matt:** No problem. Bye.

## UNIT 6. NETWORKING

### *Treck 6.1*

**Charlie:** Mum! That's my computer!

**Mum:** I know, I know. Don't worry, I'm changing your privacy settings.

**Charlie:** Privacy settings?

**Mum:** Yes. There are privacy settings on your social networking sites. Your account is totally public at the moment, and you're logged in!

**Charlie:** Oh. What are the privacy settings for?

**Mum:** To make you safe online. You want to be safe, don't you? And for the right people to see your information, not EVERYONE.

**Charlie:** Everyone?

**Mum:** Yes. If you don't change your privacy settings, when you upload a photo, anyone can see it. It's important to change them so only your friends can see them. You don't want everyone to see everything, do you?

**Charlie:** No! But I can delete things, can't I?

**Mum:** Well, you can, but it's very difficult. Some things stay there forever.

**Charlie:** That's really scary, Mum.

**Mum:** Don't worry, but you must learn how to stay safe. You mustn't tell anyone your password!

**Charlie:** I won't!

**Mum:** Crazy Charlie one two one, isn't it?

**Charlie:** M! Yes, it is. How ...

**Mum:** It's on your notebook. Right there. On your desk. It isn't a very secret place, is it?

**Charlie:** No, it isn't.

## RESOURCE BANK

### Text Bank

#### Unit 1. Building a Relationship

1. Read the survey and match each of the sub-headings (A–F) to paragraphs (1–5). There is one extra choice.

#### WHY ARE FRIENDS IMPORTANT?

Our society tends to place an emphasis on romantic relationships. We think that if we can just find that right person, we'll be happy and fulfilled. But research shows that friends are even more important to psychological well-being. Friends bring more happiness into our lives than virtually anything else.

What's more, friendships have a powerful impact on our physical health. Lack of social connection can be as damaging as smoking, drinking too much, or leading a sedentary lifestyle. Friends are even tied to longevity. A recent Swedish study found that, along with physical activity, maintaining a rich network of friends can add significant years to your life.

While developing and maintaining a friendship takes time and effort, the many benefits of having close friends make it a valuable investment. Good friends can:

1. \_\_\_\_\_ Spending time with happy and positive friends can elevate your mood and boost your outlook.
2. \_\_\_\_\_ Whether you're trying to get fit, give up smoking, or otherwise improve your life, encouragement from a friend can really boost your willpower and increase your chances of success.
3. \_\_\_\_\_ Having an active social life can bolster your immune system and help reduce isolation, a major contributing factor for depression.
4. \_\_\_\_\_ Even if it's just having someone to share your problems with, friends can help you cope with serious illness, the loss of a job or loved one, the breakup of a relationship, or any other challenges in life.
5. \_\_\_\_\_ Friendship is a two-way street, and the "give" side of the give-and-take contributes to your own sense of self-worth. Being there for your friends makes you feel needed and adds purpose to your life.

- A. Support you through tough times.
- B. Improve your mood.
- C. Boost your self-worth.
- D. Help you to reach your goals.
- E. Reduce your stress and depression.
- F. Support you as you age.

2. Read a trainer's report at the end of a management training session, summing up the importance of relationship and decide whether these statements are TRUE (T) or FALSE (F).

#### RELATIONSHIP BUILDING

Relationship building is not the same as team building. When we talk about relationship building we are talking about a competency in which we cultivate relationships both inside and outside the workplace, with individuals and groups.

Let's start off with the obvious. Common sense is always a good starting point. The first thing we should all do is to practice simple courtesies. This might seem like common sense to some people but in actual fact you'd be surprised at how few people do neglect these things. Set yourself a goal to say "Good Morning" to three people you normally wouldn't.

We should also try to get to know colleagues outside the office. Ask people what their interests are. If you share an interest in tennis say, suggest a game. Plan an occasional social event with co-workers. It doesn't have to be anything complicated, a coffee together or a picnic lunch for example.

Another thing you can do is to actually target somebody in your office – somebody you would like to know better. Make it your goal to talk to them. Small talk is fine. Listen to what they say and take notice of the information you learn about their interests. Make sure you keep yourself up to date on what's happening in the world too. You won't be very good at small talk if you don't know about current affairs.

So let's imagine that we have done these things and that we have started a few new relationships. What can we do to develop them further? How can we nurture the relationships so that they don't just fizzle out or stay on a plain?

Well, for a start we should focus on a person's good qualities and not on their deficiencies. Nobody's perfect after all.

We should also practice effective listening. We are all good at speaking but how many of us *really* listen? And people want to be listened to. They appreciate it and they respond. Try it!

If we are in a conflictive situation with somebody we should focus on the *issue* and not on the person. So we can hammer out a point of disagreement but then – shake hands and go for a coffee. Usually it is *an issue* that is the problem and *not* a person.

Choose somebody who you consider to be an acquaintance and make a point of learning something new about his or her interests. Think of some questions that you can ask them for when you next meet.

Finally, when you are talking to people with whom you have a relationship of some kind, get into the habit of asking open-ended questions. That way they'll be able to give their points of view. Sometimes people just need to have the chance to say what they think ... and very often it doesn't happen.

- |   | <b>True or False?</b>    |
|---|--------------------------|
| 1. Relationship Building is the same as Team Building   | <input type="checkbox"/> |
| 2. One good idea to say "Good Morning" to three people you do not know                        | <input type="checkbox"/> |
| 3. It is a good idea to target somebody that you want to build a relationship with            | <input type="checkbox"/> |
| 4. It is important to understand what is happening in the world so that you can talk about it | <input type="checkbox"/> |
| 5. In a conflictive situation you should focus on the person                                  | <input type="checkbox"/> |
| 6. You should ask people open-ended questions   | <input type="checkbox"/> |

## Unit 2. Education

1. Read the text below. For questions (1–5) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

### UNIVERSITIES IN THE UK

Universities in Britain are a magnet for overseas students. There are currently over 200,000 from outside Britain studying at British universities. The largest single group is Chinese students. There are currently 50,000 in the UK. The British government expects the total number of overseas students to be around 900,000 by 2020, and also thinks that a quarter of these will be Chinese.

But why is the UK such a popular destination for university students? Well, the quality of your course is guaranteed. All courses are assessed by an independent system, so you can be assured that your course is officially approved and has wide international recognition.

Besides, the British education system is very flexible in order to provide for the needs of a modern, complex society. It is also cost-effective. Degree courses are usually shorter and more intensive than in other countries. There are lots of scholarships available. You normally need 3 A levels, which are the exams taken by people leaving school at 18, in order to enter an undergraduate degree course.

You also need an IELTS score of at least 5.5, but many universities offer foundation or access courses to prepare students for their studies.

British universities offer a personalised but independent approach. The emphasis is on creative and independent thought, which helps to develop the skills you will need to compete in the global job market. Tutors not only teach but also provide support and guidance. As a result, international students have a very low dropout rate and a very high pass rate.

It is very simple to become an international student in the UK. The British Council offers a free and impartial service to anyone who is interested in studying in the UK, and an organisation called UCAS assists you in finding a course and making an effective application.

The UK is a dynamic and cosmopolitan place. The countryside is beautiful, and the theatres, museums, architecture and rich history make it a fascinating place to live and study. Why not give it a go?

1. According to the first paragraph, \_\_\_\_\_
  - A there are currently over 200,000 British students at universities of the UK.
  - B Chinese students prefer to get their education in the US universities rather than go to Britain.
  - C universities in Britain are popular with students all over the world.
  - D the British government knows for sure the total number of overseas students by 2020.
2. What does the author mean by saying that the British education system is “cost-effective”?
  - A It’s cheap.
  - B Every young man can afford to study at the university in Britain.
  - C Your course is officially approved.
  - D It’ll allow saving a lot of money in comparison with the costs involved.
3. All of the following are the factors which make the UK such a popular destination for university students *EXCEPT* \_\_\_\_\_
  - A students’ results are evaluated independently.
  - B scholarships are available for all the international students.
  - C British higher education is adapted to the modern social needs.

- D** British universities offer students high-quality courses.
4. Which of the following is TRUE about British universities according to the text?
- A** Degree courses are not so intensive as in other countries.  
**B** International students frequently leave British universities without finishing the degree courses.  
**C** They appreciate creative and independent thinking.  
**D** All the universities in the UK offer foundation or access courses to prepare students for their studies.
5. What organizations can help you to become an international student in the UK?
- A** IELTS.  
**B** The British Council.  
**C** UCAS.  
**D** Both B and C are correct.

2. Read the text below. For questions (1–5) choose the correct answer (A, B or C).

### **THE COST OF COLLEGE IN THE UNITED STATES**

Attending a college or university in the United States is very expensive. A year at a prominent four-year university can cost almost \$ 50,000, and this does not include the extra costs of housing, transportation, and other living expenses. There are, of course, less expensive options at colleges that also offer an excellent education. Most four-year colleges cost at least \$ 10,000 per year, and many more are in the \$ 20,000 to \$ 30,000 range. For families in the United States, paying for the education of their children has become a major expense. Many families begin saving money from the time their children are born, and some states offer incentive plans for savings programs.

As expensive as the tuition is, it should be noted that this hardly covers all the cost of providing an education. Buildings, equipment, and salary costs are increasingly expensive, with advanced technology adding tremendous costs for laboratories and other specialized facilities. Universities and colleges constantly seek support from foundations, corporations, and industry, as well as from local, state, or federal government.

Still, for prospective students, the costs can be daunting. Students may have jobs in secondary school or college to help earn money for college tuition or other expenses, such as books, transportation, and housing. Colleges help students find work either on campus or in the nearby community to offset the costs. Community colleges are successful, in part, because they allow working adults to take classes during the evening or on weekends or to otherwise combine full- or part-time school with full- or part-time employment. Since World War II, an important benefit to military service has been the tuition support provided through the GI Bill, a law that provided financial assistance to allow American soldiers (known as GIs) a gateway to higher education that otherwise would not have been possible for many of these military veterans.

In addition to family funds and savings, there are two main types of funding for college: loans and grants. Loans are borrowed money that must be paid back, with interest, although the interest rates for student loans are lower than for some other types of loans. The early years of many workers' careers are spent trying to pay back student loans. Grants, including scholarships, are gifts of money that do not have to be paid back, but students often must fulfill certain obligations, such as maintaining a certain grade point average or demonstrating family need, in order to qualify. Scholarships are funds that are earned or competed for, and they may be based on the student's academic, athletic, or civic performance or on some other



condition that has been met by the student or family. Identifying and accessing these funds can be confusing, and even discouraging, for families when they encounter the application forms. Colleges, secondary schools, and other organizations have offices to help students learn about funding resources.

Tuition is only the beginning of the financial investment required for a U.S. education. Costs include educational fees – some are paid by everyone each term, others are related to the courses being taken. Students must also pay for housing; books; other materials; meals; health insurance and health care; local day-to-day transportation, including parking; and transportation to and from home; telephone and Internet usage; and any other expenses. Normally, international students pay the higher out-of-state tuition rate at public institutions.

Another thing to consider is the investment of time. During student years, there is a loss of income. Even if the student has a job, often it is for fewer hours per week and at a lower rate than for full-time employment.

1. A year at a prominent four-year university (tuition fees and living expenses) can cost
  - A a lot more than \$ 50,000.
  - B less than \$ 50,000.
  - C more or less \$ 50,000.
2. Part-time jobs allow students
  - A to pay their tuition and their living expenses.
  - B to pay their living expenses.
  - C to help them have less debt.
3. Student loans are different from other loans because
  - A their interest rates are higher.
  - B their interest rates are reduced.
  - C their interest rates are similar.
4. After graduating, American students
  - A can take a year off and enjoy themselves.
  - B do not have to worry since their parents will take care of their debts.
  - C have to find a job in order to pay back their loans.
5. Scholarships are given to
  - A students who have outstanding skills or abilities.
  - B poor students.
  - C all students.

### Unit 3. Learning a Language

1. *Read the text below. Match choices (A–H) to (1–5). There are three choices you do not need to use.*

#### TIPS ON HOW TO LEARN ENGLISH EFFECTIVELY

1 \_\_\_\_\_

Do you want to know how to learn English effectively? If so, you are not alone. In fact, there are many people out there today who are working to learn English as a second language. No matter what the reason is that you are learning English, you want to make sure that you can learn it quickly and effectively as well. Whether you are learning English in a class, on your own, or with language teaching software, there are certain things that you can

do to make sure that you learn the language effectively. So, here are a few tips to keep in mind that will help you on your journey towards learning the English language.

2 \_\_\_\_\_

It is very important that you have goals in mind if you want to know how to learn English effectively. Setting goals will help you to know where you want to be and it will you to actually see your progress as you learn the language as well. Decide what your goals are, whether you want to improve your vocabulary, pronunciation, or even if you want to comprehend when you're listening better. Once you know your goals, make sure that you are working to achieve them.

3 \_\_\_\_\_

Practicing is probably one of the most important tips if you want to know how to learn English effectively. The more you practice your English skills, the better you will become at it. You can practicing by reading English, by writing emails and letters, by listening to television or the radio in English, or even by taking time to speak to other people who speak the English language. The more you practice, the fewer mistakes you'll end up making over time, and you'll become more effective with your English skills.

4 \_\_\_\_\_

No matter what language you're learning, a large number of words you know is going to be very important. This is especially important when you are learning the English language. One of the best ways to learn new words is to start reading and you can also learn more by listening to the radio or watching television. Playing word games and doing word puzzles can also help you out when you are trying to enhance your English vocabulary.

5 \_\_\_\_\_

If you plan on learning a language, you are going to make studying a priority. It's not just something you do every now and then, but it should be done every single day. When you study each day it is easier to retain the new things that you learn. You'll also find that you can review easier every day and you'll definitely remember what you learn a lot better as well. So, if you want to know how to learn English effectively, then you need to make studying a priority.

- A Modern Trends in Learning English
- B Make It Enjoyable
- C Work on Vocabulary Development
- D Be Sure to Train Your Skills
- E Figure out What Motivates You
- F Study on a Regular Basis
- G Improve Your Current Learning
- H Decide on Some Purpose

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

## STUDYING AT THE INTERNATIONAL LANGUAGE SCHOOLS

### 1 Phoenix English Academy

Phoenix English Academy has introduced an English for Aviators course specifically designed for pilots and air traffic controllers. With the introduction of new ICAO English Language Proficiency Requirements, pilots and air traffic controllers need to improve their ability to communicate on work-related matters in English.

## **2 The Dominion English language schools**

The Dominion English language schools in Auckland and Christchurch are offering an early-bird booking on English courses. Agents who book and send payment for any course before 31 October will pay reduced prices. Dominion are also keen to quote competitive prices for study tour groups for both adult and teen programmes.

## **3 Whitsundays College**

English language students at SACE Whitsundays College of English have been enjoying a classroom with one of the best views in the world – on-board a sailing vessel in the Whitsundays. The English & Sailing Course includes four weeks of General English and a one-week live aboard Competent Crew Sailing Course. One recent English & Sailing graduate was so impressed with his experience that he now intends to travel to Fiji to practise his new sailing skills on a two-week sailing tour.

## **4 Torquay International School**

Among the most popular activities at Torquay International School (TIS) are the walks and tours of Dartmoor National Park. Dartmoor is very close to Torquay and every Sunday, amateur photographer and Dartmoor Guide Nick Wotton takes small groups of TIS English language students aged 16–70 out on Dartmoor to discover its stunning natural beauty and diverse wildlife. The park also has a mysterious atmosphere, which inspired and provided the setting for one of Sir Arthur Conan Doyle's most famous Sherlock Holmes stories. The Hound of the Baskervilles. TIS students have not yet found any trace of the 'beast', but beautiful scenery and the wild ponies and sheep which roam the park often leave a deep and lasting impression.

## **5 The Eastbourne School**

The Eastbourne School of English launched in September 2010 is a 15-hour per week mornings only English programme for students wanting to work in the afternoons or looking for a less expensive long-term course. They schedule an English plus Natural Health programme, in which students choose from a range of alternative therapies, relaxation techniques and natural fitness classes.

## **6 Kaplan's English School**

Impressive musical heritage is not all you will find in Liverpool: it also boasts two Premier League football clubs, the largest open-air shopping mall in Europe, and has UNESCO World Heritage status thanks to its rich cultural diversity. With the largest collection of museums and art galleries outside of London, internationally renowned landmarks, and a thriving nightlife, students will never be short of something to do.

### **Which language school..?**

- A has introduced a course for young learners
- B includes an impressive marine experience in the course
- C starts a course for students who are looking for part-time job
- D announces an English course for professional purpose
- E provides a unique opportunity for mastering cultural and sporting skills
- F launches an incentive scheme
- G includes a four-week sailing course
- H inspires students to learn English in an enigmatic atmosphere

## Unit 4. Daily Routine

1. Read the text below. Match choices (A–H) to (1–5). There are three choices you do not need to use.

### HOW TO MOTIVATE YOURSELF TO WAKE UP EARLY AND WORKOUT

1 \_\_\_\_\_

You set your alarm for 6 a.m. each night and correspondingly jump into the shower when the buzzer goes off. You do this because you know that you have to be at work! You can't just hit snooze 3 days a week and just skip work! So, why not be the same about your exercise routine? For starters, try placing your alarm clock on the other side of the room. Turn the volume up full blast so that when you wake up to it, you actually wake up! The purpose of placing it on the other side of the room is so that you physically have to get up and turn the alarm off.

2 \_\_\_\_\_

Buy a pair of great jeans that are your ideal size. You don't have to spend a lot of money but you want to have something to motivate yourself towards. Or, if you can't afford to spend money on clothing, find something in your closet that once fit you but is now too snug. Hang the new or vintage article of clothing in front of your workout equipment. This will help push you to see what you're really motivating yourself toward.

3 \_\_\_\_\_

Make sure you have a day to sleep in! Whether it's Wednesday or Saturday, make sure to give yourself a reward. If you are devoting yourself to making a healthy change, then you must give yourself credit for working hard.

4 \_\_\_\_\_

Put your workout equipment in your bedroom or as close to your bedroom as possible. If your bedroom is on the top floor of your home and your exercise equipment is in the basement, then you may feel it's too exhausting to go all the way to the basement!

5 \_\_\_\_\_

If you choose to workout at a gym, still leave your alarm on the other side of the room, but also wear workout clothing to bed. Wear comfortable shorts, a sports bra if you are a woman, and a T-shirt. Or, lay out your workout attire the night before so that you can wake up and change quickly. The drive to the gym will actually help to wake you up. Make a CD or playlist on your iPod with upbeat songs to listen to while driving to the gym to wake you up.

- A Have some energy drink!
- B Wake up!
- C Keep your outfit close.
- D Choose a day for healthy change!
- E Stretch and work out!
- F Do purchasing to motivate you forward!
- G Conquer your day!
- H Prepare suitable clothes for training!

2. Read the blog post and say whether the statements (1–6) are TRUE or FALSE.

### TIPS FOR BEING A SUPER-ORGANISED STUDENT

I have always admired students who hand their homework on time and never forget to do it. Me, on the other hand, ... OK, I admit. I'm terrible at getting myself organized!

But lately I've started keeping a small study diary. I write down everything I need to do and when it needs to be done by. Then I write a reminder a few days before the date just in case. It helps.

So I was wondering, what your tips for getting organized are? Post a comment below. I hope we can all share some tips to manage our time more efficiently.

**True or False?**

- |  |                          |
|--|--------------------------|
| 1. Amy is very good at handing in her homework on time.                      | <input type="checkbox"/> |
| 2. Amy writes down the date she has to hand in her homework.                 | <input type="checkbox"/> |
| 3. Hana tidies her computer desktop twice a day.                             | <input type="checkbox"/> |
| 4. Amy thinks Hana's tip is good.  | <input type="checkbox"/> |
| 5. Gloria thinks the date you start studying is important.                   | <input type="checkbox"/> |
| 6. Lou thinks the best thing about having a noticeboard is using board pens. | <input type="checkbox"/> |

---

**Comments**



**Hana** Good question, Amy. I always spend about five minutes at the end of the day tidying up the desktop on my computer. I make a backup of important documents. I delete things I don't need any more and put everything into the correct folder.



**Amy** Nice tip, Hana. I think it's a good idea to do a little bit of tidying up every day. Then it becomes a habit and your desktop is always organised.



**Gloria** The most important thing is to start studying a few weeks before the exams and not leave it until the night before! That's just common sense, I think.



**Amy** Thanks, Gloria! I agree.



**Lou** Hi, Amy. My tip is to have a big noticeboard in your bedroom, divided into different sections. I've got one. It's a whiteboard. I've got a section for each school subject and another one for other stuff. I use board pens to write reminders and I make sure I look at it every day. The best part is when I remove something from the board!



**Amy** Great tip, Lou. I've got a cork board with pins. I use it in the same way.

**UNIT 5. Telephoning**

*1. Read the text below. Choose from (A–H) the one which best fits each space (1–6). There are two choices you do not need to use.*

**PHONE RAGE**

What drives people to lose temper on the telephone? Being kept waiting, being connected to voice mail, being passed on to someone else (1) \_\_\_\_\_. But what infuriates them most of all is talking to someone who sounds inattentive, unconcerned or insincere, according to a Reed survey published today.

The Reed survey found that nearly two thirds of people feel that “phone rage” – people losing their temper on the telephone – has become more common over the past five years. More than half of the respondents, (2) \_\_\_\_\_, said that they themselves had lost their tempers on the phone this year.

The reasons for this are threefold, according to Reed. People are much more likely to express anger over the phone, rather than in writing (3) \_\_\_\_\_. Moreover, telephone usage has been rising steeply over recent years. Increasing numbers of transactions take place entirely by phone, from arranging insurance to paying bills. (4) \_\_\_\_\_, people’s expectations have risen. Nearly three quarters of respondents to the Reed survey said they are more confident that their problems can be solved over the telephone than they were five years ago.

Companies are taking steps to improve their staff’s (5) \_\_\_\_\_. The survey found that 70 per cent of organizations require their staff to answer the telephone with a formal company greeting. In 43 per cent of organizations, staff have to give their own names when they answer the telephone.

But a third of organizations do not give any training, or they train only their receptionists. That may not be enough, the report says. As companies move towards “remote working”, the need for the (6) \_\_\_\_\_ extends to every level of the organization.

- A In addition
- B who were from 536 organizations
- C or face-to-face
- D training for it
- E right tone of voice
- F telephone answering techniques
- G are all common reasons
- H and most effective way

2. *Read some information about planning telephone calls. Match headings 1–7 with paragraphs a–g.*

- 1 What questions might the other person ask?
- 2 When is a good time to call?
- 3 Who do you need to speak to?
- 4 What are your objectives?
- 5 What phrases will help you?
- 6 What will you say if you can't get through?
- 7 What will you say if you get an answer machine or voicemail?

### PLANNING A CALL

A \_\_\_\_\_

It may seem a stupid question, but we often don’t know the name of the person we need. The first rule is to find out it as quickly as possible. If you have to, call and ask how to speak to ‘the person in charge of...’ and make sure you use the person’s proper title. Calling someone ‘Mr’ when they are ‘Ms’ or asking for ‘Mrs’ when they prefer ‘Dr’ is a bad start.

**B** \_\_\_\_\_

In the evening most people have been working all day and are having dinner or getting the kids ready for bed. Similarly, someone who works nights won't appreciate being woken in the middle of the day. What is after lunch for you might be when your best client in Japan is normally leaving work.

**C** \_\_\_\_\_

Is it to get information, give information, to convince, to confirm, to arrange or all of these? List what you want from a call – and what the other person might want in return.

**D** \_\_\_\_\_

The person you need might be out or maybe he or she just doesn't want to take any calls today. Ask the person who answers when is a better time to call, or if there is anyone else who can help you.

**E** \_\_\_\_\_

You might decide not to say anything. Few people will return a sales call. But a short brief 'Hello' message with a number they can get you at will be a nice reminder.

**F** \_\_\_\_\_

Understand the other person. What will their objections be? Why aren't they likely to agree? Can you offer them an alternative? This is an essential stage in planning a call.

**G** \_\_\_\_\_

Phone calls can be stressful and it's easy to forget key information. If you're selling a product, list its features and benefits so you can read them out. When talking in a foreign language, write down words or expressions you'll need, and practise saying them before you call.

## **UNIT 6. Networking**

**1.** *Read the text below and do the tasks after it.*

### **SOCIAL MEDIA**

I'm sure you have heard of Facebook and Twitter. In fact, there is a good chance that you use them. You might also have heard of LinkedIn and MySpace. These four websites are the most popular social media websites. But what exactly is "social media"?

Social media can be defined as web-based and mobile media that are used for people to interact, connect and communicate with each other. These types of media often involve the creation and sharing of content (writing, pictures, and video) that people make themselves, mostly through the Internet.

In general, there are six different types of social media. The first type involves people getting together to work on a project. Wikipedia is an example of this type of social media. Blogs and micro-blogs (such as Twitter) are another type of social media. There are other websites that allow people to share content such as pictures, articles or videos. YouTube is the most well-known website of this type. Another type of social media are social networking sites. These sites allow people to stay in touch with friends, make new ones and join communities. Facebook is an example of this type of social media site. Many people like to play games on the Internet and, yes, there are social media games as well. These games allow gamers to interact with each other and play with or against other gamers. World of

Warcraft is a good example. The final type of social media is websites like Second Life, where people can create avatars and use and create objects, as if they were in the real world.

Social media are different from traditional media. In the past, media was created from one place, normally a company. Then the company would send out the media to consumers. Magazines, books and movies are all examples of this. But with social media, many individual people in different locations create content. Another difference is that people who produce content in social media don't need very special skills. On the other hand, in traditional media, people need special skills to produce something. Another difference is that social media can be produced much faster. It takes only a few minutes to write a twitter post, for example. But it can take many months to put together a magazine, or years to make a movie.

Some people think social media is good and some think it is bad. But whatever you might think, social media is here to stay.

1. What is the text about?

- A What social media is and how it is different from traditional media.
- B How social media can help people improve their lives in different parts of the world.
- C How social media has changed in the last 5 years and predictions about the future of social media.
- D Many companies are using social media to reach their customers and promote their goods and services.
- E What social media is, how it is different from regular media and what the future holds for social media.

2. Decide, which of the statements are *True*, *False* or *Not Given*.

**T/F/NG?**

- |   |                          |
|---|--------------------------|
| 1. Magazines are an example of social media.                              | <input type="checkbox"/> |
| 2. It normally takes a long time to produce content for social media.     | <input type="checkbox"/> |
| 3. Social media websites are popular because young people use them.       | <input type="checkbox"/> |
| 4. Social media allows people to have fun, share and connect with people. | <input type="checkbox"/> |

2. Read the text below. For questions (1–5) choose the correct answer (A, B, C or D).

### **ARE YOU A BLOGGER, TOO?**

Only a few years ago, a “web log” was a little known way of keeping an online diary. At that time, it seemed like “blogs” (as they quickly became known) worn only for serious computer geeks or obsessives. This didn't last long, though, and within a very short period of time, blogs exploded – blogs were everywhere, and it seemed that almost everyone read blogs, or was a blogger.

The enthusiasm for blogging of a couple of years ago (when It was estimated that ten new blogs were started somewhere in the world every minute) now seems to have died down a bit – yet thousands of blogs (probably the best ones) remain. Blog are now seen as important and influential sources of news and opinions. So many people read blogs now that it has even been suggested that some blogs may have been powerful enough to Influence the result of the recent US election.

Blogs are very easy to set up – all you need is a computer, an Internet connection and the desire to write something. The difference between a blog and a traditional Internet site is that a blog is one page consisting mostly of text (with perhaps a few pictures), and –



importantly – space for people to respond to what you write. The best blogs are similar to online discussions, where people write in responses to what the blogger has written. Blogs are regularly updated – busy blogs are updated every day or even every few hours.

Not all blogs are about politics, however. There are blogs about music, films, sports, books – about any subject you can imagine! So many people read blogs now that the world of blog writers and blog readers has its own name – the “blogosphere”.

But how influential, or important, is this blogosphere? One problem with blogs is that many people who read and write them seem only to communicate with each other. When people talk about the influence of the blogosphere, they do not take into account the millions of people around the world who are not bloggers, never read blogs, and don’t even have access to a computer, let alone a good Internet connection.

Sometimes, it seems that the blogosphere exists only to influence itself, or that its influence is limited to what is actually quite a small community. Blogs seem to promise virtual democracy – in which anyone can say anything they like, and have their opinions heard – but who is actually listening to these opinions? There is still little hard evidence that blogs have influenced people in the way that traditional mass media (television and newspapers) have the ability to do.

1. According to the first paragraph, a “web log” or “blog” \_\_\_\_\_  
**A** didn’t last long.  
**B** is a kind of an online diary.  
**C** is read or written by everyone.  
**D** is only for serious computer geeks or obsessives.
2. Which of the following can be inferred from the text?  
**A** The popularity of blogging has recently declined.  
**B** The enthusiasm for blogging has increased for the last two years.  
**C** At present ten new blogs are started somewhere in the world every minute.  
**D** Most blogs are about politics.
3. What is the main difference between a blog and a traditional Internet site?  
**A** There’s no difference.  
**B** A blog can never have any picture.  
**C** An Internet site consists mostly of text.  
**D** There’s space for people to respond in a blog.
4. What does the author mean by saying that “Blogs are now seen as important and influential sources of news and opinions”?  
**A** Blogs are a means of a political control.  
**B** Blogs can have an effect on the popular beliefs and social processes in the community.  
**C** Blogs seem to promise virtual democracy.  
**D** Blogs have influenced people in the way that traditional mass media do.
5. According to the text, which of the following statements is TRUE?  
**A** The best blogs are similar to intercommunication conversations.  
**B** Blogs are rarely updated.  
**C** Not all people in the world read blogs and have access to a computer.  
**D** The blogosphere exists to influence society.

## TEXT BANK KEY

### Unit 1. Building a Relationship

#### 1. Why Are Friends Important?

1 B; 3 E;  
2 D; 4 A; 5 C.

#### 2. Relationship Building

1 F; 4 T;  
2 F; 5 F;  
3 T; 6 T.

### Unit 2. Education

#### 1. Universities in the UK

1 C; 3 B;  
2 D; 4 C; 5 D.

#### 2. The Cost of College in the United States

1 A; 3 B;  
2 C; 4 C; 5 A.

### Unit 3. Learning a Language

#### 1. Tips on How to Learn English Effectively

1 A; 3 D; 5 F.  
2 H; 4 C;

#### 2. Studying at the International Language Schools

1 D; 3 B; 5 C;  
2 F; 4 H; 6 E.

### Unit 4. Daily Routine

#### 1. How to Motivate Yourself to Wake up Early and Workout

1 B; 3 D; 5 H.  
2 F; 4 C;

#### 2. Tips for Being a Super-Organised Student

1 F; 3 F; 5 T;  
2 T; 4 T; 6 F.

### UNIT 5. Telephoning

#### 1. Phone rage

1 G; 4 A;  
2 B; 5 F;  
3 C; 6 E.

#### 2. Planning a Call

1 F; 4 C;  
2 B; 5 G;  
3 A; 6 D; 7 E.

### UNIT 6. Networking

#### 1. Social Media

1. A;  
2. 1 F;  
2 F;  
3 NG;  
4 T.

#### 2. Are You a Blogger, Too?

1 B; 4 B;  
2 A; 5 C.  
3 D;

## ENTRY TEST

### Listening

Listen to three people talking about their studying abroad. Say whether the statements (1–10) are TRUE or FALSE.

1. Lin has been living in Bristol for five years.
2. Lin has been to other parts of Europe.
3. Making friends made her improve her English.
4. Tomas chose this university for the courses it offered.
5. In the Czech Republic it is difficult to find people from other countries.
6. Tomas's experience is different from other Erasmus students.
7. Tomas chose to have a part time job.
8. Syad is trying to find a new job now.
9. Syad liked studying in Manchester because the approach was similar to that of India.
10. He liked the student accommodation.

(30 marks)

### Reading

Read the text and choose the best option.

Money is what you use to buy things. You may earn money from completing household chores, getting good grades, for your allowance, or for losing a tooth! Money is very important in our world and comes in many different forms.

People have been using money for hundreds of years. Before money gave specific values for things, people simply traded items. In the United States, we use the dollar as our currency or money, but people in different parts of the world use different currencies, though some countries also use or accept our dollars.

People earn money from the jobs they work and use that money to save for the future, pay for their houses, cars, food, taxes, medical needs and household items among other things. Even things such as turning the lights on, using the air conditioning or heat, and connecting to the internet cost money.

11. According to the passage, money is \_\_\_\_\_.
- |                          |                         |
|--------------------------|-------------------------|
| A. only earned by adults | B. essential for living |
| C. not very important    | D. comes in few forms   |
12. Select all of the things that money might be used for.
- |                  |                                     |
|------------------|-------------------------------------|
| A. to buy things | B. to save for the future           |
| C. to pay bills  | D. to pay you for doing your chores |
13. What did people do before there was money?
- |                                    |   |
|------------------------------------|---|
| A. They made everything themselves | B. People used the system of barter     |
| C. The story doesn't tell          | D. They just never got what they needed |

14. How long have people used money?  
A. For centuries  
B. Since the beginning of time  
C. They started recently  
D. Thousands of years

15. The dollar .....
- A. is used in every country in the world.  
B. is used in the United States.  
C. is used in the USA and some other countries.  
D. is never used in other countries

(10 marks)

### Vocabulary

16. Are you going to attend Prof. Wise's \_\_\_\_\_ on Medieval History next week?  
a) conference;  
b) discussion;  
c) lecture;  
d) meeting.

17. The lecture was so \_\_\_\_\_ that almost everyone fell asleep.  
a) bored;  
b) dull;  
c) exhausted;  
d) tired.

18. When you listen to a lecture, it is useful to \_\_\_\_\_ the important points.  
a) clear;  
b) notify;  
c) put down;  
d) write on.

19. The lecture was very \_\_\_\_\_ and I slept for most of it.  
a) annoying;  
b) boring;  
c) noisy;  
d) sleepy.

20. I absolutely \_\_\_\_\_ with everything that has been said.  
a) accept;  
b) admit;  
c) agree;  
d) approve.

21. The lecture will begin at 10.00 \_\_\_\_\_.  
a) in time;  
b) on time;  
c) punctual;  
d) sharp.

22. The students were interested \_\_\_\_\_ what teacher was saying.  
a) about;  
b) of;  
c) in;  
d) at.

23. What \_\_\_\_\_ did you get for your French composition?  
a) figure;  
b) mark;  
c) number;  
d) sign.

24. You will need a pen and some paper to \_\_\_\_\_ this problem. It is too difficult to do it in your head.  
a) discover;  
b) find out;  
c) realise;  
d) work out.



37. Miss Mini doesn't live here. You must have \_\_\_\_\_ the wrong number.  
a) dialled; c) pressed;  
b) fingered; d) pushed.
38. I phoned him his morning but when I said who I was he \_\_\_\_\_.  
a) hung up; c) shut up;  
b) rang up; d) shut down.
39. The telephone operator said she would put the caller \_\_\_\_\_ when he line was free.  
a) forward; c) through;  
b) in; d) up.
40. During the week I usually \_\_\_\_\_ at 6.30 a.m.  
a) wake up; c) got up;  
b) stand up; d) lay down.
41. It usually \_\_\_\_\_ 30–40 minutes to get to the university.  
a) needs; c) is;  
b) drives me; d) takes me.
42. How do you get started \_\_\_\_\_ the Internet?  
a) in; c) at;  
b) on; d) of.
43. Search for groups discussing topics you are interested in, \_\_\_\_\_ an account and join.  
a) set down; c) get on;  
b) set up; d) get in.
44. This abbreviation BTW means \_\_\_\_\_  
a) By The Way; c) Between Two Wednesdays;  
b) Back Tomorrow; d) Big Thanks for Waiting.
45. C U 2morrow means \_\_\_\_\_  
a) See you soon; c) See you tomorrow;  
b) Call you tomorrow; d) Can't understand you.

(60 marks)

## Entry Test Key

### Listening

1 F; 2 T; 3 T; 4 F; 5 T; 6 T; 7 T; 8 F; 9 F; 10 T.

### Reading

11 B; 12 A, D; 13 B; 14 A; 15 C.

### Vocabulary

16 c; 17 b; 18 c; 19 b; 20 c; 21 d; 22 c; 23 b; 24 d; 25 b;  
26 a; 27 c; 28 a; 29 c; 30 d; 31 d; 32 d; 33 c; 34 c; 35 a;  
36 c; 37 a; 38 a; 39 c; 40 a; 41 d; 42 b; 43 b; 44 a; 45 c.

## MODULE TEST

### Listening

Listen to an interview with Nils, a Swedish professional working in the UK. You will hear the recording twice.

1. Which of the following best describes Nils' job?
  - a) He does research for a government agency.
  - b) He works in customer support.
  - c) He's a computer programmer for a software company.

Listen again and answer the following questions.

2. What did Nils do before his current job? How did he get his current job?
3. Nils says there are two differences between working in Sweden and working in the UK. What are they?

Complete the table with things Nils says in the interview about his job. Add one more thing to each column.

Things Nils enjoys	Skills needed
He meets many different customers	Making a good impression
4. ....	5. ....

(20 marks)

### Reading

Hanna is doing an online course at a virtual university. Read the email she's written to her tutor, Steve, letting him know how she's getting on. Then answer the questions.

Dear Steve

Sorry I haven't written recently, but I've been having a few problems logging in.

In fact, I've had quite a few problems with my computer and lost some work when it crashed the other day. I know, I should have made a backup! I still haven't been able to download all the information on module 3, but I'll try again later today. I think my computer is getting a bit old and slow – like me!

Anyway, I've read all the suggested articles on the reading list for module 2, and this week I've been planning the essay, but I haven't started writing it yet. The planning is going well, and I've decided to do the second option. I've attached the plan so far, so you can tell me if I've got the right idea.

I've also been looking at those links you sent me. Thanks very much. There's lots of useful stuff, and it's given me some ideas for the essay. Thanks for sending me your comments on my last essay. I haven't had time to read it all yet, but they seem very useful. When I've finished reading it, I'll send you my comments. I've subscribed to the journal you suggested.

Best wishes,

Hanna



6. Why hasn't Hanna written recently?
  - a) because she's had problems logging in
  - b) because her computer crashed
  - c) because she hasn't got all the information on the course
7. Which of these things has she finished doing?
  - a) downloading the information
  - c) reading the articles
  - d) reading the feedback
8. Which of these things has happened more than once?
  - a) problems logging in
  - b) losing some work
  - c) the computer crashing
9. Which of these things has she not started doing yet?
  - a) planning the essay
  - b) deciding which option to do
  - c) writing the essay
10. Why has she attached the plan?
  - a) because she's finished it
  - b) because she's decided to do the second option
  - c) because she wants some feedback on it
11. What did her tutor suggest she do?
  - a) subscribe to a journal
  - b) download some information
  - c) send some links

(12 marks)

## Vocabulary

*Put each of the following words into its correct place in the passage below.*

**classes**                      **degree**                      **bachelor's**                      **freshmen**                      **students**  
**graduates**                      **university**                      **year**                      **courses**                      **undergraduates**

The student body of a <sup>12</sup> \_\_\_\_\_ or college is divided into <sup>13</sup> \_\_\_\_\_ and undergraduates. Graduates have already received their <sup>14</sup> \_\_\_\_\_ degrees, while <sup>15</sup> \_\_\_\_\_ have not. The undergraduates belong one of four <sup>16</sup> \_\_\_\_\_, according to their <sup>17</sup> \_\_\_\_\_ of study. These are <sup>18</sup> \_\_\_\_\_, sophomore, junior and senior classes. Most schools also admit special students who take a number of <sup>19</sup> \_\_\_\_\_, but are not working towards a <sup>20</sup> \_\_\_\_\_. Student bodies vary considerably from school to school. Some institutions are co-educational, with both male and female <sup>21</sup> \_\_\_\_\_.

(20 marks)

## Skills

*Unscramble the sentences.*

22. the / and / must / university / do. / you / Learn / code / you'll / mustn't / know / what / and

23. and / learning / hope / is / English / hobby / My / languages / future / my / use / foreign / career. / in / I / will / I

24. students / first / graduates. / complete / they / When / degree / their / become

25. I'm / student / day-time / the / a / first-year / department. / of

26. knowledge / languages / other / shows / of / students / that / more / language / Research / their / native / effectively. / enables / use / to

27. command / I / will / succeed / the / have / if / a / will / good / work / am / I / I / soon / systematically / language / at / English / and / of / sure / it. / in

28. fall / behind / plan / they / a / revision / their / students / Personal / may / before / be / period / studies / challenge / management / time / for / exams. / to / or / and / fail / with / their / can

29. those / are / don't / languages. / any / who / for / Times / know / foreign / hard

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

**(18 marks)**

## Writing

*You have just returned from the first lesson of English language course in London. Write a letter to your English-speaking friend about this lesson where you will:*

- tell them what the topic of the first lesson was;
- describe your first impression concerning the groupmates;
- describe your English teacher and the types of activities at the lesson.

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

**(30 marks)**

## MODULE TEST KEY

### Listening

1. **B** (He works in customer support).
2. Before his current job, Nils did a Master's thesis at the Defence Research Agency in Sweden, and was a student before that. He found his current job because one of his friends worked for the same company, but in Sweden. His friend told him they were hiring in Oxford.
3. The salaries are higher in the UK, and the tax rate is lower than in Sweden.
4. There are different projects every week.
5. Being analytical / solving problems.

### Reading

- 6 a;            9 c;  
7 b;            10 b;  
8 a;            11 a.

### Vocabulary

- 12 university;    13 graduates;    14 bachelor's;    15 undergraduates;    16 classes;  
17 year;        18 freshmen;    19 courses;    20 degree;    21 students.

### Skills

22. Learn the university code and you'll know what you must and mustn't do.
23. My hobby is learning foreign languages and I hope I will use English in my future career.
24. When students complete their first degree they become graduates.
25. I'm a first-year student of the day-time department.
26. Research shows that knowledge of other languages enables students to use their native language more effectively.
27. I am sure if I work at the language systematically I will succeed in English and soon will have a good command of it.
28. Personal time management can be a challenge for students and they may fall behind with their studies or fail to plan their revision period before exams.
29. Times are hard for those who don't know any foreign languages.
30. These tips will show you how paying attention to detail may make a big difference in others' impressions of you, both personally and professionally.

## REFERENCE LIST

1. <http://www.businessenglishonline.net/wp-content/uploads/2010/10/Nils-Worksheet.pdf>

Наукове видання

*Ищук* Наталія Юріївна  
*Саврасова* Олеся Олексіївна  
*Стрюк* Наталія Василівна

**SOCIALISING IN ACADEMIC  
AND PROFESSIONAL ENVIRONMENTS  
TEACHER'S GUIDE**

Методичний посібник для викладача англійської мови  
за професійним спрямуванням  
для студентів 1 курсу економічних спеціальностей

(Англійською мовою)

Технічний редактор

Т. О. Важеніна

Підписано до друку 28.12.2017  
Формат 60 x 84/16. Папір офсетний.  
Друк – цифровий. Умовн. друк. арк. 3,02  
Тираж 10 прим. Зам. 107

Донецький національний університет (Вінниця)  
21021, м. Вінниця, 600-річчя, 21  
Свідоцтво про внесення суб'єкта видавничої справи  
до Державного реєстру  
серія ДК № 1854 від 24.06.2004