PRACTICAL GUIDE
TO LEARNING ENGLISH

for Second Year University Students Specialisingin Educational Technologies

PART II

УДК 811.111(075.8)

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Practical Guide to Learning English for Second Year University Students Specialising in Educational Technologies. Part II. Практичний курс англійської мови. Частина II: Навч. посібник / Заг. редакція – **Фабрична Я. Г.** – Київ: Видавничий центр КНЛУ, 2024. – 279 с.

Навчальний посібник укладений для студентів 2 курсу першого (бакалаврського) рівня вищої освіти, спеціальності 014 Середня освіта, спеціалізації 014.021 Англійська мова і література і має на меті формування професійно орієнтованої англомовної комунікативної компетентності майбутніх вчителів до рівня володіння мовою В2 (незалежний користувач) відповідно до рекомендацій РЄ. Посібник складається з трьох частин, зміст і навчальні цілі яких спрямовані на практичне оволодіння студентами системою англійської мови та нормами її функціонування у мовленнєвих комунікативних ситуаціях, пов'язаних із сферою туризму та подорожувань, здійсненням функцій вчителя, реаліями і традиціями вищої освіти та науки в Україні та англомовних країнах.

CONTENTS

Introduction

This manual is designed for second year students specialising in educational technologies and is intended to assist the progress of their profession-specific communicative competence in English. The manual contains three parts: **Module 1** *Tourism &Travelling* (Units 1-4), **Module 2** *Career & Professional Development* (Units 5-7), **Module 3** *Welcome to the Academic World* (Units 8-12).

Module 1 *Tourism & Travelling* consists of four units covering the topics *The Future of Travel & Tourism* (Unit 1), *Ecotourism* (Unit 2), *Modes of Transportation* (Unit 3), *Holiday Accommodation* (Unit 4).

Module 2 *Career & Professional Development* is comprised of 3 units covering such topics as *Careers Using Languages* (Unit 5), *Teaching Career* (Unit 6), *Job Interview* (Unit 7).

Module 3 *Welcome to the Academic World* contains 5 units on topics *What is a University Education Worth?* (Unit 8), *Joining the Academic Community* (Unit 9), *From an Undergraduate to an Esteemed Professor* (Unit 10), *Academic Integrity* (Unit 11), *Academic Research* (Unit 12).

Each unit has clear learning goals stated at the top of the page and consists of 7 sections: *Warming up, Reading/Listening Skills, Focus on Content, Focus on Vocabulary, Focus on Language, Speaking Skills* and *Test Yourself Section*.

Each unit starts with *Warming up* activities which serve as a springboard into the topic of the unit and engage students' interest. They feature a variety of picture prompts and related tasks designed to elicit vocabulary that students already know as well as the ideas related to the issues under consideration.

Reading and Listening Skills sections introduce students to a wide range of authentic reading and listening material and are designed to check comprehension as well as develop such key reading and listening skills as reading/listening for gist, specific information and so on. Sections offer tips and strategies for the development of reading/listening skills as well as introduce essential vocabulary related to the topic. Texts for reading and recordings and video clips for listening have been chosen for their intrinsic interest and for their usefulness in providing a vehicle for the particular vocabulary and language points in focus. Each reading and listening text is accompanied by *Focus on Content* section which provides questions for the discussion of the key issues arising from the texts.

Each unit focuses on the vocabulary relating to the topic as well as vocabulary from reading and listening texts. Items are presented in the context and practiced through a range of activities in *Focus on Vocabulary* section aimed at developing vocabulary skills. Additional vocabulary practice is provided in *Extra Vocabulary* sub-section helping learners to expand vocabulary covered in the unit.

Focus on Language section develops students' competence in using language items relating to the topic. They generally arise from reading and listening texts and include easily confused words, collocations and expressions, phrasal verbs and words with prepositions. The section also revises word formation and derivatives and is intended to practise language in a variety of different ways so that learners are able to use it with confidence.

Speaking Skills section focuses on speaking practice and speaking skills development and improvement. It facilitates speaking fluency in a number of ways – by giving learners discussion topics they are interested in; by setting up situations where they are motivated to communicate in order to complete a specific task related to the topic of the unit.

Test Yourself Section is aimed at checking the progress and facilitating the development of communicative and language skills. There is a *Wordlist* for each manual unit which consolidates key vocabulary and language covered.

At the end of each module there is *Focus on Writing* section. They offer practice in writing and aimed at developing students' writing skills. *Focus on Writing* sections provide models and tips on how to deal with writing an opinion essay, a CV, an application letter and an academic report. They also provide advice and guidance on different writing sub-skills such as punctuation, linking, paragraph construction etc.

Map of Manual

MODULE 1 *TOURISM AND TRAVELLING*

UNIT 1 **The Future of Travel & Tourism** **pages 11-29**	**Focus on Skills** ! *Reading* for the main ideas *Comprehension*: matching Texts: *The Future of Travel & Tourism*; *Worst Experiences on Business Trips* ! *Speaking*: giving opinion **Focus on Language** ! *Vocabulary*: types of holidays, destinations; modes of transportation; technology and VR ! *Use of English*: words easily confused related to the topic of *travel*; nouns, verbs, adjectives with prepositions; phrasal verbs with *look, head, get*; word formation & derivatives: *nouns, adjectives, adverbs*
UNIT 2 **Ecotourism** **pages 30-46**	**Focus on Skills** ! *Listening* for the main ideas. *Comprehension*: True, False, Not given Recordings: *Ecotourism; Effects of Tourism* ! *Speaking*: discussing pros and cons; working out a solution to the problem **Focus on Language** ! *Vocabulary*: types of alternative tourism; ways of protecting nature; conservation volunteering activities ! *Use of English*: words easily confused mainly related to the topic of *protection*; nouns, verbs with prepositions; phrasal verbs with *find, take, leave, spring, come*; word formation & derivatives: *nouns, adjectives, adverbs*
UNIT 3 **Modes of Transportation** **pages 47-69**	**Focus on Skills** ! *Reading* for specific information *Comprehension*: correcting statements Texts: *Modes of Transportation*; *Travelling the world on container ships* ! *Speaking*: presenting information about the traditional and modern alternative modes of transportation **Focus on Language** ! *Vocabulary*: modes of transportation (travelling by land, air, water) ! *Use of English*: words easily confused related to the topic of *arrival*; nouns, verbs with prepositions; phrasal verbs with *pull, get, take*

UNIT 4 **Holiday** **Accommodation** **pages 70-88**	**Focus on Skills** ! *Reading* for details *Comprehension*: multiple choice Texts: *Types of accommodation; Holiday Plus* ! *Speaking*: presenting information about *places/quality of every type of accommodation*, *their equipment, facilities, service* **Focus on Language** ! *Vocabulary*: basic accommodation, booking holiday accommodation, characteristics of hotel types ! *Use of English*: words easily confused: *offer, provide, supply, cater, feature, have*; words with prepositions; phrasal verbs with *hold, put, throw*; word formation & derivatives: *revision*
FOCUS ON **WRITING 1** **Opinion Essay** **pages 89-99**	**Focus on Skills** ! *Writing*: *Understanding the question and planning the writing* *Structuring the essay: Paragraphing* *Giving & justifying opinion; Connecting ideas* *Proofreading* **Focus on Language** ! *Vocabulary*: topical lexicon on tourism and travelling; academic words ! *Use of English*: linking words and phrases

MODULE 2 *CAREER & PROFESSIONAL DEVELOPMENT*

UNIT 5 **Careers Using** **Languages** **pages 100-120**	**Focus on Skills** ! *Reading* for the main ideas *Comprehension*: Yes, No, Not Given Texts: *Careers Using Languages; Seven Linguists Who Changed the Game* ! *Speaking*: presenting information about the main requirements and prospects for specialist language occupations **Focus on Language** ! *Vocabulary*: lexical units connected with jobs an careers of translators, interpreters, language teachers and linguists ! *Use of English*: words easily confused related to the topic of *job*; nouns, verbs, adjectives with prepositions; phrasal verbs with *sort, back, crop, run, jump*; word formation & derivatives: *revision*

UNIT 6 Teaching Career 121-141	**Focus on Skills** ! *Listening* for specific information *Comprehension*: answering the questions; filling in the gaps. Recordings: *Pros and Cons of being a Teacher; 8 Steps to Boost Your Teaching Skills and Help Students Achieve Expectations* ! *Reading* for specific information *Comprehension:* multiple choice *Text: Teaching is an Art Based on Science* ! *Speaking:* comparing/contrasting; the role of teachers in the society. **Focus on Language** ! *Vocabulary:* pros and cons of being a teacher; skills and competencies a teacher needs to have ! *Use of English:* words easily confused; nouns, verbs with prepositions; phrasal verbs with.
FOCUS ON WRITING 2 Applying for a Job pages 142-161	**Focus on Skills** ! *Reading* for general information *Comprehension*: filling gaps Text: *How to get an Internship with a Translation Agency* ! *Writing*: CV, application letter **Focus on Language** ! *Vocabulary*: hiring process; application documents; personal characteristics; transferable skills; personal statement; education, training and internship; ! *Use of English*: CV and application letter structure; linking words
UNIT 7 Job Interview pages 162-181	**Focus on Skills** ! *Reading* for general information (gist) *Comprehension:* matching headings Texts: *Job Interview Tips; First time interviewing a candidate?* ! *Speaking*: roleplay ‒A job interview‖ **Focus on Language** ! *Vocabulary*: job interview; nonverbal communication in a job interview; interview preparation tips; key competencies. ! *Use of English*: words easily confused on *competence*; nouns, verbs with prepositions; phrasal verbs/idiomatic expressions with *get, turn, make, take, come, keep*; word formation & derivatives: -er/-ee.

MODULE 3 *WELCOME TO THE ACADEMIC WORLD*

UNIT 8 **What is a University Education Worth?** **pages 182-198**	**Focus on Skills** ! *Listening* for specific information *Comprehension:* multiple choice Recordings: *What is a University Education Worth? Value of university education* Text: *University Education Makes You a Better Citizen* ! *Speaking*: expressing opinion, comparing higher education in Ukraine and UK **Focus on Language** ! *Vocabulary*: higher education, types, roles, functions of universities ! *Use of English*: words easily confused related to the topic of *education*; verbs with prepositions; phrasal verbs/idiomatic expressions; word formation & derivatives: *-hood/-dom/-ship/-ness*
UNIT 9 **Joining the Academic Community** **pages 199-213**	**Focus on Skills** ! *Reading* for specific information *Comprehension:* gaps filling Texts: *Joining the Academic Community; Students Bring Their Own Technology to Lectures* ! *Speaking*: sharing experience in learning **Focus on Language** ! *Vocabulary*: roles of students; ways of studying ! *Use of English*: words easily confused related to the topic of *achievements*; verbs with prepositions; phrasal verbs/idiomatic expressions; word formation & derivatives: *-ment*
UNIT 10 **From an Undergraduate to an Esteemed Professor** **pages 214-225**	**Focus on Skills** ! *Listening* for specific information *Comprehension:* matching Recording: *What makes a good teacher* Videos: *What does good university teaching look like? Steps to become a professor* ! *Speaking*: expressing opinion; reporting on the survey results **Focus on Language** ! *Vocabulary*: traits, qualities of a good university teacher; university teacher career; university officials ! *Use of English*: words easily confused: *mentor, advisor, supervisor, monitor*; verbs/nouns with prepositions; phrasal verbs/idiomatic expressions; word formation & derivatives: *revision*

UNIT 11 **Academic** **Integrity** **pages 226-244**	**Focus on Skills** ! *Reading* for specific information *Comprehension: True, False, No information* Texts: *What can universities do to stop students cheating? Plagiarism* ! *Speaking*: expressing opinion; reporting on the survey results **Focus on Language** ! *Vocabulary*: academic integrity and honesty ! *Use of English*: words easily confused: *forms of academic dishonesty*; nouns, verbs with prepositions: *revision*; word formation & derivatives: *revision*
UNIT 12 **Academic** **Research** **pages 245-269**	**Focus on Skills** ! *Reading* for specific information *Comprehension: correcting statements* Texts: *How to Begin Basic Academic Research; Is University Research Good for Teaching?* Recording*: Advice on Writing a Dissertation* ! *Speaking*: giving advice **Focus on Language** ! *Vocabulary*: academic research ! *Use of English*: words easily confused mostly related to the topic of *academic writing*; nouns, verbs, adjectives with prepositions, mostly *on*; phrasal verbs and expressions: mostly with *take*; word formation & derivatives: *revision*
FOCUS ON WRITING 3 **Academic** **Writing** **(Report)** **pages 270-276**	**Focus on Skills** ! *Writing: Understanding the question and planning the writing; Structuring the survey report: Paragraphing; Connecting ideas; Proofreading* Text: *What is Academic Writing* Recording: *Academic Writing; Proofreading* **Focus on Language** ! *Vocabulary*: topical lexicon on academic world; academic words ! *Use of English*: linking words and phrase

MODULE 1
TOURISM AND TRAVELLING

UNIT 1
The Future of Travel & Tourism

! Learning Goals

Skills	*Language*
! **Reading** for the main ideas. Texts: *The Future of Travel & Tourism; Worst experiences on business trips* **Comprehension**: matching ! **Speaking**: giving opinion	! **Vocabulary**: types of holidays, destinations; modes of transportation; technology and VR ! **Use of English**: words easily confused related to the topic of *travel*; nouns, verbs, adjectives with prepositions; phrasal verbs with *look, head, get*; word formation & derivatives: nouns, adjectives, adverbs.

Warming up

Task 1 *Work in pairs. Give your predictions about travelling in 10 years" time. Answer the questions below. Compare your predictions with the ones of other students.*
1. Where will we be travelling in 10 years' time?
2. What will we be doing?
3. How will technology, drones and **Virtual Reality** change travel?

Reading Skills

*Focus on Comprehension***:** *Tips for matching task*

✓ Do not read through the whole text first.

✓ Read each question and underline the key words.

✓ Scan the text by reading through it quickly to find the information. Ignore parts of the text which are not relevant to the point you are looking for.

✓ When you find the relevant part of the text, read it carefully.

✓ The questions and the text will not contain the same words. Look for and match meaning.

from FCE Practice Tests, Longman

Task 2 *Read an article in which travel experts make predictions about the future of tourism and travel. For questions 1-15 choose from the experts from A–E. The people may be chosen more than once. There is an example at the beginning (0).*

Which of the experts

0. describes the places in the process of becoming tourist destinations?   E

1. brings back into the mind the way people spent holidays in the 20th century?

2. compares the ways people spent holidays in the 20th century and nowadays?

3. finds the size of the Earth the reason for problems discovering new places to visit?

4. predicts some changes in the design and structure of the mode of transportation?

5. gives the reason for preventing virgin lands from turning them into popular holiday destinations?

6. mentions untouched areas attracting more and more travellers who want to run away from civilization?

7. supposes that travelling will become cheaper.

8. is optimistic about the future of the tourism industry?

9. warns about the negative consequences of the uncontrolled amount of tourists?

10. does not think that it will be important for people to use spaceships for travelling to the Moon and other planets?

11. predicts a further expansion of unusual, exciting or dangerous holidays?

12. speaks in support of one mode of transportation?

13. believes that people will always be in search of places where they can escape everyday routine?

14. is concerned about the negative effects of mass tourism?

15. gives examples of technology providing the best choice of accommodation, sites, activities etc?

The Future of Travel & Tourism:
where will we be going and what will we be doing in 10 years' time?

A. Peter Kerkar (CEO, Cox & Kings – www.coxandkings.co.uk)

The major issue stunting development of **wilderness areas** now is accessibility, but I can see this becoming dramatically changed by the increased sophistication of drones. 10 years may be too soon to start transporting travellers by **pilot-less drones** into wilderness areas, but the delivery of supplies to build and sustain **remote camps** and **lodges** should mean that it is more viable to bring **high-value, low-volume tourism** into some of the world's remotest corners.

I see the significance of **space planes** as being less about people having a brief experience of weightlessness, seeing the Earth from space, or even colonising other moons and planets, and more having to do with speeding up international travel. A **flight** from London to Sydney **via space** would revolutionise **long-haul travel**. The long-weekend or brief **business trip** to Auckland or Melbourne could become viable.

Travellers will soon be able to go to any major city in the world and access a spoken **Auto-Guide** via their mobile phone so that when they are walking down the street they can ask –How old is that building?‖ or –Tell me about the history of this street‖, and hear the answers in their headphones.

The development that may make one of the greatest impacts on tourism is the **autopilot car**. Airports will run fleets of electric **vehicles** pre-programmed to take people to their hotel, office or home.

People often hark back to the ‗Golden Age of Travel', normally associated with the 1930s, an era of great **ocean liners**, **flying boats**, **the Orient Express** and Nile riverboats. While some people are eyeing up the era of the space plane, others will be looking to go retro. In the era of constant connectivity and apps for every eventuality, the **raw thrill of travelling incommunicado** will become a significant trend. Retirees, who recall taking **gap years** before the advent of the mobile phone, will rejoice in locking all devices away and heading off with a **compass**, **folded map** and a few nagging doubts, as their baffled children and grandchildren look on aghast.

B. Jonny Bealby (Managing Director/Founder, Wild Frontiers – www.wildfrontierstravel.com)

The cliché is that those that can afford it will be heading off to space for their summer **getaway**. Here on Planet Earth, personal drones will follow our every move. **Fly-drive holidays** will be a thing of the past because computers will do the driving for us, and Virtual Reality will mean many won't even bother to travel as they can experience paradise in their own backyard.

Technology will play an ever-increasing role in travel and how we choose our holidays. Google Places, showing real live data on how busy a site, restaurant or bar is, will be widely used. Systems like **Amazon‛s Alexa** will help us find our dream holiday by simple voice recognition. Virtual Reality will help us decide if a hotel or experience is for us. But there will never be any substitute for experiencing the real thing. We‘ll still be looking for the same things: to escape the world in which we spend most of our time and find a different one in which we can relax, learn, challenge ourselves and have fun.

As far as **adventure travel** goes, the trend that started some 10 years ago will still be prevalent: ever-more inquisitive travellers heading further **off the beaten path**. As a reaction to the huge increase in tourist numbers to **mainstream sites**, the demands for locations further **afield** will become greater than ever. In search of this, people will be willing to take more risks. We‘re already seeing a rise in travel to locations that offer unspoilt wilderness and a chance to escape connectivity in places like Kyrgyzstan, Mongolia, Bolivia, Ethiopia.

C. Pete Burrell (MD, Exodus Travels – www.exodus.co.uk)

Over the next decade, I believe we‘ll all take more responsibility for the impact of our travels. Increasingly, customers will expect their travel companies to measure and manage the impact their trip has, both in terms of energy consumption and the way the holiday affects the **host community**.

Travellers will be looking to understand the culture of the place they are visiting and experience ‗real travel‘. **Local homestays**, ‗taster classes‘ in things like cookery and crafts, and a move away from huge faceless hotels will ensure the tourist pound or dollar goes back into the community, as well as giving travellers richer experiences.

Another antithesis to the ‗**fly and flop**‘ will be an increase in various sports and challenges in people‘s **leisure time**. **Parkrun Tourism** already exists. People increasingly want to **summit mountains**, cycle around islands, or do yoga on the beach while they‘re away. The increase in **camaraderie** and participation in Parkruns, Tough Mudders, and Race For Life that we‘ve seen in the UK over the last 10 years will have a big impact on travel abroad over the next 10.

Plane layouts will become more flexible, so friends and families can sit around a table, like on a train, to eat, play games and chat.

VR headsets will give people a much better taste of what they‘re signing up to before they **book a trip**. Customers will become more comfortable with more exotic **destinations**, as they watch **drone footage** and **360-video** of it before they go.

When they **arrive**, their ‚translation earpieces' will enable them to understand the **locals** easily, which will breakdown that fundamental language barrier and encourage cultural understanding and sharing. The future of travel looks bright to me.

D. Clive Stacey (MD/Co-Founder, Discover the World –www.discover-the-world.co.uk)

The number of tourists **exploring** the world could increase alarmingly if left unchecked, which will have a big impact on the Earth's most celebrated **travel icons** and **places of natural beauty**, slowly being destroyed by travellers ‚collecting' experiences.

But, as they realise this, I predict they will be more willing to explore further afield, getting well off the **tourist trail** to discover those ‚hidden' travel experiences that are less affected by **mass tourism**.

Technology will also no doubt increase in sophistication, as will the ability to make travel arrangements without the need of human interaction. Because of this, it's likely that the relative cost of travel will continue to drop, which will fuel expansion. Then, of course, there is the thorny question of how we are to limit greenhouse gases, which could limit the amount of travel permitted.

E. Robin Ball (Director, Bamboo Travel – www.bambootravel.co.uk)

One trend that I can't see changing, as it has been growing continuously for around 20 years now, is the desire to be active on holiday, rather than to fly and flop on a sunbed for a fortnight, as was the norm when tourism first went mass market in the 1970s. People want to try to pack in as much as they can for the duration of the holiday. It isn't just activities that are increasingly popular. People are also demanding to see as much of the country as possible and even want to visit two or even three countries on the same trip.

One big change will be an increase in **high-speed train** travel, that shifts **leisure travellers** from using **domestic** and **regional flights** to trains. **Seating** in the **Business Class carriages** is already on a par with a **premium cabin** on a leading **airline**. The biggest advantage of this is that people will be able to cover much greater distances and enjoy a multitude of experiences on the same holiday, plus, of course, even at high speed, you see a lot more of the countryside from a train than you do from the **seat** of an **aircraft**.

Finding new destinations for people to discover is also becoming increasingly challenging as the world grows ever smaller. There are some destinations in the making, with great beaches, colonial architecture, lush mountain scenery, a paradise for divers and snorkelers.

Focus on Content

Task 3. *Read the text above and translate it into Ukrainian. Work with unknown words in your vocabulary notebook.*

Task 4. *Answer the questions below.*
1. What is the issue under consideration about?
2. Why do you think the predictions about the future of travel and tourism are trustworthy?
3. What are the predictions about?
4. What destinations will be popular with the tourists in 10 years' time according to the experts? To what extent do you agree or disagree and why?
5. How will the modes of transportation change?
6. What role will technology and Virtual Reality play in the development of the tourism industry?
7. How will travellers' preferences and demands change?
8. What predictions make the future of travel look bright? Which ones are the experts worried about?

Vocabulary & Use of English

Focus on Vocabulary

Task 5 *Match the definitions of types of holidays below with the words in bold from the text. Give the Ukrainian equivalents to the types of holidays.*
1) The unique approach to tourism aimed at balancing the benefits of a successful tourism industry with the conservation of nature and culture. 2) The travel involving the transport of goods or passengers over long distances. 3) The act of visiting a leisure destination with large amounts of people at one time. 4) A journey that people make to a place and back again as part of their job. 5) A year between leaving school and starting university that is usually spent travelling or working. 6) A short holiday; a place that is suitable for a holiday. 7) A holiday arranged at a fixed price that includes your flight to a place, a car to drive while you are there, and a place to stay. 8) A journey involving unusual, exciting or dangerous experience and physically challenging activities. 9) A kind of holiday where a person travels somewhere to relax, without any detailed plan of activities. 10) The time when you are not working and you can relax and do things that you enjoy. 11) The type of holiday which can involve running in a neighbouring park, town, region or even country with some runners travelling to a different run every week.

16

Task 6 *Use the words from Task 5 in the sentences of your own.*

Task 7 *Fill in the blanks to complete the sentences below with the words from Task 5.*

1. Hike, climb, cycle, surf, canoe... there are countless ways to explore a country if you've got a taste for_____holiday. 2. My son would like to take a_____between school and university and spend the year exploring North America. 3. For white sand, clear turquoise sea, island location, and luxurious accommodation, the lovely islands of the Maldives are second to none if you prefer_____holidays. 4. A few weeks ago I spent more than 30 hours flying home from Almaty, Kazakhstan to Sydney, via most of mainland China, which means I should now be an expert on the science of surviving_____travel. 5. The last decade has seen a shift in awareness of the importance of_____time activities in the development of a young person. 6. As a journalist who has covered the travel industry for many years, I've taken my share of_____trips – the good, the bad, and the ugly. 7._____has always been the subject of criticism for its negative impacts on unique ecosystems around the world. 8. Those fond of _____are determined to run at every event on the map. 9. The arrival of August marks the half-way point of summer. If you haven't yet made definite plans for a summer_____, it's now or never. 10. Our priority remains_____which is the preservation of the local culture and environment. 11. There's so much to see in the Black Forest and a_____holiday is by far the best way to visit it as the price includes the plane tickets, car hire and hotel accommodation vouchers.

Task 8 *Explain the meaning of words and word-combinations below and give their context. Use a dictionary if necessary.*

1. a destination
2. a wilderness area
3. remote
4. a camp
5. a lodge
6. a beaten path
7. a mainstream site
8. afield
9. a travel icon
10. a place of natural beauty
11. a tourist trail
12. the locals
13. a host community
14. a local homestay
15. book a trip
16. summit mountains
17. camaraderie
18. a raw thrill of travelling
19. incommunicado
20. explore

Task 9 *Express the following ideas in English. Use active vocabulary.*

1. Місце призначення; прямувати до місця призначення. У майбутньому літаки зможуть злітати, прямувати до місця призначення та здійснювати посадку без втручання людини. 2. Куточок/район дикої природи/ заповідник. Нові технології забезпечать зв'язок з найвіддаленішими районами дикої природи. 3. Табір; прокладений шлях. Наше місце призначення – табір у горах, подалі від прокладених шляхів. 4. Літній дерев'яний будиночок/котедж; на околицях; місце первозданної краси. Відпочинок у котеджі на околицях цивілізації приваблює лише тих туристів, які хочуть побачити природу у її первозданній красі. 5. Популярне туристичне місце; туристична візитна картка/візитівка/визначна туристична пам'ятка. Стародавні замки – головні визначні туристичні пам'ятки України. До їх переліку входять Хотинська фортеця, Острозький і Луцький замки та багато інших яскравих популярних туристичних місць, що мають свою неповторну історію та архітектуру. 6. Туристична стежка; підкорювати гори; нестримне захоплення/передчуття подорожі; дух товариськості/товариство. На туристичній стежці *Західне шотландське нагір'я* (The West Highland Way) знаходяться головні природні пам'ятки Шотландії. Ви назавжди запам'ятаєте відчуття нестримного захоплення подорожі та духу товариськості з іншими поціновувачами пригод під час підкорення засніжених вершин. 7. Місцеві мешканці; місцеві громади; проживання у будинку місцевих мешканців. Результати дослідження свідчать, що галасливі вечірки, влаштовані туристами під час проживання у будинках місцевих мешканців, та види відпочинку, які негативно впливають на природу, культуру та звичаї місцевих громад, викликають погане ставлення місцевих мешканців до туристів, що може зіпсувати відпочинок. 8. замовляти/бронювати відпочинок/поїздку; без зв'язку; досліджувати. Найкращий спосіб відпочити від цивілізації – це замовити поїздку до віддаленої маловідомої місцевості. Саме там, де відсутній будь-який зв'язок ви зможете дослідити неперевершену природну красу.

Task 10 *Find in the text "The Future of Travel and Tourism" all the lexical units connected with the modes of transportation. Explain your choice. Which ones would you prefer and why?*

Task 11 *Make a list of gadgets and devices mentioned in the text about the future of travel and tourism which will be used while planning, arranging, and spending holidays in the future. Do you think new technology will benefit or harm the way people spend their holidays?*

Extra Vocabulary

Task 12 🎧 *Listen to a BBC radio programme about space travel. Before listening, match the words (from 1–11) on the left with their definitions (A–K) on the right. Then listen and check.*

1) an astronaut _____
2) a shuttle _____
3) hydraulics _____
4) to launch _____
5) a launch pad _____
6) the final countdown ____
7) boosters _____
8) to ignite _____
9) supersonic _____
10) weightless _____
11) gravity _____

A. An aircraft that goes into space.
B. 4, 3, 2, 1
C. The base from which the shuttle is sent up into the sky, or launched into space.
D. Faster than the speed of sound.
E. A kind of vehicle which gives the shuttle extra power to take off and get into space.
F. A person who goes into space.
G. When you don't weigh anything because there is no gravity.
H. Parts of a machine that use the pressure of liquids to move things.
I. The force that pulls you down towards earth.
J. To start burning.
K. To start something

Task 13 *Pretend you are Jeff Hoffman. Answer your groupmates" questions about travel into space. Describe how it feels to get into space.*

Focus on Language

Words Easily Confused

Task 14 *Study the words and sentences with them below. Pay attention to the difference in their meaning.*

travel – the act of taking a journey. Eg.: *His job involves a lot of travel.*

journey – when you travel from one place to another. Eg.: *I bought a paper on the return journey last night and had a go at the crossword.*

trip – a short, usually for pleasure, journey to a place and back again. Eg.: *She had the pleasure of taking several trips to Mexico to visit family members.*

19

expedition – a long journey, esp. one made by a group of people with a particular aim to explore or research. Eg.: *In the past two years, there have been six or seven research expeditions to the region.*

tour – an organised trip, usually for pleasure, during which you visit different places. Eg.: *The highlights of the tour will be visits to Florence, Rome and Venice.*

excursion – a short journey made for a particular purpose. Eg.: *One of my favourite excursions was a short drive from downtown at the Ballard Locks, which is absolutely free to visitors.*

voyage – a long journey by ship or spacecraft. Eg.: *Seven British warships and support vessels have set off on a voyage around the world to mark the new millennium. The Galileo unmanned spacecraft is about to conclude a 14-year voyage of exploration to Jupiter and its moons.*

cruise – a holiday on a large ship. Eg.: *If a luxurious Mediterranean cruise is your dream, do not despair.*

flight – a journey in a plane or space vehicle. Eg.: *The deals include return flights with Continental Airlines from Gatwick and a stay at the famous Golden Nugget hotel.*

Task 15 *Fill in the blanks with the correct words in brackets.*

1. Rutan said the spacecraft would be safer than early commercial airline _____, and _____ would not be limited to the young and superfit.
2. That venture, along with limited guided_____ and day _____ for schoolchildren, proved hugely popular and 2,500 people have visited the centre per week.
3. Eventually they were offered an alternative_____ with another airline and their_____ began on Monday.
4. Following today's inaugural_____ classic train will operate a year-round schedule of day_____ and weekend_____ from York, Manchester and Liverpool.
5. Cook's third_____ was to the northern Pacific, so completing the greatest series of scientific_____ ever undertaken.
6. It is worth bearing in mind that many of the activities and_____, such as boat_____ and diving, are subject to good weather conditions.

7. It also has a splendid harbour full of boats offering fishing_____, pleasure_____and diving_____.
8. In the course of their_____round the country, the group will go on a bus _____and visit some of Dublin's top attractions.

Collocations & Expressions

Task 16 *Study the following collocations and expressions.*

to make/have an impact on   to fuel expansion
to make arrangements   unspoilt wilderness
to do yoga   in search of
to do the driving   in terms of

Task 17 *Find the mistakes in the sentences below and correct them.*

1. In the near future computers will make the driving for us.   _____
2. Tourists will demand locations that offer unspoilt wilderness and a chance to escape connectivity.   _____
3. Customers will expect their travel companies to manage the impact their trip has in terms on natural resources consumption.   _____
4. The development that may do one of the greatest impacts on tourism is the autopilot car.   _____
5. People increasingly want to stay active, making yoga on the beach for example, while they're away.   _____
6. The decrease in the cost of travel will fuel expansion.   _____
7. Most of the travel arrangements will be done without the need of human interaction.   _____
8. The number of tourists exploring the world in search for places of natural beauty could increase alarmingly.   _____

Prepositions

Task 18 *Complete the blanks with the prepositions where necessary.*

_____a journey / trip /   a rise _____   an impact _____
tour   _____mobile phone   an increase _____
_____10 years time   _____speed   _____a train
_____space   associate_____   a demand _____
affect_____sth   escape_____sth   a trip _____
_____far _____   _____an aircraft   a responsibility _____
_____holiday(s)   a flight_____ … _____ a reaction _____

Task 19 *Choose the correct item.*

1. We'll still be looking for the way to escape_____the world in which we spend most of our time.
a) from   b) –   c) off   d) of
2. I accept full responsibility _____my reaction.
a) over   b) on   c) of   d) for
3. A flight from London to Sydney ___space would revolutionise long haul travel.
a) across   b) –   c) via   d) by
4. Where will we be travelling_____10 years' time?
a) -   b) in   c) through   d) across
5. We're already seeing a rise_____travel to locations that offer unspoilt wilderness and a chance to escape connectivity.
a) at   b) –   c) of   d) in
6. People want to visit two or even three countries_____the same trip.
a) along   b) at   c) in   d) on
7. Golden Age of Travel is normally associated_____the 1930s.
a) to   b) via   c) –   d) with
8. The demands_____locations further afield will become greater than ever.
a) of   b) for   c) about   d) on
9. This trend will have a big impact_____travel abroad over the next decade.
a) of   b) at   c) for   d) on
10. _____far as adventure travel goes, the trend that started some 10 years ago will still be prevalent.
a) So   b) A lot   c) As   d) –
11. Travellers will soon be able to access a spoken Auto-Guide_____their mobile phone and hear about the history of the place.
a) via   b) through   c) at   d) to

12. The car was running_____full speed.
a) with　　　　　　b) at　　　　　　c) in　　　　　　d) on
13. Plane layouts will become more flexible, so friends and families can sit around a table, like_____a train, to eat, play games and chat.
a) on　　　　　　b) in　　　　　　c) via　　　　　　d) at
14. As a result of the huge increase_____tourist numbers to mainstream sites, the travelers will look for locations further afield.
a) of　　　　　　b) in　　　　　　c) at　　　　　　d) –

Phrasal Verbs

Task 20 *Match the phrasal verbs in the sentences on the left with their definitions on the right by writing the correct number in the box next to each definition. Translate the sentences into Ukrainian.*

1. Travellers will be **looking to** understand the culture of the place they are visiting.	to turn back or turn aside
2. Baffled children and grandchildren will **look** aghast **on** their grandparents going on a trip with a compass and a folded map.	to look closely at sth you are interested in
3. We'll still be **looking for** the same things: to find the world in which we can relax, learn, challenge ourselves and have fun.	to direct one's attention to
4. Some will rejoice in locking all devices away and **heading off** the beaten paths.	to agree to become involved in an organized activity
5. Holidaymakers will be more willing to explore further afield, **getting off** the tourist trail to discover ‗hidden' travel experiences.	to do a lot of activities
6. While some people are **eyeing up** the era of the space plane, others will want to go retro.	to cause sth to happen faster
7. The significance of space planes can be seen in **speeding up** international travel.	to search for
8. VR headsets will give people a much better taste of what they're **signing up to** before they book a trip.	to avoid
9. People often **hark back to** the ‗Golden Age of Travel', an era of great ocean liners and flying boats.	to watch without getting involved
10. People want to try to **pack in** as much as they can for the duration of the holiday.	to remember or talk about sth that happened in the past

Word Formation & Derivatives: **Formation of Nouns, Adjectives, Adverbs**

Task 21 *Look at the sentences below. What part of speech (verb, noun, adjective or adverb) is each of the words in bold type? Check their pronunciation.*

1. The world's remotest corners may **be accessed** via pilot-less drones. 2. Two side entrances offer **access** to the front and rear landscaped gardens. 3. The town is also **accessible** by good roads, has an airport and a harbour, but all these facilities need tourist upgrading. 4. These ambitions, however, need to be turned into a credible and **deliverable** programme of investments into the tourism industry. 5. Pilot-less drones will **deliver** supplies to build and sustain remote camps and lodges. 6. What do we need to provide the **sustainability** of the remote wilderness areas? 7. It is the next challenge for those who are active in finding new **sustainable** destinations for people to discover. 8. The Earth's most celebrated travel icons must be conserved and used **sustainably**. 9. I consider space planes a **significant** mode of transportation which will speed international travel. 10. Social meaning and communication derive from a variety of signs and **signifiers**. 11. At the moment there are twenty people who **have signified** their intention to travel. 12. Assuming you're doing this in a gravity environment, more mass means more **weight**. 13. Then you realise that you are sort of floating up **weightlessly.** 14. In space, you seem to **weigh** nothing. 15. The railway and its **connective** powers shaped the character, location, and economy of the small town on the Great Plains of North America. 16. The motorway **connects** with major routes from all parts of the country. 17. The Roman province of Britain is a place in which these **connections** between culture and social relations can be seen with particular clarity. 18. He spent much of his **retirement** travelling in Europe. 19. The arrival of our boats was a rare event in this quiet **retired** corner of the world and nearly all the inhabitants came down to the beach to see us pitch our tents. 20. When Robert **retired** from teaching, his appetite for taking pictures of places of natural beauty grew. 21. He was determined to **participate** in parkrun in Hyde Park, London. 22. All that is needed now is to ensure that all **participants** in the host community share a common sense of place and can express that to visitors in a variety of animated ways.

Task 22 *Fill in blanks in the table with the words from Task 21.*

Verb	Noun	Noun (person)	Adjective/Adverb (opp)
_____	*accessibility* _____		(in) _____
_____	*(non-)delivery* deliverance*	deliverer*	_____
sustain	_____		(un)_____ /_____ sustained*
_____	*significance* _____ signification*		(in)_____/ _____
_____	_____ *weightlessness*		weightless/ _____
_____	*connectivity* _____ connector		_____ connected
_____	_____	*Retiree*	_____
_____	*Participation*	_____	

Task 23 *Look the words marked with asterisk (*) up in the dictionary to find out their meaning.*

Speaking Skills

Communicative Situation 1: You are a managing director in a travel company. Make your predictions about the future of travel and tourism.

Communicative Situation 2: You are engineers of the aerospace manufacturer and space transportation services company Space Exploration Technologies Corp. Make your predictions about space travel in the future. Work in a group.

Communicative Situation 3: You are a co-founder of a travel agency focusing on organizing travel in Ukraine. What are your ideas about travel and tourism in Ukraine in 10 years' time?

Test Yourself Section

Reading Comprehension

Task 24 *Revise the Tips for matching task.*

Task 25 *Read an article in which travellers tell bout their worst experiences on business trips. For questions 1-15 choose from the experts from A–E. The people may be chosen more than once.*

Which traveller
1. did not learn basic language skills
2. was not aware of the national holidays which delayed her trip
3. has found the way to make him/herself feel full of energy again
4. scheduled leisure before business
5. used another mode of transportation during the journey
6. assumed he/she knew the visa requirements
7. had not travelled a lot before
8. was going nonstop
9. felt stressed after the rest
10. did tot check carefully his/her plane ticket

A. Shane Mitchell, writer

I was headed to India on assignment. My route was through Kenya and the U.A.E., and I only discovered I lacked the proper paperwork while checking in for a flight, at midnight, in Nairobi. I was refused entry. Not to make that mistake again I do my travel prep homework now which includes the _CIA World Factbook_, _U.S. Department of State travel alerts_, the _U.K. Foreign Travel Advice site_, the _Center for Disease Control_ and even a global religious holiday calendar app. This last one can be crucial. While I was waiting for that emergency visa, I got caught in a vortex of converging religion celebrations — Easter, Passover, Mawlid — when visa offices were shut down across all countries I travelled through.

B. Tammy Peters, founder, _Media Mixology_

When planning a "bleisure" (business + leisure) trip, put the business part first, followed by your leisure stay. If you start with the leisure part of the trip, it's 10 times harder to shift into work mode. I once went on vacation to Cozumel and Tulum right before a conference in Cancun. I was so chilled out and relaxed, and then the conference set me abruptly into high-stress mode. Massive vacation buzzkills! I've never vacationed before work on a bleisure trip since.

C. Adele Gutman, vice president of sales, marketing & revenue, <u>Library Hotel Collection</u>

When I was in my 20's I was the regional director of sales of Swissotel for the East Coast and I went to Switzerland to see the hotels. I was late to the train station in Bern dragging too many bags, as I still was not an experienced international traveller. I asked someone in uniform if they knew which track was for the train to Zurich. The person said, "Nein," so I rushed off to track nine and ended up on a train to Geneva. Now I know: "nein" means "no."

D. Mevish Aslam, founder, <u>Terminal 3</u> and <u>Sprinters</u>

Last year, I attended Pirate Summit in Cologne and then numerous tech events in Berlin. After a long week of work, I had a reunion planned with friends in Porto. From Berlin I booked a flight to Cologne as my next flight was 6:30 a.m. from Frankfurt Hahn Airport to Porto. So, I scheduled a <u>BlaBlaCar</u> from Cologne to Frankfurt. The driver agreed to drop me and another passenger off to the airport. We arrived at Frankfurt's huge international airport. But my flight was booked with a budget carrier from Frankfurt-Hahn Airport, which was on the other side of the city. I'm lucky I didn't miss the flight. Lesson learned: the importance of planning.

E. Alyssa Bushey, vice president, <u>RockOrange</u>

When I travel, I like to pack in as many meetings as possible. In larger cities – New York City, Los Angeles, Boston, Vegas – I often find that I start my day by leaving the hotel before 8 a.m., and I may not come back there until after dinner, drinks or a club. It is hard to feel fresh all day when you are going for 12 hours straight. A lot of high-end spas offer relatively inexpensive day passes to utilize their thermal experiences (mineral baths, saunas, steam, showers, etc.). During the winter, it is a great place to warm up and revitalize, and during the summer it is a great way to feel fresh during long days. It's amazing what even 30 minutes in a spa can do for the soul.

from https://www.forbes.com

Wordlist

1. Virtual Reality (VR)
2. VR headset
3. wilderness area
4. pilot-less drone
5. remote camp
6. lodge
7. high-value, low-volume tourism
8. space plane
9. flight, domestic, regional
10. premium cabin
11. aircraft
12. via space
13. long-haul travel
14. business trip
15. auto-guide
16. autopilot car
17. vehicle
18. ocean liner
19. flying boat
20. the Orient Express
21. high-speed train
22. business class carriage
23. seat
24. thrill of travelling
25. incommunicado
26. gap year
27. compass
28. folded map
29. getaway
30. fly-drive holiday
31. Amazon"s Alexa
32. adventure travel
33. beaten path
34. mainstream sites
35. afield
36. host community
37. local homestay
38. fly and flop
39. leisure time
40. Parkrun Tourism
41. summit mountains
42. camaraderie
43. plane layout
44. book a trip
45. destination
46. drone footage
47. 360 video
48. the locals
49. explore
50. travel icons
51. places of natural beauty
52. tourist trail
53. mass tourism

Use of English

Collocations & Expressions

make/have an impact on
unspoilt wilderness
in search of
in terms of

do yoga
do the driving
make arrangements
fuel expansion

Prepositional Phrases

in 10 years' time on holiday(s)
via space on a train
via mobile phone on an aircraft
as far as at speed
on a journey/trip/tour

Words with/without Prepositions

verbs		*nouns*	
associate with	travel abroad	a flight from … to	a demand for
escape sth	demand	a reaction to	a rise in
affect sth	increase	a trip to	a responsibility for
		an impact on	an ability to do sth
		an increase in	

Phrasal Verbs

hark back to speed up
eye up look for
look to sign up to
head off get off
look on pack in

UNIT 2
Ecotourism

! Learning Goals

Skills

! *Listening* for the main ideas
Comprehension: True, False, Not given
Recordings: *Ecotourism; Effects of Tourism*
! *Speaking*: discussing pros and cons; working out a solution to a problem

Language

! *Vocabulary*: types of alternative tourism; ways of protecting nature; conservation volunteering activities
! *Use of English*: words easily confused mainly related to the topic of *protection*; nouns, verbs with prepositions; phrasal verbs with *find, take, leave, spring, come*; word formation & derivatives: *nouns, adjectives, adverbs*.

Warming up

Task 1 *Discuss the picture below with your partner/groupmates.*

https://www.bbc.com/ukrainian/vert-cap-48790366

Listening Skills

*Focus on Comprehension***:** *Tips for **True /False /Not given** task*
✓ Before the recording starts, read the tasks carefully.
✓ Listen for the specific information you need, focus on synonyms.
✓ Do not worry if there is a word you do not understand; you may not need it.
✓ Remember that you are matching meanings, not words.
✓ Read, write and listen at the same time.
✓ Attempt all questions; there are no penalties for incorrect answers.
from Prepare for IELTS, British Council

Task 2 🎧 *Listen to a recording about ecotourism. Do the following statements agree with the information you hear? For questions 1-10 write*

True	*if the statement agrees with the information*
False	*if the statement contradicts the information*
Not given	*if there is no information on this*

1. Ecotourism incorporates something from all other forms of alternative tourism.
2. Most people contradict the idea that local communities must benefit from ecotourism.
3. Local people must make a profit without destroying natural resources.
4. Nature reserves which allow a small number of tourists to see rare animals generate little money.
5. A genuine ecotourism project not only does employ local people but also involves them into decision making.
6. While on holiday tourists should be ready to learn the local language to be able to greet, thank or ask for permission.
7. Asking for permission to take a photo means appreciation of local culture and traditions.
8. Buying souvenirs made from endangered species is illegal.
9. Ecotourism holidays which are advertised nowadays are much better than traditional tourism.
10. Travelling by plane to an exotic location is an essential part of your ecotourism holidays.

Focus on Content

Task 3 🎧 *Listen again and answer the questions below.*

1. What is the issue under consideration about?
2. How do people try to save the environment nowadays?
3. Why are alternative forms of tourism becoming more and more popular? What are they?
4. What four aspects of ecotourism do most people agree about?
5. What is needed to conserve the wildlife and culture of the area?
6. What are the ways to benefit local people and involve local communities?
7. What does sustainability mean?
8. What experience will tourist want to pay for?
9. Why can ecotourism be expensive?
10. How can you prepare for visiting a place you are going to?
11. How can you show your respect for the local culture?
12. How should you use resources?
13. How do you understand the phrase ‒Leave nothing behind except your footprints and take nothing away except photographs.‖?
14. What non-polluting means of transport can you travel?
15. What is to be done when something goes wrong?
16. Why should you choose your holidays carefully?
17. Why is flying not the best way to get to your eco destination?

Vocabulary & Use of English.

Focus on Vocabulary

Task 4 *Complete the sentences with the words and word combinations from the box. There are two words you do not need.*

international luxury hotel	**native forest**	**locally produced**
hotel guest	**international restaurant chain**	**carbon dioxide**
for hire	**local handicraft**	**exotic location**
nature reserve	**endangered animals/plants**	**place of natural beauty**
conservation work	**water sprinkles**	**non-polluting forms of transport**
fair price		**ecotourism**

1. …………………………….. are heavens on Earth and are home to the last specimens of endangered species. And ecotourism can help protect them.

2. Are you ready to get rid of that gas-guzzler and try.............................? Every situation is different, but you may be surprised by how many practical options are out there.

3. He visits ………………… including the Solomon Islands and Hawaii, and his first-person accounts and photographs provide insight into these remote places at the beginning of the 20th century.

4. The diverse wildlife and nature of Costa Rica attracts many tourists to its national parks every year, and the country has become a world-famous travel destination. The parks are home to …………………….. and also offer outdoor activities, such as hiking, horseback riding, rafting, zip-line and many more.

5. The ……………………………association brings together luxury hotel experts, travel companies, industry professionals, governments and educators with the common goal of improving standards in service and design in the luxury segment of the hotel industry.

6. The National Museum also opened a hall devoted to....................................in order to disseminate popular traditions and crafts.

7. The ocean has absorbed about 30 per cent of the emitted anthropogenic ...., causing ocean acidification.

8. Tours which include stays in luxurious hotels of the highest quality and promenades at ………………. of incredible …………………………

9. A successful hotel business is one that builds trust within ……………………. and clearly outlines what the customers will expect – and delivers every time. Only then will guests become loyal, repeat customers.

10. This programmatic piece is inspired in childhood memories, train trips, the beauty of nature and the indiscriminate logging of the .... in southern Chile.

11. Computer notebooks are available............................from reception.

12. Though .... (including McDonald's) generally lack an overall presence in Barbados, among Chefette's competitors is US-based KFC.

13. Justice means that we cannot tap a country's resources without paying a   for them.

14. The ……………………….is very diverse so volunteers will have many different tasks, from reforestation to trail construction or invasive species management.

15. Farmers increased interaction with the tourism sector, in terms of the number of restaurants and hotels purchasing ....agricultural products.

Task 5 *Match the words in column A with their definitions in column B.*

A	B
1) traditional tourism	a) involves travel that is personal and authentic and encourages interaction with the local environment, people and communities. It includes package tours and individual tourist services.
2) responsible tourism	b) tourism in natural environments, ecotourism, outdoors and adventure including biking, horseback riding, skiing, snowshoeing, rafting, diving, caving and hiking.
3) alternative tourism	c) the movement of the people from one to another place outside their comfort zone for exploration or travel to remote areas, exotic and possibly hostile areas. It is a type of tourism in which tourist do such activities as skydiving, hill climbing, scuba diving.
4) sustainable tourism	d) the set of activities performed by people who travel and stay in places outside their usual environment for not more than one consecutive year, for leisure, business and other purposes
5) nature tourism	e) comprises travel and tourism activity that is primarily motivated by the tourists seeking of reinforcing theoretical insight from the classroom and exposing learners to real-life experience, exploring the field of research on-site and gathering data, or by people interested in foreign languages, architecture, history, etc...
6) adventure tourism	f) leads to the management of all resources in such a way that economic, social and aesthetic needs can be fulfilled while maintaining cultural integrity, essential ecological processes, biological diversity and life support systems
7) educational tourism	g) any form of tourism that is about "making better places for people to live in and better places for people to visit." It minimises negative social, economic and environmental impacts and generates greater economic benefits for local people.

Task 6 *Make up your own sentences with the words from Task 4 and Task 5.*

Extra Vocabulary

Task 7 *Read the article below and match the headings with the paragraphs. There are two extra headings that you do not need to use.*

A. **Creating Awareness**
B. **New Experiences**
C. **Valuable Learning Opportunities**
D. **Getting Great Satisfaction**
E. **Travelling**
F. **Meeting other people**
G. **Protection and Maintenance**

Conservation Volunteer Projects

https://www.volunteerworld.com/

*Are you concerned about the **natural gems** of the planet and do you love spending time outdoors? If you enjoy travelling, **conservation volunteering** abroad is exactly your thing! Join one of the **conservation projects** abroad and participate in wildlife or environmental volunteer work.*

*Witness breathtaking views and **be immersed** in nature while you work to protect the natural jewels of our planet.*

Volunteer abroad for conservation projects and help to actively preserve our planet whilst travelling the world. Engaging in eco volunteering is a great opportunity for all the nature lovers out there who are interested in environmental science and don't mind getting their hands dirty.

Conservation projects are popping up all around the world. Their main aim is to conserve the natural resources of our world. Projects focus on implementing and improving environmental practices and standards to prevent further environmental destruction. Each project is dedicated to a specific area where their efforts are needed most. The lush green landscapes of Bali, the biodiverse rainforests of Costa Rica or the rough terrain of Patagonia each require a different approach.

Most projects will be based in a natural park which also tends to attract many tourists on a yearly basis. To sustain these practices and conserve wildlife, animals, and biodiversity, it's important to protect our precious environment and wildlife. Environmental conservation volunteers will have many different tasks, from **reforestation** to **trail construction** or **invasive species management,** from spreading awareness on environment protection and natural resources to scientific studies about the region, from collecting data about and observing animals and plants to cleaning up waste. The conservation

work is very diverse so volunteers can work in *marine conservation* or *wildlife conservation*.

Top 5 benefits of volunteering for conservation

Conservation volunteering is a great cause because you're contributing to the preservation of nature. By doing this, you are doing the planet and its inhabitants a huge favour. But let's take a look at the benefits this experience will have in store for you:

1. …………………………………………

As a conservation volunteer you will learn the ins and outs of what it takes to preserve the earth's natural resources. There will be a lot of *manual work* but some projects also require research work. Volunteering for environmental conservation will increase the survival chances of species on your volatile planet. Students studying environmental studies may find this to be a great addition to their curriculum.

2. ………………………………………..

Nature-loving volunteers who are also social creatures are in for a treat. Volunteer experiences will bring you in touch with other *like-minded* individuals. This may be the start of some meaningful friendships.

3. …………………………………………

Eager to participate in something new? Volunteering will bring you to places you would otherwise never go to and let you engage in activities that you would never get the chance to do. New adventures force us to get out of our comfort zone and prepare us for future *endeavours*.

4. ………………………………………..

Research shows that having a sense of purpose has a very positive influence on people's happiness. Volunteer and know what it feels like to contribute to a greater cause while you discover natural paradises like Costa Rica, Bali and South Africa. Volunteer and give endangered animal species a chance.

5. …………………………………………

This is your chance to explore the world and discover some of the most interesting places the world has to offer. You'll be doing this while contributing to a meaningful cause. What are you waiting for? Get out your luggage and start packing!

Task 8 *Study the words in bold. Translate the article into Ukrainian.*

Task 9 *Paraphrase the underlined words in the sentences on page 37 using expressions from Task 8.*

1. There are numerous ***nongovernmental organizations (NGO's)*** dedicated to protecting wild species and their habitats to prevent species from going extinct such as the Nature Conservancy, World Wildlife Fund, and Conservation International.
2. Why do some attempts to conserve wildlife end up pitting local communities against conservationists?
3. Volunteers will be involved in helping with constructing and deploying artificial reef structures, marine conservation education in local schools, scuba diving activities, turtle conservation projects, plastic recycling projects and beach/reef cleans.
4. Now, the objective of this innovation was to involve the local community in the programmes undertaken by environmental organizations.
5. Park staff and volunteers work hard to keep them safe for visitors. The crews consider many factors when they plan pathways maintenance. Some have historical significance, and others may affect important natural areas where endangered species live.
6. Acutely aware of the need for environmental preservation, a small number of villagers initiated a planting trees programme, but their first attempts were a failure.
7. Volunteering abroad to protect wildlife is a great opportunity for everyone who has much in common with those who love animals and want to give something back to them.
8. The preservation of our resorts and national parks, like the jewels in the countryside crown, require particular care and attention.
9. Harmful animals and plants control programs help minimize the damage on natural lands and encourage the health of native plants and wildlife.
10. Environmental not-for-profit activity is part of an ongoing education program to empower a new generation of ***environmentally conscious*** young village people and is a great opportunity for volunteers who love working with children.
11. Protection and preservation of ecosystems in oceans and seas is for people who want to get involved and get their hands dirty.

Task 10 *Translate into English using active vocabulary.*

1. У центрі Львова на площі Міцкевича збудують преміум-готель міжнародної мережі Sofitel, який матиме 6 поверхів і терасу на даху. Гості готелю відчуватимуть себе у ньому затишно та комфортно. 2. Електроскутер – швидкий, легкий, зручний, екологічний вид транспорту і є відмінним рішенням для пересування містом. При цьому електроскутер можна взяти напрокат. 3. За даними досліджень, світовий туризм

пов'язаний з 8% усіх викидів вуглекислого газу у світі. Справа не тільки в транспорті, а й у відходах від виробництва їжі, роботи готелів та сфери шопінгу. 4. За прогнозами експертів Всесвітньої туристичної організації (ВТО) екологічний туризм буде і надалі розвиватися, що благотворно вплине на економіку країн, що розвиваються, які ще не втратили свої безцінні природні ресурси. 5. Екотуризм покликаний захищати і оберігати природу. У цьому його відмінність від інших видів туризму, які, навпаки, завдають шкоди навколишньому середовищу. 6. Екологічні маршрути пролягають через національні парки і заповідники, дикі ліси і степи, пустелі й гірські хребти. Мандрівники пізнають довколишній світ, спостерігаючи за тваринами в природному місці їх існування. 7. Екологічне волонтерство – добровільна допомога довкіллю. Таке волонтерство має багато різноманітних форм – від прибирання сміття та висадки рослин до догляду за пораненими дикими тваринами і птахами. 8. Щоб мінімізувати вплив на природу, залишайте місця такими, якими вони були до ваших відвідин. Звертайте увагу на знаки і беріть до уваги поради місцевих. 9. Від напливу туристів сьогодні страждають навіть найвіддаленіші куточки світу. Але якщо сидіти вдома – не ваш варіант, є кілька правил, як подорожувати свідомо. 10. Туристи завдають шкоди довкіллю, не поважають місцеву культуру, торкаються пам'яток та розтягають їх на сувеніри. Через них орендна плата на житло стає непомірною. 11. Проблема в тому, що люди не обізнані з місцевими традиціями і порушують їх, навіть не усвідомлюючи. Головне, хоч би куди ви вирушили, будьте обізнаним, поводьтеся шанобливо і щиро цікавтеся місцем, куди приїхали. Ставтеся до місця подорожі, як до власного дому, а не екзотичної перлини, заради якої ви викинули купу грошей, а тому маєте право отримати від неї весь комплекс вражень. 12. Природний туризм – будь-які види туризму, які безпосередньо залежать від використання природних ресурсів в їх відносно незмінному стані. Як різновид природного туризму інколи виділяють біотуризм, метою якого можуть бути будь-які об'єкти живої природи, від окремих видів до угруповань і біоценозів. 13. Всесвітня туристична організація ВТО використовує термін пригодницький туризм як більш широке поняття, що включає в себе й екологічний туризм. 14. Сільський зелений туризм або агротуризм – це фактично відпочинок у сільській місцевості. Туристи деякий час ведуть сільський спосіб життя серед природи, знайомляться з цінностями народної культури, прикладного мистецтва, з місцевими звичаями.

Focus on Language

Words Easily Confused

Task 11 *Study the words and sentences with them below. Pay attention to the difference in their meaning.*

protect (from) – to prevent sb or sth from being harmed. Eg.: *Only about 4% of the world¨s oceans are protected, and the vast majority of existing marine parks and reserves are either poorly managed, or not looked after at all.*

rescue – get sb out of an unpleasant or dangerous situation. Eg.: *More and more animals are becoming victims of habitat destruction, poaching and illegal pet trade. Those that can be rescued will find a temporary home in animal rescue centres or animal sanctuaries.*

save – help sb out to avoid harm or to escape a dangerous situation. Eg.: *Captive breeding is meant to save species from extinction and so stabilize the population of the species that it will not disappear.*

support – 1) help, encourage. Eg.: *Volunteer for plastic reduction and take a crucial step to support our environment.* 2) provide sb with money or the things they need. Eg.: *If animals cannot be released back into the wild, they will find a home in a sanctuary where volunteers will support them with activities and the necessary care.*

defend – take action in order to protect or support sb or sth guard (v) = watch over in order to protect or not allow to escape. Eg.: *Some birds of this age will occupy empty nests that they will aggressively defend if they have sat on them for two or three days.*

secure – to make sth safe from being harmed. Eg.: *Absolute poverty is the absence of enough resources to secure basic life necessities.*

preserve – to keep something as it is, especially in order to prevent it from decaying or being damaged or destroyed. Eg.: *The committee will suggest ways to preserve historically important buildings in the downtown area.*

Task 12 *Fill in the blanks with the correct words in brackets.*

1. From maintaining sources of food to helping …………… (protect/secure/defend/preserve) shorelines, and from protecting biodiversity to providing income and jobs, Marine Protected Areas can achieve so much.
2. If you want to ……………… (save/preserve/support/rescue) a sea turtle conservation project in Costa Rica, check out the sea turtle conservation programs in Costa Rica.
3. His hope was that the calcium carbonate would counter the acid in the stream from acid rain and ……………… (protect/support/save/secure) the trout that had ceased to spawn.
4. Swimming in pods allows dolphins to better …………….. (rescue/support/defend/preserve) themselves against predators.

Collocations & Expressions

Task 13 *Study the following collocations and expressions. Give their Ukrainian equivalents.*

make a profit	apply the principles
provide an experience	pay a fair price
have a voice	keep a sense of humour
have in store	do a favour
bring in touch with	pop up
on a yearly basis	ins and outs

Task 14 *Complete the sentences with the expressions from Task 13.*

1. Conservation projects .... all around the world.
2. Everyone has a different definition, but most people agree that ecotourism must be sustainable, that is, ………………… without destroying natural resources.
3. I realise bartering is expected but I also don't want to be rude and do want to ……………….. to the local villagers when we visit.
4. It can ……………….. more enjoyable …………….. for tourists through more meaningful connections with local people, and a greater understanding of local cultural, social and environmental issues.
5. The local people have jobs in the nature reserve as guides and wardens, but also .... in how the project develops.
6. Volunteer experiences will …………… you ………… with other like-minded individuals.

7. Over-tourism isn't just flooding a place with more people than it can handle. It's flooding the place with people who don't know the..............................of the local culture.
8. People who implement and participate in ecotourism activities should …………….. the ecotourism……………….. .
9. Knowing how to ……………………. while travelling will ensure that you make the most of your situation and enjoy your time away from home.
10. Right, let's go and see what other pleasures they .... for us.
11. Contributing to the preservation of nature you are................the planet and its inhabitants a huge………….. .
12. Natural parks and reserves attract many tourists…………………… .

Prepositions

Task 15 *Complete the blanks with the prepositions where necessary. Use the dictionary if necessary.*

benefit (v) …..   contribute …..
benefit (n) …..   seek …..
concerned …..   expose …..
dedicated …..   engage …..
focus …..   affect (v)

Task 16 *Choose the correct answer.*

1. Responsible tourism is tourism which involves local people in decisions that affect ....their lives and life chances
    a) on   *b)* to   *c)* -//-
2. It generates greater economic benefits ....local people and enhances the well-being of host communities
    a) to   *b)* for   *c)* -//-
3. It contributes ……… the conservation of natural and cultural heritage embracing diversity
    a) for   *b)* to   *c)* -//-
4. Geotourism is very similar to sustainable tourism and is a definition brought about by National Geographic Traveller…The concept of it is the same but they focus ……. the ‚sense of place' in an area rather than the industry's efforts.
    a) on   *b)* of   *c)* in
5. Local Control means engaging and empowering local communities …….. planning and decision making about the management and future

41

development of tourism in their area, in consultation with other stakeholders.

    a) for   *b)* to   *c)* in

6. The project dedicated ………… the wildlife of Malawi works in several ways: a wildlife sanctuary, which houses injured or traumatized animals, a veterinary intervention program for animals requiring appropriate care, and an elephant or primate research program to better understand and protect these endangered species.

    a) to   *b)* for   *c)* of

7. Others were concerned............... possible negative environmental impact.

    a) of   *b*) about   *c)* with

8. Be sure you wear sunscreen whenever you are exposed …… the sun.

    a) for   *b)* on   *c)* to

Phrasal Verbs

Task 17 *Explain the meaning of the phrasal verbs in the sentences below. Translate the sentences into Ukrainian.*

1. Today, there is an increasing demand of the society to **find out** more about alternative tourism.
2. National parks of the country are funded by the government and NGO which are aware of climate change and take steps to **take care of** our planet.
3. Nature tourism seeks to give more hope to upcoming generations should we remember what we **leave behind** us for them.
4. In terms of educational tourism, key issues are learning new soft skills, broadening one's horizons, exploring new cultures and **taking** new impressions **away** with you on your return.
5. A lot of new holiday resorts have recently **sprung up** along the Pacific coast.
6. We need to **come up with** more ideas on how to limit environmental damage from tourism.
7. We went on a cruise around Italy to **get away from it all** and it became the holiday of a lifetime for us!

Word Formation & Derivatives: *Revision*

Task 18 *Complete the text with the correct form of the words given on the right.*

Western Ukraine is an Ecotourism Gem

Ecotourism thrives in Ukraine in *1)*_____natural reserves, where you can discover National Nature Parks, *2)*_____ landscape parks, and biosphere reserves. Ecotourism in Ukraine *3)*_____provides protection for the native flora and fauna, so you'll want to add *4)* _____ tours or *5)*_____education elements to these awe-inspiring excursions. Green tourism is similar, but is less *6)*_____ in both areas and controls. For example, green tourism is normally in *7)*_____parks, botanical gardens, and other parks situated both in rural and urban areas. Another *8)* _____ of ecotourism is rural and heritage tourism, providing travellers with the experience of living in a rural environment with an emphasis on *9)*_____foods and lifestyle. One of its biggest draws is the protection and *10)* _____ of local heritage, folk trades, and unique *11)* _____ and historic monuments. Agro or farm tourism *12)* _____ slightly, where visitors actively take part in farm chores and life. These trips are great for *13)*_____on a budget, as you can find ecologically clean products and *14)* _____ housing while still *15)* _____ traditional customs, rituals and traditions. Even better, your kids will *16)* _____their heritage while working on a farm! Owners of these types of *17)*_____offer different categories of domestic service, tasty natural food, and plenty of *18)* _____ activities, like mushroom-picking, trekking, or hiking in the mountains. Trips are *19)*_____tailored to each guest and are especially *20)*_____for children, who can taste homemade milk, honey, and apples directly from the tree!

protect
region

specify
ecology
environment
restrict

forest

vary

nature
develop
architecture
different

travel
expensive
experience
discovery

accommodate
add

individual
interest

Speaking Skills

Situation 1 Your partner thinks that responsible tourism is impossible to implement in reality. Explain to him/her that if the principles of ecotourism are applied properly, local culture and environment will benefit from responsible tourists.

Situation 2 You are going to take part in a conservation volunteer project. What programme would you like to choose? How can you help the local community, culture, environment?

Situation 3 Your travel agency is going to organize an eco-tour in Ukraine. Comment on the advantages and disadvantages of such a project.

Test Yourself Section

Listening Comprehension

Task 19 *Revise the Tips for Listening.*
Task 20 *You are going to listen to a teacher giving a lesson on the effects of tourism. Before listening, find out the meaning of the words and expressions below. Translate them into Ukrainian.*
https://www.examenglish.com/B2/b2_listening_tourism.htm

- o places of natural and cultural significance
- o encounter a new way of life
- o backpacker
- o inject money into the local economy
- o invade into the natural environment
- o mangrove swamps
- o the inevitable tide of tourism
- o fall into decline

Task 21 🎧 *Listen and find out if the following statements agree with the information you hear. For sentences 1-10 write*

True   *if the statement agrees with the information*
False   *if the statement contradicts the information*
Not given   *if there is no information on this*

1. The tourism industry is important for the economic development of many countries.
2. Hippies and backpackers were the first tourists to visit Goa until the 1980s.

44

3. Staying with local families gave visitors from the overseas more cultural experience.
4. A demand for luxury accommodation was caused by the arrival of holidaymakers.
5. Invasion into the natural environment of the country continued with the improvement of communication routes.
6. Large multinational chain hotels opened in Goa earn a lot of money.
7. A decline in traditional industries has forced locals off their land.
8. Mangrove swamps are of primary importance for protecting the marine ecosystem.
9. The Western lifestyle influence is beneficial for traditional values.
10. Increase in crime is one of the severe negative implications of tourism.

Task 22 *Listen again and make a list of positive and negative effects of tourism for Goa area. Are you personally for or against the development of the tourism industry? Give reasons to support your point of view.*

Wordlist

1. ecotourism
2. international luxury hotel
3. hotel guests
4. for hire
5. native forest
6. international restaurant chain
7. local handicrafts
8. locally produced
9. alternative forms of tourism
10. responsible tourism
11. alternative tourism
12. sustainable tourism
13. nature tourism
14. adventure tourism
15. educational tourism
16. traditional tourism
17. nature reserve
18. ecotourism project
19. conservation work
20. endangered animals/ plants
21. non-polluting forms of transport
22. carbon dioxide
23. exotic location
24. place of natural beauty
25. pristine environment
26. natural gem
27. conservation volunteering
28. immerse
29. reforestation
30. trail construction
31. invasive species management
32. marine conservation
33. wildlife conservation
34. manual work
35. like-minded
36. endeavour

37. *nongovernmental organizations (NGO's)*
38. *places of natural/cultural significance*
39. *environmentally conscious*
40. *mangrove swamps*
41. *coastal flooding*
42. *implication*
43. *communication routes*

Use of English

Collocations and Expressions

make a profit
provide an experience
have a voice
have in store
bring in touch with
on a yearly basis

apply the principles
pay a fair price
keep a sense of humour
do a favour
pop up
ins and outs

Prepositions

benefit (v)
benefit (n) for
concerned about
dedicated to
focus on

contribute to
seek (v)
expose to
engage in
affect (v)

Phrasal Verbs

take away
leave behind
spring up
get away from

take care of
find out
come up with
force off

46

UNIT 3
Modes of Transportation

! Learning Goals

Skills

! **Reading** for specific information
Comprehension: correcting statements
Texts: *Modes of Transportation; Travelling the world on container ships*
! **Speaking**: presenting information about the traditional and modern alternative modes of transportation

Language

! **Vocabulary**: modes of transportation (travelling by land, air, water)
! **Use of English**: words easily confused related to the topic of *arrival*; nouns, verbs with prepositions; phrasal verbs with *pull, get, take.*

Warming up

Task 1 *Guess the word that denotes "a circular object connected at the centre to a bar, used for making vehicles or parts of machines move". Write it down. Think about the importance of this thing in our daily life.*

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Reading skills

Focus on Comprehension: *Tips for correcting statements*

1. Skim the text – read the text quickly from the beginning up to the end to get the general idea.
2. Read the sentences from the task carefully and find the passages in the text with the relevant information.
3. When you find the relevant part of the text, scan it – read it carefully.
4. Compare the information in the sentence and the text and spot the difference.
5. Correct the statements.

Task 2 *Read the article about the modes of transportation people have been using since they invented the wheel. Correct the false statements below.*

1. The invention of the wheel has driven a transportation revolution.
2. Cycle rickshaws are human drawn carriages which are still used in many places in the world.

47

3. All forms of animal-powered transport are used in developed countries as the way to save money.

4. Nowadays ships are not cost-competitive with the airplanes when travelling vast distances.

5. The evolution of the airplane allows us to travel in space.

6. Only lonely explorers of the adventurous types prefer the feeling of riding a motorbike.

7. The three-wheeler is the trademark of a developed country.

8. Buses and Trucks are available only in poor countries.

9. Henry Ford's dream of everyone having a personal car has already come true.

10. Trains are the most common form of transportation because they can travel large distances and are cheaper than airplanes and take less time than ships.

Modes of Transportation
(by Kuldeep Chauhan)
https://topyaps.com/top-10-most-common-modes-of-transportation

Ever since **the wheel** was invented by humans, we have been trying to reach farther and farther places. The urge to explore and travel and to connect with people from the other side of the world has driven a transportation revolution. We use many different **means of transportation** to travel and to trade. We are **upgrading** our **modes of transportation** all the time to decrease the time of travel but there are still some very old modes of transportation in use.

Human-powered Transport:
Cycle rickshaws and **human-drawn carriages** are still used in many places in the world. These along with the most famous mode of transport of all time, the bicycle, form the human-powered modes of transport. Bicycles have been used for centuries and it seems that they are the best and most **eco-friendly** mode of transport we have ever designed.

Animal-powered Transport:
Bullock carts, horses, horsedrawn carriages, donkeys are all forms of animal-powered transport. Dogs have also been used to draw carriages and huskies are used **to pull sledges** in the arctic. Many of these are still in use around the world, either due to being cheap like in the developing countries or as a **novelty** in the developed countries.

Ships:
In the old days, the only way to travel **vast distances** was on a ship. Brave sailors faced the harsh seas with wooden sailing ships and travelled to unknown lands. The whole world was explored with the help of the ship and even today

shipping is the most common way of trading. **Passenger ships** and **ferries** still operate in many parts of the world as a cheaper option to flying.

Boats:
Just like ships opened up the world of the oceans, boats opened up the rivers and lakes of the world. Boats have been used for **personal transport**, fishing and trading for thousands of years. They are still widely used in many port cities around the world and along canals that connect the **inland areas** with the seas.

Airplanes:
The airplane can be said to be **the harbinger** of the global age. Airplanes decreased the amount of time required to travel across continents and made the world a smaller place. Airplanes are today widely used for **public transport** and for carrying goods. **Space shuttles** that are an evolution of the airplane allow us to travel in space.

Motorbikes:
No other form of transport can beat the feeling of riding a motorbike. It is the mode of transport preferred by the lonely explorers of the adventurous types. You can travel large distances on a motorbike or just use it to *have a* short thrilling *ride for fun*. Around the world, motorbikes are also used to carry goods and even as single person taxis.

Three-Wheelers:
The three-wheeler is the trademark of a developing country. It has revolutionized the way people travel in big cities. It is a motorized form of **the cycle rickshaw** and *is called by* different names around the world including, **tuk-tuk**, **auto-rickshaw**, **tempo**, **auto**, **tricycle**, **mototaxi**, **lapa** etc. It is mostly used for personal transport within cities but can be used to carry goods too.

Buses and Trucks:
Roads are an important infrastructure of a country and buses and trucks are the main form of transport that unites the country through its **road network**. Trucks carry goods across the country while buses carry passengers. It is the cheapest form of mass public transport available in any country and allows even *the poorest of poor* to travel throughout the country.

Cars:
The mode of transport that we use the most today is the personal vehicle of the car. Henry Ford's dream of everyone having a personal car has almost come true. Cars have become a status symbol in many societies and the more cars you

have the richer you appear. From **hatchbacks** to **sedans**, **saloons**, **coupes**, **SUVs**, **roadsters**, **grand tourers**, **jeeps** etc. there are many forms of the car that are used around the world for personal transport.

Trains:

The most common form of transport in the world has to be the train. Trains are a unique form of transportation because they can travel large distances but are cheaper than airplanes and take less time than ships. This makes the train the ideal form of transport for the masses when they want to travel long distances. Metro rails are also used for quick and cheap travel within cities. Trains are also used for transporting goods and raw materials.

Focus on Content

Task 3 *Read the text above and translate it into Ukrainian. Work with unknown words in your vocabulary notebook.*

Task 4 *Answer the questions below.*

1. What is the issue under consideration about?
2. What have people been trying to do since the wheel was invented? Why?
3. What do we use transport for?
4. Why are modes of transportation being upgraded all the time?
5. How can we classify them?
6. What modes of transportation are designed to travel by land?
7. What human-powered transport is still used in different parts of the world? Have you ever tried any?
8. What are the most eco-friendly modes of transportation?
9. What are the reasons for using animal-powered transport? What is your attitude to this?
10. What are the motorbikes used for? What are their advantages and disadvantages?
11. What mode of transportation is a motorized version of the cycle rickshaw? What is it mostly used for?
12. What forms of transport unite any country through its road network? What do they carry?
13. What kind of transportation symbolizes the social status of a person? Would you support Henry Ford's dream? Why? Why not?
14. Why are trains considered to be a unique kind of transportation?
15. Which modes of transportation are used to travel by water?
16. What is the difference between ships and boats?

17. Which modes of transportation are designed for travelling by air? What are they used for?

18. What is (are) your favourite mode(s) of transportation? Why do you prefer it (them)? How do you decide what transport to use for a particular journey?

Vocabulary & Use of English

Focus on Vocabulary

Task 5 *Listen to four people talking about the modes of transportation. What does each speaker say about? There is one extra option.*

A – the change of the attitude to traffic problems   Speaker 1
B – the necessity to change the mode of transportation.   Speaker 2
C – the cancellation of the underground trains   Speaker 3
D – the only way to return   Speaker 4
E – the change of plans

Task 6 *Match the words in column A with their definitions in column B.*

A	B
1) public transport	a) a term used to distinguish substantially different ways of transportation
2) personal transport	b) broad category of the human use of non-human working animals (also known as "beasts of burden") for the movement of people and goods
3) modes of transportation	c) is the transport of person(s) and/or goods using human muscle power
4) to upgrade	d) transport of passengers by group travel systems available for use by the general public, typically managed on a schedule, operated on established routes, and that charge a posted fee for each trip
5) animal-powered transport	e) a mode of human-powered-transport by which a runner draws a two-wheeled cart_i n which seats one or two people
6) human-powered transport	f) to raise (sth) to a higher standard, in particular, improve (equipment or machinery) by adding or replacing components
7) human-drawn Carriages	g) transport related to the private aspects of a person's life

8) cycle rickshaws	h) a car with a door across the full width at the back end that opens upwards to provide easy access for loading

9) vast distance	i) environmentally friendly or environment-friendly
10) space shuttle	j) to create or design (something that has not existed before)
11) bullock carts	k) a small-scale local means of transport
12) passenger ships	l) extremely large length of the space between two points
13) eco-friendly	m) a rocket-launched spacecraft able to land like an unpowered aircraft, used to make repeated journeys between the earth and space
14) to invent	n) a two-wheeled or four-wheeled vehicle pulled by oxen (draught cattle)
15) hatchback	o) a merchant ship whose primary function is to carry passengers on the sea

Task 7 *Complete the sentences with the words and word combinations from the box. There is one word you do not need*

public transport the wheel Explorers eco-friendly the commuters	vast distance novelty roadster upgrade	human-powered transport animal-powered transport cycle rickshaw personal transport

1. _____is frequent for people who live in a megapolis community.
2. Driving a car is important for people in general because it provides status and the opportunity for_____.
3. _____can get you from place to place. It is the best invention for disabled people who can't walk.
4. Tourists have invaded every corner of the planet with professional _____.
5. The government should plan_____existing rail routes, because frustrating problems may occur, especially in winter, when people have to wait until workers clear the lines of snow or even brunches fallen off the trees.
6. Entering a carriage without giving passengers a chance to get off is also annoying and provokes to avoid travelling_____by train.
7. Tuk-tuk is a_____in Ukraine.
8. _____ is an open two-seat car with emphasis on sporting appearance or character
9. The main reason to use_____is not to cause the air and noise pollution in the city

10. Ukraine's railway system is undergoing a major makeover at the moment and is currently evolving into the modern_____transport system that would live up to European standards.

11. Like_____, human-powered transport has existed since time immemorial in the form of walking, running and swimming.

12. Sure, we love our bicycles, but these alternative vehicles are putting a new spin on_____.

Task 8 *Choose the correct option and complete the sentences below.*

1. Human-powered transport and animal-powered transport are sometimes regarded as the same_____, but these normally fall into the other categories. Each has its own infrastructure, vehicles and operations.
a) practice   b) method   c) format   d) mode

2. Passengers of the airplane wishing to get up can do so after _____ has gone off.
a) safety strap   b) the seat belt c) lap strap   d) illumination
                               light

3. The solution to the rail routes pollution is to_____satellite technology which can detect obstacles on rail tracks from miles above the Earth.
a) create   b) invent   c) make up   d) form

4. Public transport_____raises quality of metropolitan life.
a) improve   b) make better   c) reform   d) upgrade

5. In the increasingly pollution-conscious world_____transportation systems are in a huge demand
a) eco-loyal   b) eco-friendly   c) eco-amiable   d) eco-peaceful

6. _____are superior to people in their speed, endurance and carrying capacity, that is why they are used for all land transport impracticable for people, and they remain an important mode of transport in less developed areas of the world.
a) Pets   b) Animals   c) Mammals   d) Bulls

7. Since _____ are non-polluting, they are being increasingly recognized as a major mode of transport in a developing country like India.
a) motorbikes   b) ferries   c) cycle rickshaws   d) hatchbacks

8. _____ was designed to carry large payloads (such as satellites) into orbit and bring them back, if necessary, for repairs
a) Space shuttle   b) Orbiter   c) Lifting body   d) Space capsule

9. This is a list of countries by total _____ size, both paved and unpaved.
a)   complex   b)   interconnected   c) web   d) road network
system   system

10. Get prepared for a snow day with our pick of the best _____ that will have you whooshing down those slopes in no time
a) sledges   b) tricycles   c) mototaxis   d) lapas

Task 9 *Translate the following sentences into English using active vocabulary.*

1. Для поціновувачів активного відпочинку пропонуємо спортивний інвентар: ракетки для бадмінтону, м'ячі, велосипеди, а взимку - *сани* та лижі. 2. *Пороми* та моторні плавучі засоби можуть перебувати в плаванні тільки в тому випадку, якщо вони знаходяться в належному робочому стані. 3.Уряд проводить модернізацію національної *дорожньої мережі* та будує мости. 4. З розвитком сучасних технологій в майбутньому двигуни внутрішнього згорання (an internal combustion engine) будуть *відсутні* у більшості транспортних засобів. 5. Двигуни, які працюють на відновлюваних джерелах енергії (renewable energy sources), вважають *передвістям* нової ери. 6. Наша агенція може запропонувати справжнім шукачам пригод *захоплюючу подорож* до екзотичних країн світу. 7. Вона врізалася у великого слона на *тук-туці*. 8. Рендж Ровер, Гелендваген і Хаммер входять у трійку найкращих *позашляховиків світу*. 9. Тесла є прекрасним *нововведенням* у світі транспорту 21 століття. 10. Водний шлях використовувався в якості транспортного водотоку британськими *дослідниками* і місіонерами вже півтора століття тому.

Extra Vocabulary

Travelling by Train

Task 10 *Listen to a recording about booking a train ticket. Complete thenotes below. There is an example at the beginning (1).*

1	Place to go	*Sunderland*
2	Departure	
3	Return	

	TRAIN	COST	ADVANTAGE	DISADVANTAGE
4	The East Coast Express			
5	The separate Eastern Arrow service			

Task 11 *You and your friend are going to spend your weekend travelling around Europe. Visit the RailEurope website* http://www.raileurope-world.com/train-tickets/train-tickets/ *and find the information you need to plan your trip.*

1. The best types of train to travel long distances.
2. Types of trains offering great views through the window.
3. Trains to save your money and time.
4. Trains suitable for day trips.
5. The type of the *Eurostar* train*;* its travel destinations; the speed; routs in different seasons; how competitive it is in time, comfort, efficiency and price with the plane.
6. Destinations the UK trains link
7. The number of Train Operating Companies providing the **rail network** in the UK.
8. When the UK trains tickets are open for **booking**.
9. Classes and facilities offered on board the trains in the UK
10. Trains resembling trains in Ukraine, classes and facilities offered by them.
11. Trains having **panoramic cars**, bar buffet-car, spacious seats with **headrest** and generous legroom
12. The ways to receive European train tickets

Renting a Car

Task 12 🎧 *Listen to the conversation between a rental car agent and a customer who would like to hire a car. Before listening study the key vocabulary below.*

Key Vocabulary
mileage (noun): the number of miles travelled or covered. Eg. *All of our cars have unlimited miles, but of course, that doesn't include gas.*
eat up (phrasal verb): use or consume a lot of something like fuel or electricity. Eg. *My parents sold their truck because it ate up so much gas that is was no longer affordable to drive.*
gouge (verb): make people pay a lot for something. Eg. *In the middle of the vacation season, gas stations are gouging consumers with astronomical prices.*
lemon (noun): a poor-quality car that is useless. Eg. *My brother knows nothing about cars, and he bought a used car, but it turned out to be a real lemon because it broke down only two hours after he bought it.*
like a dream (adverb): very well. Eg. *The minivan runs like a dream; it handles smoothly, and you feel like you are driving a luxury car.*
incidental (adjective): unplanned or unexpected. Eg. *You should budget enough money for maintaining your car because there are often incidental expenses you don't anticipate, like repairing a cracked windshield or fixing a flat tire.*
boulder (noun): a large rock. Eg. *The road was closed for two hours because road crews had to remove several large boulders that tumbled into the road as a result of a major rock slide.*
hassle (noun): trouble, difficulty, or bother. Eg. *It was such a hassle to drive my dad's truck because there was always something wrong with it.*
out-of-the-way (adjective): far away from people or cities that is not traveled much. Eg. *I really enjoy driving to out-of-the-way places because I can get away from large crowds.*

Listen to the conversation twice. Choose the correct answer.

1. Why did the man settle on renting the **full-size car**?
A. It was roomy enough for him.
B. It was more economical than the **minivan**.
C. It had more features than the other vehicles.

2. What was one of his major concerns about renting the car?
A. He couldn't add an additional driver to the **rental plan**.
B. He was only *limited to* a certain number of miles per day.
C. The vehicle would probably consume a lot of gas.

3. How would you describe his rental car?
A. It was a little larger than he expected.
B. The car doesn't look very attractive.
C. The engine has problems and runs poorly.

4. In which situation would the **car protection plan** NOT help the customer?
A. The car is stolen from a store parking lot with all of your valuables.
B. The driver loses control of the car and crashes it into the power pole.
C. The car's exterior and windows are damaged in a hail storm.

5. What can we infer from the closing statement about roadside assistance?
A. You should call the police in case your car has mechanical difficulties.
B. Getting assistance might require some time and patience.
C. The company will compensate you for delays in your travel.

Task 13 *Do you think the man and his son enjoyed their trip by the car they rented? Think of the story of their journey.*

Travelling by air

Task 14 *Put the dialogue "At the Airport Check-in" into the correct order. Listen to the conversation and check.*

M: Mm-hm, that's all fine. One moment, please (typing). Do you have any luggage, other than **hand luggage**?
F: Yes, I've just got one small bottle of perfume. It's under 100 millilitres I'm sure.
M: Now, would you prefer an **aisle seat** or a **window seat**?
F: Yes, there's this case.
M: Mrs M McDonald, travelling alone.
F: (grunts) There you are.
M: Morning, madam. May I see your passport, please?
F: Oh.
M: On the scales, please.
F: Yes.
M: I see. You might have to show that at the **security check**.
F: Yes, of course. Here you are.
M: Have you seen the list of prohibited items for hand luggage?
F: Right. Oh, er, is there any **delay** on the flight?
M: (printing) There's your **boarding pass**. Watch the screens for the **boarding gate** once you're in the **departure lounge**.

F: Thank you.

M: Have a good flight. Next, please!

F: Oh, that's fine, thank you.

M: Mm-hm (typing). I can give you K3, on the aisle.

F: Yes, er, here it is.

M: OK, that's just inside the permitted **weight allowance**. Did you pack your bag yourself?

F: Er, no, I don't think so.

M: Fine. Do you have your **e-booking confirmation**?

F: Aisle, please, and as near the **front** as possible.

M: No, it should be on time today.

F: That's right.

M: And have you left it unattended at any time before or since arriving at the airport?

Task 15 🎧 *Listen to four people speaking about their travelling by air. What do they like or dislike about the travelling? Why? While listening, make notes.*

like/dislike	Airport	Flight	Food on board	Service
SPEAKER 1				
SPEAKER 2				
SPEAKER 3				
SPEAKER 4				

Task 16 *Read the dialogue abstracts below and study the words in bold. Fill in the blanks with the modes of transportation from the box.*

hop on and hop off buses	cruise	helicopter
a train pass	canoe	glider
car sharing platforms (BlaBla Car)	sail	hot air balloon
	kayak	hitchhiking

1. ‗What is the most convenient way to travel for you?' – ‗Being a young backpacker, I choose_____, because I can select passes based on certain regions or choose **the flex trip**.' (**with fixed locations** to stop in).

2. ‗Getting_____(**regional, global**) is ideal for me, cause I'm **covering big distances**, when I have limited time and want to move rather quickly from one place to the next or if I want to create my **itinerary**".

3. ‗The Titanic_____was definitely not for **budget travellers** as it came with a hefty price tag.'

4. ‗Have you heard that_____**pulled in** $200 million and spread **its ride-sharing platform to** 20 countries this year?' – ‗Yes, I know it now claims 25 million members worldwide.'

5. ‗Don't you think that_____is a little bit dangerous, because it is a kind of transportation that is gained by **asking** people, usually strangers, **for a ride** in their automobile or other vehicle?' – ‗No, I consider it to be the cheapest way to travel in Europe.'

6. ‗I've read the interview of one young couple that decided to‗around the world in a 30ft **vessel** despite their hours **in a boat** being limited to teaching themselves to do it on a lake in New Zealand and a short adventure off the country's **coast**.' – ‗Oh, I've watched a video about them on YouTube.'

7. ‗Hello. Could you explain the difference between a_____and_____?' – ‗Well the difference is relatively simple. It's related to athlete's position in the boat and the type of **paddle** they use **to propel the boat**.'

8. ‗Do you see that nice_____that **hovers in the sky**. It is used not only **for** the **aerial fun view** but also to save lives.'

9. ‗Unlike aeroplane,_____can travel only short distances and **land over water**.'

10. „That colourful_____ is amazing. Look, how it **floats in the air**. You can sit inside and **enjoy beautiful landscapes**.'

Task 17 *Read the abstracts below. What mode of transport is appropriate for the following dialogues?*

1. ‒May I see your passport, please? Do you have your e-booking confirmation?‖
2. ‒How can I help you?‖ – ‒I'd like to rent a mid-size vehicle for three days for my family to go to the Carpathian Mountains.‖

3. ‒Okay, I'll have our mechanic, Louie, check it over and pull it up to the door.‖

4. ‒Sorry, could you explain what a hop-on/hop-off service is?‖ — ‒Yes, it is a type of backpacker network in New Zealand, which, simply put, is a flexible tour for adventurous travellers!‖

6. ‒You'll have to hurry if you want to have your luggage registered.‖ — ‒Thanks! I am taking the ten o'clock for Glasgow.‖ — ‒Have this trunk labelled and put it in the luggage van, and two suit-cases can go in the carriage.‖

7. ‒Are you afraid?‖ — ‒No, I will try to fly it with the help of a flight instructor on board.‖

8. ‒Oh, it is so dangerous!‖ — ‒No, you should understand. It is lifted by heating the air inside, usually with fire.‖

9. ‒Jenny, this ride can be great fun, if you know that you definitely want to go to Venice.‖

10. ‒Hi, I'd like to go down the Dnipro River in Kyiv. What mode of transportation would you advise?‖

11. ‒I'm considering a camping trip in mid-June to Indian Lake Islands. What kind of boats does the park rent?‖

Focus on Language

Words Easily Confused

Task 18 *Match the words on the left with their definitions on the right. Complete the sentences with these words.*

1. *travel*	a) to cause sb or sth to move from one place to another
2. *transfer*	b) to go from one place to another
3. *transport*	c) take goods, people etc. from one place to another in a vehicle

1. My father usually_____to work by car.
2. The goods were_____to the United States.
3. Mr Black got_____to Bristol and he is moving there next week.

4. *arrive*	d) arrive at a place
5. *get*	e) to get closer to sb or sth (in place or time)
6. *come*	f) get to a place at the end of a journey
7. *approach*	g) to start to be seen or suddenly be seen

8. *appear*   h) to get, to arrive at

9. *reach*   i) to move to, towards or into a place (where the speaker is)

4. It took us a long time to_____to the airport but we_____in time for the check-in.

5. The ocean liner_____on the horizon and within two hours it had ___the port.

6. Will you_____to see me off at the railway station?

7. We_____at the village late at night.

Prepositions

Task 19 *Complete the blanks with prepositions*

_____hire/rent   _____car (bus, train, depart _____

_____schedule   plain, helicopter, bicycle, get_____the train (bus,

_____the move   sea, land, air)   plane, ship)

_____board   _____sb's car (bus, train, get_____the car (taxi)

_____sight   plain, helicopter, etc.)

_____the road   _____a bicycle (a

_____arrival   helicopter, a plane, a

                         train, a ship)

                         _____horseback

Task 20 *Complete the sentences with the prepositions.*

1. The participants of the expedition were_____ the road for two days before they reached their destination.

2. James Bowthorpe, aged 31, became the fastest man to go_____ his bicycle round the globe when he arrived at Hyde Park in London on September 19th 2009.

3. We crossed the Mediterranean Sea____a cruise ship.

4. Well, imagine how my sister felt when she got_____ the plane for the first time in New York for her business trip.

5. The train is____sight. It will be pulling in any minute now.

6. ____arrival at the railway station, we went straight to the platform.

7. Let me check to see if we have mid-size cars available_____rent.

8. I'm rather tall and don't think I will be able to squeeze_____that old lemon.

9. Get____the bus and walk back till you come to some traffic lights.

10. Eastern Arrow service is run by a different company and it departs London King's Cross.

11. Mike Perham was just 16 when he set off to circumnavigate the globe. He celebrated his 17th birthday alone in the Indian Ocean_____board his 50-foot (15 m) racing yacht.

12. Roads in the UK are becoming increasingly crowded which means more traffic jams and longer journeys for those who travel to work_car.

13. Americans are restless people who are always_____ the move and eager to get to their destination as soon as possible.

14. Just as the taxi was about to turn the final corner a man opened the door and jumped in beside her! She thought he wanted a ride so she decided to get _____.

15. Comprehensive information_____the train schedule online will enable you to make your trip planning more effective as well as to meet your colleagues, friends and relatives at the station in time.

16. Travelling _____horseback you will meet others from all over the world who, despite coming from diverse walks of life, still share your love of horses, exotic travel and new experiences.

17. No doubt you're excited at the prospect of your first flight_____a helicopter.

Collocations & Expressions

Task 21 *Study the following collocations and expressions. Give their Ukrainian equivalents.*

off-road use	draw a carriage
all the time	pull a sledge
around-the-world	developing countries
for fun	developed countries
with the help of	beat the feeling
to call by name	the poorest of poor
on time	to top up
tend to do	

Task 22 *Read the sentences and match the underlined phrases (definitions) with the collocations and expressions from Task 20.*

1. A three-wheeler is designed specially <u>to operate away from public roads.</u> 2. Airline delays and unreliable quality are an ongoing problem, though still even <u>extremely poor people</u> may travel throughout the country. 3. Students are pretty

63

happy about getting to study and travel at the same time (good for the resume and in order to amuse oneself and not for any more serious purpose). 4. All the competitive autostop enthusiasts and interested individuals may join 1000 hours in various parts of Earth. 5. Even though I've reached the station punctually, the train was late. 6. Possibility to make up to the full account for person.

Phrasal Verbs

Task 23 *Use the following phrasal verbs* pull, take, get *together with a proper preposition (or without) choosing the possible mode of transportation from the table. Give the definition and create your own sentences.*

Phrasal Verb	*Prepositions*	*Modes of transportation*	
Pull	away, in, on, off, over, out	*LAND*	Train, tram, trolleybus, bus, car (taxi), sledges, rickshaw, dog breeds
Take	up, after, in, on, off, down, back, over, by, to, away, around, to…from	*AIR*	Plane, space shuttle, glider, hot air balloon
Get	up, by, away, across, along, down (to), in, off, on, out, over, through, out of, back	*WATER*	Ship, boat, vessel, ferry, canoe/kayak, gondola, yacht

Speaking Skills

Communicative Situation 1: *Present information about the traditional modes of transportation using animal power.*

Communicative Situation 2: *Present information about the modern alternative modes of transportation invented by the technological progress that are putting a new spin on human-powered transport.*

Communicative Situation 3: *Work in groups to design a form of transport for the future. It must be environmentally friendly. Draw the vehicle and be prepared to explain it to the other groups.*

Communicative Situation 4: *Work in pairs. Roleplay the dialogues on page 66.*

At the airport

A	B
You work in the check-in at Heathrow Airport. Today all the flights are cancelled because all of the pilots are on strike. You have to explain to the passengers that there will be no flights for at least three days.	You reserved your flights 6 months ago to travel to Australia for your best friend's wedding. You arrive at the airport early and go to the check-in. You are very excited and you only have two weeks off work so you plan to arrive just the day before the wedding and then you will travel around Australia.

At the train station

A	B
You work for British Rail. You arrived at work this morning and your boss told you that all trains are cancelled today because of important engineering work on the tracks. You have to tell the passengers the news!	You arrive at Paddington train station in the centre of London. You have paid a lot of money for a ticket to Edinburgh where you have a friend waiting for you. Your friend doesn't have a mobile phone and will be waiting for you at the station.

Test Yourself Section

Task 24 *Revise tips for reading for specific information. Read the article about the man who has spent three years travelling the world for free on container ships. Correct the false statements below.*

1. It's better not to ask Mr Pederson about the advantages and disadvantages of travelling the world by cargo vessel.
2. According to Mr Pedersen, if one is a millionaire, he/she does not need to cross borders to meet new people and make friends.
3. Extra expenses included local transportation, eating local food and staying with local people.
4. Begging a stay on board a container ship involves a lot of work.
5. He slept on a kitchen floor because all the cabins have been comparable with the worst mid-range hotel rooms.
6. The best luxurious accommodation was on board the ship which was 10 years old.
7. Mr Pedersen could see how poor the world is.

8. Travelling on board the ship which charged him, $15 (£12) a day for meals and accommodation and $60 (£49) for insurance was very cheap.

9. Companies that offer passenger accommodation cater for at least a dozen passengers.

10. Cargo vessels taking passengers on board always provide them with such facilities as swimming pools and gyms.

Meet the man who has spent three years travelling the world for free on container ships

https://www.telegraph.co.uk/travel/cruises/

For **globetrotters** on a very tight budget, or those who love being at sea but not cruise ship crowds, travelling the world by **cargo vessel** could be the way forward. And for advice on the pros and cons of such a venture, there's no one better than 37-year-old Dane Torbjørn C. Pedersen, known as Thor.

Travelling as a goodwill ambassador for the Danish Red Cross, he has been sailing around the globe on **container ships** since October 2013, with the long-term goal of visiting every country in the world without getting on a plane.

How is this epic journey possible on a budget?

While his $20 (£16) a day budget might not seem like a lot, it covered his daily transport, meals, accommodation and visas and was put in place ‒to prove that travelling can be done economically and that one does not need to be a millionaire to cross borders, meet new people and make friends,‖ according to Mr Pedersen.

‒But I do have additional costs like repairs, vaccines, internet, insurance, medical checkups, nature parks, national museums, replacement of electronics, online promotions of social media and a fiancée who visits from time to time. With the additional expenses, the total costs double,‖ he added.

‒I could probably travel for less money than $20 a day. Some countries are more expensive than others but most countries are quite cheap when you use local transportation, eat local food and stay with local people or use cheap guesthouses and dorm rooms. Visas can cost up to $150 (£122) but you won't need one every day. It's very feasible.

Bagging a *stay on board* a container ship isn't as straightforward as you might think, Mr Pederson explained. It involves a ‒great deal of work‖, from researching which ships go to which ports and how to contact the owners and operators of the ships, to writing emails to ‒sell‖ the idea of having you on board.

Life on board a container ship

Luxuries are usually lacking, said Mr Pedersen, but he has been pleasantly surprised by the quality of accommodation.

‒I've slept on a kitchen floor of a very unclean boat, but the worst cabins have been comparable with mid-range hotel rooms. The best has been downright luxurious. I was on board the ship which was 10 years old but still the bed was good, the walls were clean, the shower and toilet worked - I couldn't complain at all,‖ he said.

On a few very fortunate occasions, he has been offered the owners' cabin, which typically boasts ‒large bedrooms with a double bed, a nice bathroom, a small hall and a huge living room. All decorated tastefully.‖

Other perks have included long, guilt-free showers because container ships ‒run the water past the engine, which is immensely hot, so you get hot water for free‖.

‒Sometimes there's Wi-Fi,‖ he added. ‒On one journey, I saw the Northern Lights, and I saw whales and dolphins. It's quite extraordinary sometimes. But most of the time, you just see water.‖

While the places he's been have been incredible, it's the people and the experiences that have left the biggest impression on Mr Pedersen, with the greatest eye-opener being how poorly the world is represented through media.

How to book container ship accommodation

Of the nine container ships Mr Pedersen has been on so far, only one chose to charge him, $15 (£12) a day for meals and accommodation and $60 (£49) for insurance. So if you're willing to put in the leg work, like Thor, then it's a very cheap way to travel.

For those who are willing to pay a lot more for a unique cargo vessel **voyage**, there are some companies that can offer passenger accommodation. ‒Generally, cargo vessels cater for less than a dozen passengers, with the stays including all meals on board, and remain in their **ports of call** for one to three days. Some have small swimming pools and gyms, and dinner at the captain's table is the norm. Passages may be booked for round trips lasting up to two or three months, or for segments en route,‖ said Gavin Bell, a regular contributor to Telegraph Travel.

Wordlist

1. modes/means of transportation
2. wheel
3. to upgrade
4. human-powered transport
5. animal-powered transport
6. cycle rickshaws
7. human drawn carriages
8. eco-friendly
9. bullock cart (or ox cart)
10. sledge
11. novelty
12. vast distance
13. passenger ship
14. ferry
15. harbinger
16. personal transport
17. public transport
18. inland area
19. space shuttle
20. thrilling ride
21. road network
22. hatchbacks
23. wheel
24. explorer
25. sedan
26. saloon
27. coup
28. SUV
29. roadster
30. grand tourer
31. jeep
32. tuk-tuk
33. single ticket
34. return ticket
35. off-peak return ticket
36. open return ticket
37. change
38. local rail service
39. direct service
40. high speed train
41. scenic train
42. night train
43. regional train
44. legroom
45. bar buffet car
46. ticket-holder
47. depart
48. traffic jam
49. departure
50. booked in advance
51. rail network
52. first class/second class
53. snacks and beverages
54. WiFi Internet
55. power sockets
56. sleeper single deluxe
57. cabin
58. couchette
59. panoramic car
60. headrest
61. rent/hire a car
62. mileage
63. out-of-the-way
64. full-size car
65. minivan
66. rental plan
67. car protection plan
68. weight limit
69. check-in
70. customs
71. luggage claims
72. hand luggage
73. aisle seat/window seat
74. security check
75. delay
76. boarding pass
77. boarding gate
78. departure lounge

79. e-booking confirmation
80. front of the plane
81. hop on and hop off buses
82. a train pass
83. car sharing platforms (BlaBla Car)
84. cruise
85. canoe
86. sail

87. kayak
88. helicopter
89. glider
90. hot air balloon
91. hitchhiking
92. cargo vessel
93. container ship
94. voyage
95. port of call

Use of English

Prepositional Phrases

for hire/rent
on schedule
on the move
on board
in sight
on the road
on arrival

by car (bus, train, plain, helicopter, bicycle, sea, land, air)
in sb's car (bus, train, plain, helicopter, etc.)
on a bicycle (a helicopter, a plane, a train, a ship)
on horseback

depart from
get on / off the train (bus, plane, ship)
get_____(into / out of) the car (taxi)

Collocations & Expressions

off-road use
all the time
around-the-world
for fun
with the help of

to call by name
on time
draw a carriage
pull a sledge

developing countries
developed countries
beat the feeling
the poorest of poor
to top up

Phrasal Verbs
to pull;
to get
to take

UNIT 4
Holiday Accommodation

! Learning Goals

Skills	*Language*
! ***Reading*** for details. ***Comprehension***: multiple choice Texts: *Types of accommodation; Holiday Plus*	! ***Vocabulary***: *basic accommodation, booking holiday accommodation, characteristics of hotel types*
! ***Speaking***: presenting information about *places/quality of every type of accommodation*, *their equipment, facilities*, *service.*	! ***Use of English***: words easily confused: *offer, provide, supply, cater, feature, have*; words with prepositions; phrasal Verbs with *hold, put, throw*; word formation & derivatives: *revision*

Warming up

Task 1 *How to find the best holiday accommodation: 1) to book early; 2) to search for holiday rentals; 3) to visit travel blogs and websites that offer access to special deals on hotels and accommodations.*

Task 2 *How do you think different holidaymakers choose their holiday accommodation?*

Reading Skills

Focus on Comprehension: *Tips for multiple choice task.*

✓ Read the text from start to finish in order to get a general idea
✓ The questions follow the order of the text.
✓ Read each question and underline the key words. Then try to find the part of the text which contains the answer and underline the key words there.
✓ Look at the options and decide which option best matches the key information in the text.
✓ The questions and the text may not contain the same words. Look for and match meaning.

from FCE Practice Tests, Longman

Task 3 *Read the text "Types of accommodation". For questions 1–10, choose the correct answers A, B, C or D.*

TYPES OF ACCOMMODATION

A HOTEL

A hotel is an establishment providing paid accommodation. Hotels used to offer **basic accommodation** in the past, but nowadays they mostly provide rooms with **modern facilities**, **en-suite bathrooms**, air-conditioning, a telephone, a TV set, an Internet connection; a mini-bar including a small refrigerator with drinks and snacks; often there is a facility for making hot drinks in the room (an electric kettle, cups, spoons, instant coffee and tea bags, sugar, milk). Hotels usually have at least one restaurant and a swimming pool and they provide childcare and conference services. The quality of the hotel and its services is usually marked by stars according to the five-star classification.

* One-star hotels – (tourist hotels - low budget hotels)

Hotels are mostly small and privately owned, services may be provided by the owner and the family. Meals may be fairly simple. Rooms are small and have a shower and a toilet (German standard). All rooms have a hand-basin with hot and cold running water (English, Danish standard) and heating. Telephone is available. Breakfast is available. Drinks are offered. Guests can enter or leave any time of the day or night.

** Two-star hotels – (standard hotels - budget hotels)

Hotels are small to medium-sized. They are well equipped, offering comfortable accommodation with en-suite bath/shower rooms. **Reception staff** is professional, food and drinks are offered. (German standards require buffet breakfast). Cashless payment is possible.

*** Three-star hotels – (middle-class hotels – comfort hotels)

Usually, hotels support higher **staffing levels**. They have spacious **reception** with seats and other public rooms. Their employees speak at least one foreign language. Their restaurants normally also cater for non-residents. All rooms have en-suite bath and shower rooms with toiletries and good equipment, such as a TV set, a hairdryer, direct dial telephone. They usually offer **room service** and some **business services**. If the hotel has more than two floors, it has a lift. Access to the net is available. Credit cards are accepted.

**** Four-star hotels – (first-class hotels)

They maintain a high quality of **furnishings**, decorations and equipment. Bedrooms are spacious and well designed, with en-suite bathrooms with a bath and shower. There is enough staff to provide all necessary service; there is a **24-hour room service**, **laundry and dry-cleaning**; a lobby, an **a la carte restaurant** and a bar. All rooms are equipped with mini-bars and access to

internet. There are armchairs or couches in the room. Shoe polish implements can be expected in the rooms.

***** *Five-star hotels – (luxury hotels)*

Accommodation is spacious and **luxurious**, matching the best international standards. There are **safe-boxes**, **access to internet** and air conditioning in every room. Personalized guest welcome with flowers/sweets can be expected. **Suites** are available. The hotels have special interior design and elegant furnishings. Service is formal and flawless, **round-the-clock rooms service** is available. These hotels have a lift if there is more than one floor. Their restaurants offer high quality cuisine. The staff is very efficient, courteous and helpful. An indoor swimming pool is available, as well as **porter service**, laundry, dry-cleaning, ironing and sale of gifts.

Many 3-, 4- and 5-star hotels offer **conference facilitie**s, which can also be classified. Three basic kinds of hotels are: - **commercial hotels** – for business travellers and people on short trips; they often have large meeting rooms and catering for different events; - **resort hotels** – for tourists and holiday-makers; they often offer sports and sightseeing; most of them are seasonal (mountain resorts, seaside resorts); - **residential hotels** – guests can rent rooms for long periods of time; they are a lot like apartment houses, but they also provide meals and other hotel services.

A MOTEL

The word is an abbreviation of motor – hotel and the concept originates from the USA. Motels **differ from** hotels in their location: they are mostly situated along highways. Usually, they are in a shape of connected rooms with their doors facing the parking lot. Sometimes they are a series of small cabins with a common parking. They have small reception rooms and not much attention is paid to the interior of the buildings. Some motels also have restaurants and dining rooms or even swimming pools.

A YOUTH HOSTEL

This is a kind of cheap accommodation for travellers. Guests can rent a bed or a **bunk bed** in a **dormitory** and share a bathroom, a **lounge** and possibly a kitchen. Private rooms are often available. Besides being cheaper, hostels are also less formal than hotels. There is a lot of opportunity to socialize. But they offer less privacy than hotels, there might be disturbances caused by individual guests. Regardless of their name the hostels are no more intended for young travellers only. Hostels mostly provide breakfast; some also offer other meals. Many have shops where guests can buy food.

A CAMPSITE

A campsite is a place used for **overnight stay** outdoors. The campsite can be: a) an incidentally chosen place (where backpackers or hikers decide to stop and stay overnight), or b) an area equipped for camping, with various facilities;

it is usually called a campground. **Campgrounds** charge a user fee. They might have a few or many facilities, including the following: 1) fireplaces to build campfires (holes, enclosures, concrete spots); 2) pit toilets/flush toilets; 3) bathrooms with showers and sinks; 4) road access for vehicles; 5) piped potable water; 6) picnic tables; 7) utility hookups (gas, water, electricity, sewer); 8) a small convenience store; 9) wood for cooking and campfires; 10) gravel or concrete parking pads; 11) garbage cans. Most campgrounds also have a set of rules concerning noise and behaviour of campers. Camping outside designated campsites is often forbidden.

AN INN

An inn is an establishment which offers travellers food, drink and **lodging**. Inns were first established in Roman times when a lot of roads were built. At the time inns were also community gathering places. Nowadays, they have lost their leading role in tourism, as there are numerous hotels, restaurants and pubs. Many hotels or bars use the word ‒inn‖ in their names (Holiday Inn). The difference between inns, pubs and taverns is becoming less noticeable. In Europe inns still provide lodgings, whereas the rest of the facilities stated above do not.

A GUEST HOUSE

A guest house is a private house converted into a lodging facility for tourists. **Bed and breakfast** are usually offered at guest houses, the owner and his family often live in another building in the vicinity.

1. A hotel is an establishment which
A) is used to supply basic accommodation for less money
B) provided accommodation in the past
C) offers accommodation facilities
D) provides the five-star quality classification of accommodation

2. The main difference between a one-star hotel and a two-star hotel is
A) the former is more expensive
B) the former is less expensive
C) the latter is cheaper
D) the latter is less expensive

3. <u>They</u> in paragraph 4 refers to
A) restaurants
B) rooms
C) room and business services
D) hotels

4. In contrast to their four-star counterparts, five-star hotels provide
A) round-the-clock room service
B) tailored greetings for VIP guests
C) spacious and well-designed rooms
D) high quality cuisine

5. The lift is available in the hotel if
A) it is a storyed building
B) it is a three-star or a five-star hotel
C) it does not offer porter service
D) it has more than one level

6. A motel is suitable for those who
A) travel by car
B) would like the door of their room to face the parking lot
C) do not pay much attention to the interior
D) come from the USA

7. A youth hostel is the type of accommodation in which
A) guests can share a bed
B) only young people can stay
C) you can get acquainted with others
D) you will be disturbed by other guests

8. To stay at a campsite you need
A) to be equipped for camping
B) to stay outdoors overnight
C) to call a campground about the fee
D) to follow certain rules

9. European inns are different from pubs and taverns as
A) they are places where people gather
B) they were built in Roman times
C) they provide accommodation
D) you can find the word ‒inn‖ in the names of many hotels or bars

10. What was NOT mentioned in the text?
A) appliances for self-catering
B) modern conveniences
C) leisure facilities
D) conference activities

Focus on Content

Task 4 *Answer the questions.*

1. What is the point to be dwelt upon?
2. What do hotels provide nowadays?
3. What is the quality of the hotel and its services usually marked by?
4. What are the main features of one-star hotels?
5. What are two-star hotels like?
6. Why are three-star hotels called comfort hotels?
7. What hotels maintain high quality of furnishings, decorations and equipment? What services do they provide?
8. What hotels are called luxury hotels? Why?
9. How else can hotels be classified?
10. How do motels differ from hotels?
11. What can a youth hostel offer its guests?
12. Where can you stay outdoors? What do campgrounds charge a fee for?
13. How have inns changed since Roman times?
14. What can be offered in a guest house?
15. What kind of accommodation would you prefer and why?

Vocabulary & Use of English

Focus on Vocabulary

Task 5 *Read the text above and translate it into Ukrainian. Work with unknown words in your vocabulary notebook.*

Task 6 *Match the types of accommodation and their definitions. There is one extra definition you do not need to use.*

1. one-star hotel   _____ a hotel with spacious rooms, air conditioning,
2. four-star hotel   access to internet
3. motel   _____ cheap accommodation with dormitories and shared
4. youth hostel   bathrooms
5. campsite   _____ a hotel without a restaurant
6. inn   _____ a family-owned facility for tourists
7. guest house   _____ a place to stay outdoors overnight
                          _____ a hotel with small rooms which do not all have en-
                          suite bathrooms
                          _____ an establishment offering food, drink and lodging
                          to travellers
                          _____ a hotel with easy access to the parking lot

Task 7 *Complete the notes below according to the information given in the text "Types of accommodation"*

TYPE OF ACCOMMODATION	QUALITY OF ACCOMMODATION SERVICE	EQUIPMENT	LOCATION	FACILITIES
A HOTEL				
A MOTEL				
A YOUTH HOSTEL				
A CAMPSITE				
AN INN				
A GUEST HOUSE				

Task 8 *Explain the difference between the following types of hotels:*
  a)   commercial   b) resort   c) residential

Task 9 *Choose the best accommodation for different types of holidaymakers. Compare your choice with your partner/groupmate and justify it.*

Eg.: Holidaymakers **who want privacy but social atmosphere**. – The best accommodation is a **hotel** as it provides individual rooms. Hotels are categorised in a **star rating** based on their quality and the amount of guest services they provide. For example, a one-star budget hotel may provide a room, whereas a luxury five-star hotel may provide a room, bath facilities, gym and spa facilities and breakfast etc.

hotel, motel, guest house, campsite, B&B, hostel, resort hotel, business hotel

✓ Honeymooners, couples or those who crave relaxation.
✓ Those who want personalised accommodation with **catering**.
✓ Solo travelers who aren't concerned about space or spending time indoors.
✓ Those on a long holiday.
✓ Sporty types and those on an active break.
✓ Those who don't want to spend too much time in their inside.
✓ Business travelers.
✓ Those who love the outdoors and want **self-catering**.

- ✓ Families with children and those who want to socialise with other holidaymakers.
- ✓ Holidaymakers who want to take a lot of amazing Instagram pictures.
- ✓ Short term holidays and for those who like a quieter and intimate experience.
- ✓ Motorists.
- ✓ Backpackers, budget travelers or groups.
- ✓ Those who want a luxurious and private experience.
- ✓ City breaks and for those who want self-catering, freedom and control.

Task 10 *What holidaymakers are these types of accommodation best for? Why?*

Boutique Hotel
A small and highly stylised hotel of between 10 and 100 rooms, typically situated in a fashionable urban location. Boutique hotels are often designed with an aspirational theme or specific concept in mind.

Villa
a large country house estate on its own grounds.

Apartment
Self-contained accommodation with a bedroom/bedrooms, a kitchen, living area and bathroom. Situated in a building containing similar units.

Penthouse
An apartment suite situated on the top floor of a building with luxury facilities.

Chateau
A French country house or castle, situated on an estate, often with a vineyard.

Manor
A large historic stately house or mansion, set within its own grounds and formerly owned by nobility.

Eco Hotel
Environmentally friendly accommodation, practising green living. They will use renewable energy sources, promote recycling and serve organically sourced local produce.

Capsule Hotel
Developed in Japan, capsule hotels provide modern, but inexpensive and very basic accommodation.

Task 11 *Render the following ideas into English.*

1. Однією з найважливіших складових гарного відпочинку є правильний вибір готелю. 2. В першу чергу ви повинні визначити, чого очікуєте від готелю. Номер, обслуговування, харчування, розваги, додаткові послуги - все це впливає на враження від подорожі. 3. На сьогодні у світі існує понад 30 різних класифікацій готелів. Поширені системи зірок, літер, корон та інші. Найпопулярнішою є "зіркова" система класифікації. Зірки позначають рівень комфорту і сервісу в готелі. Чим більше зірок, тим готель вважається кращим. 4. Одна зірка – це означає, що у готелі всі номери однотипні. Зручності знаходяться на поверсі: ванна кімната та туалет спільні для декількох номерів, телевізор у холі. У перелік послуг однозіркових готелю не входить харчування. 5. Дві зірки говорять про те, що в таких готелях є кілька типів номерів. Як правило, вам запропонують сніданок. У номері обов'язково буде туалет і ванна або душ. 6. Три зірки гарантують наявність у номері телевізора, телефону та міні-бару або холодильника. Як правило, в такому готелі має бути не менше двох об'єктів, що надають додаткові послуги: тренажерний зал, басейн, сауна, масажний кабінет, перукарня, бізнес-центр або конференц-зал. У номері обов'язково буде повноцінна ванна кімната, де ви знайдете шампунь, мило і гель для душу. 7. Чотири зірки свідчать про те, що рівень комфорту і обслуговування в такому готелі набагато вищий за середній. В готелі працюватиме цілодобовий бар та/або ресторан. До ваших послуг бар, пункт обміну валют, бізнес-центр, обов'язковим є наявність фітнес-центру з сауною і басейном. Крім телевізора, телефону і міні-бару в номері сейф, кондиціонер, фен для волосся. 8. П'ять зірок позначають готель класу "люкс". Обслуговування тут на вищому рівні. Вас неодмінно зустріне швейцар, а про ваш багажі подбає носильник. Обслуговування номерів в таких готелях цілодобове, за бажанням вам подадуть сніданок або пізню вечерю в номер. Крім стандартного набору послуг будуть надані також ексклюзивні.

Extra Vocabulary

Task 12 *When booking a hotel room, it"s important to know the difference between their types. Complete the sentences with the correct word from the box. Give the Ukrainian equivalents to the types of hotel rooms. Use the dictionary if necessary.*

single double triple twin connecting suite junior suites deluxe presidential royal bridal honeymoon

1. Beautiful hotel complexes with …………………….. suites ideal for newly married couples are built all over the island.
2. This ....room with two twin-size beds is spacious and bright. It offers cozy warmth thanks to the furniture and colourful, lively decor and Impressionist reproductions and includes a sitting area leading to a private balcony to enjoy the lovely views.
3. We shared a ‗stateroom,' which was actually a ………….. with a common room, a bathroom, and two smaller bedrooms for us at either side.
4. Three of the remaining bedrooms are …………….. rooms, they have fitted wardrobes and are suitable for one guest to stay.
5. This twin ………………. suite has a balcony, a sitting room with soft furniture for relaxation, a TV-set, a fridge and an air-conditioner; the bedroom has a double bed, bedside tables with table lamp-shades, a small table and an exit to the balcony.
6. A …………………. room with two comfortable beds, built-in wardrobes and original fireplaces is spacious enough for two people now costs £150 per night including breakfast.
7. A very small number of hotels have both a …………… and a ………….. suite. In these instances, usually both suites are of a comparative size and price, but differ in style and facilities. ………….. suites may be more classically furnished, while ……………. suites may be more modern in appearance. …………….. suites may have facilities such as a private conference room, while ………….. suites may have a formal reception room instead.
8. ……………………. rooms are also available, allowing groups to be accommodated close together.
9. Parents are required to book a …………….. room if they bring a child over 5 years of age.
10. Some hotels simply give the label of the …………… suite to a hotel room that is below the level of a standard suite but just bigger than a standard or deluxe room.

Task 13 *Imagine you are phoning a hotel to ask about room rates. Write down phrases and vocabulary you would expect to hear or say.*

Task 14 *Listen to the conversation on booking the hotel and see if any of your ideas are mentioned.*

Task 15 🎧 *Listen again and put the dialogue in the correct order. Roleplay the dialogue.*

_____ F1: One moment, please. I'll **put you through to** reservations.

_____ F2: Yes, that is a possibility. Just let me check those dates for you. It is a very busy time of year, as I'm sure you realise!

_____ M1: Yes, I'm enquiring about room rates in July, please.

_____ M1: Oh, dear. Er, so that would mean either leaving on Friday or moving to two rooms for the last one or two nights, would it?

_____ F2: I see, sir. And for how many people would that be?

_____ M1: Oh! That sounds wonderful. But what about the price? Can you do any special deals on that?

_____ M1: Yes, I'd like to find out about your room rates in July, please.

_____ M1: Is it not possible to have a family room for all of us?

_____ M1: Well, there's myself, my wife and our two children. They're 9 and 5.

_1_ F1: (phone ringing) Majestic Hotel, can I help you?

_____ M1: Yes, I appreciate that.

_____ F2: Yes, I'm afraid so... but I see we do have a suite available for all the nights you're interested in. That would give you two separate bedrooms, a sitting room, bathroom of course, and the one we have available also has a large balcony and a terrific sea view.

_____ F2: Yes, of course, sir. Do you have specific dates in mind?

_____ F2: Mmm (typing), ah. Well, I can offer you a family room for the nights of Saturday the 6th through to the night of Thursday the 11th, but I'm afraid there are no family rooms for the second weekend. They're all booked already, I'm afraid.

_____ F2: (click) Reservations, can I help you?

_____ F2: Well, there are various options. (Typing) We could do a double for you and your wife, and a room with two singles for your children. Not adjacent though.

_____ M1: Yes, we're thinking of coming up the weekend of the 6th of July and staying for about a week, going back on Saturday the 13th or Sunday the 14th.

Task 16 *Most people look for budget or cheap hotels when they go on vacation, but no matter whether you stay in a cheap hotel or a luxurious one, you can encounter problems when making hotel reservations. Write a list of all of the possible problems that could occur with hotel reservations (e.g., the receptionist who took your reservation misunderstood the date you were scheduled to arrive). Talk with a partner and discuss them.*

Task 17 🎧 *Listen to a man checking into the hotel. Answer the questions.*
https://www.esl-lab.com/difficult/hotel-checkin/

1. The man's name is..................... Nelson.
a) Charles　　　　　b) Chris　　　　　c) Chelcie

2. The first problem with the reservation is that ……………
a) the hotel confused him with another guest
b) the rooms are overbooked for that evening
c) the price for the room is more than he expected

3. Mr Nelson made a hotel reservation for the
a) eighteenth　　　　b) nineteenth　　　　c) ninth

4. A ....in the city is making it impossible to get another room.
a) marathon　　　　b) conference　　　　c) festival

5. The hotel is ready to give Mr Nelson a ……………. Discount after he complains.
a) 10%　　　　　　b) 15%　　　　　　c) 20%

6. Breakfast is available ……………….
a) from Monday to Friday
b) every day
c) on Saturday and Sunday

Task 18 *Summarize the problems that the guest encountered on his visit to the hotel in the conversation. Was each problem resolved to his satisfaction? What would you have done if you had been in his shoes? Discuss your feelings.*

Task 19 *Roleplay.*

Characters*: two guests, receptionist, manager, police officer, cleaner, guest in the next room (witness), journalist.*
Situation*: two hotel guests return to their room after breakfast and find out that their passports are no longer in a drawer where they left them. The guests search for their documents but can"t find them. They decide to call the receptionist. Then they call the manager, the police etc.*

Focus on Language

Words Easily Confused

Task 20 *Study the words and sentences with them below. Pay attention to the difference in their meaning.*

offer – ask sb if they would like to have or use sth. Eg.: *The hotel offers excellent facilities.*

provide – supply sth that sb needs or wants. Eg.: *A balcony is an enclosed outdoor platform that often provides hotel guests with a scenic view.*

supply – to provide something that is wanted or needed, often in large quantities and over a long period of time. Eg.: *Tourist offices will supply you with a free basic street map.*

cater – provide what is required or desired. Eg. *Hostels often cater to/for young travellers.*

feature – to include someone or something as an important part. Eg.: *The hotel features a lovely dining room overlooking the lake.*

have – own. Eg.: *A motel normally has a separate entrance for each room and a parking lot in front.*

Task 21 *Complete the sentences with a proper word in the correct form from Task 20. In some sentences more than one word can be used.*

1. A hostel is an inexpensive establishment that …… shared rooms and shared bathrooms. 2. Shuttle service is a transportation service that regularly …… transportation between two or more places. 3. A game room is a room for relaxing which often …… pool tables, Ping Pong tables, a dartboard, foosball tables, arcade games, etc. 4. Complimentary toiletries are personal care items (toothbrushes, toothpaste, soap, shampoo, razors, etc.) that hotels often …… to guests free of charge. 5. A kitchenette is a small kitchen or a small area which …… cooking facilities. 6. If a hotel …… vacancy, it means that there are available rooms. No vacancy, of course, means that the hotel is completely full. 7. Roadside hotels …… basic accommodation with a reasonable amount of amenities and plenty of parking space. 8. The company …… products such as vegetable-based soaps, biodegradable packaging, guestroom energy controls, reusable dry-cleaning bags, battery recycling, lighting recycling, and even water conservation to eco-friendly hotels since 2005. 9. Tourists travel to various places from all nooks and corners of the world, and there are different types of holiday accommodations …… to their needs.

Collocations & Expressions

Task 22 *Study the following collocations and expressions. Give their Ukrainian equivalents. Make up a short story with them.*

make a reservation	*eleventh hour*
meet the criteria/standards/requirements	*tighten your belt*
charge a fee	*cost an arm and a leg*
booked under sb's name	*be in sb's shoes*

Prepositions

Task 23 *Choose the correct preposition(s).*

differ from / of	*check in at / into*
originate in / from	*check out of / from*
stay at / in	*in / by cash*
book in at / into	*in / by credit card*

Task 24 *Complete the sentences with words and prepositions from task 23.*

1. Please remember to leave your room keys at reception when you ………… . 2. One of the advantages appreciated by B&B fans is the warm welcome they receive, as they are effectively .... a local resident's home. 3. Opt to ………… one of the pet- friendly hotels, which will have numerous state-of-the-art facilities, such as special menus and grooming sessions for your furry friend. 4. Will you pay ………….. or..? 5. The concept of a capsule hotel …………… Japan where they appeared in 1979, but now they are also found in China and Singapore. 6. For families looking for a peaceful retreat away from the everyday buzz, cottages or villas are among the best options to try out. They …………. the hotels as they are larger and more cost-effective. 7. After …………….. our hotel, we went straight down to the beach.

Phrasal Verbs

Task 25 *Match the phrasal words in the sentences on page 84 with their definitions in the box.*

continue in danger	connect	grasp or grip firmly	add sth extra free of charge
	wait a short while	try to win/succeed	

1. **Hold on** while I get my coat. …………….. 2. **Hold on** tight everyone – the driver's getting ready to go. ………… 3. We just had to **hold on** until help arrived. ……..…...….. 4. Despite his financial problems, he managed to **hold on** to his fortune. ……… 5. One moment, please. I'll **put you through** to reservations. …………….. 6. I think I can give you an additional 15 percent discount and I'll **throw in** a free room for the next time you visit us. ……………

Word Formation & Derivatives: Revision

Task 26 *Complete the gaps with the correct forms of the words on the right.*

Travelling Green: The World's Top Eco-Friendly Hotels	
Travellers are recognizing the 1) ……… of environmental 2)……… and are increasingly seeking 3) ……… that supports environmentally friendly and 4)……… tourism. 5)……… this, hotels around the world are developing award-winning environmental, economic, and socio-cultural programs that preserve both the culture and support the local economy.	1) *important* 2) *conserve* 3)*accommodate* 4)*sustain* 5)*knowledge*
There is a growing interest in the impact of tourism on a destination. With the help of 6)………, it is possible for tourists to experience and appreciate natural spaces and cultures while conserving and minimizing their effect on the environment.	6)*hotel*
Green resorts support the local communities through economic 7)……… Locals are offered employment opportunities, with potential for career 8)………, while food and goods are sourced locally where possible.	7)*power* 8)*develop*
Hotels focus on overall 9)……… and local culture with 10)……… design which integrates environment and modern technologies to offer guests the ultimate 11)……… experience. Thus, various parts of the Park Hyatt Maldives Hadahaa hotel are built over the water in the Indian Ocean in order to minimize 12)……… with the natural environment while the various structures of the five-star resort Lefay Resort & SPA in Italy are integrated into the village's hill slopes to reduce energy and heat 113)……… .	9)*well* 10)*except* 11)*luxury* 12)*interfere* 13)*disperse*

Speaking Skills

Communicative Situation 1: Present information about the luxurious types of accommodation.
Communicative Situation 2: Present information about the affordable/low-cost types of accommodation.
Communicative Situation 3: What's the best hotel you've stayed in? Tell a partner then report back to the class.
Communicative Situation 4: If a friend is coming to your town, where should they stay and why?
Communicative Situation 5: What would your ideal hotel be?

Test Yourself Section

Task 27 *Read the information about three holidays. Answer the questions below choosing the correct option.*

	HOLIDAY PLUS *Need a break? Choose from these three wonderful holidays!*					
	Holiday location	*Price**	*Number of nights*	*Daily meals included in package*	*Comments*	*Transport to/from airport*
A	**Mountain Lodge** a unique wilderness retreat on the edge of the World Heritage-listed National Park and only 5 km from the sea	$330	1	mountain buffet breakfast *plus* free soft drinks always available	free canoeing free talks in the evening free open-air tennis courts horse-riding optional extra	self-drive auto 1 hour 15 minutes *or* bus three times/week approx. 2 hours
B	**Pelican Resort** a true coral island right on	$580	4	hot breakfast *plus* beach	refurbishment: resort will close for May	½ hour by minibus

	the Great Barrier Reef swim straight from the beach			picnic lunch *plus* set 4-course dinner	free minibus around island plane flights to Wilson island only $50	
C	**Cedar Lodge** a blend of casual sophistication and rich rainforest ambience for those over 25	$740	4	tropical breakfast picnic lunch – optional extra	oldest living rainforest free bikes and tennis courts; horse-riding extra	10 min by taxi

*Price: per person, per package, twin share

1. The holiday which does not cater for young children
    a) A   b) B   c) C

2. The holiday which provides a tour at no extra cost
    a) A   b) B   c) C

3. The holiday which involves most travel time from the airport
    a) A   b) B   c) C

4. The most expensive holiday is
    a) A   b) B   c) C

5. The outdoor activities provided at no extra cost
a) canoeing, horse-riding, tennis
b) biking, canoeing, socialising
c) canoeing, biking, tennis

6. The holiday which provides full-board catering
    a) A   b) B   c) C

7. The holiday location which will not be under repair for some time
    a) A   b) B   c) C

Wordlist

Types of accommodation
1. basic accommodation
2. lodging
3. hotel (one-star, two-star, three-star, four-star, five-star, spa, eco, luxury, commercial, resort, residential, boutique, capsule)
4. motel
5. youth hostel
6. campsite (campground)
7. guest house
8. inn
9. penthouse
10. villa
11. apartment
12. chateau
13. manor

Types of rooms
14. room (single, double, triple, twin, connecting)
15. suite (junior, deluxe, royal, presidential, bridal, honeymoon)

Amenities
16. modern facilities
17. pool, indoor pool
18. gym/fitness center
19. spa
20. bar
21. restaurant (a la carte)
22. parking (free, valet)
23. complimentary breakfast
24. complimentary coffee/tea
25. complimentary WiFi
26. refrigerator
27. cable TV
28. safe/safe-box
29. hairdryer
30. iron
31. complimentary toiletries
32. city view
33. ocean view
34. minibar
35. vending machine
36. balcony
37. game room
38. Jacuzzi/hot tub
39. kitchenette
40. en-suite bathroom
41. bunk bed
42. cot
43. pull-out sofa
44. conference facilities

Services
45. 24-hour front desk service
46. room service (24-hour, round-the-clock)
47. business service
48. porter service
49. laundry
50. dry-cleaning
51. shuttle servise
52. concierge service

Hotel Employees
53. hotelier
54. receptionist
55. concierge
56. porter
57. housekeeper
58. doorman

Places in a Hotel
59. front desk/reception
60. lobby

Checking in/out
61. vacancy
62. late check-out

63. check in/out
64. Do not Disturb Sign
65. registration form
66. wake-up call
   Catering
67. self-catering

68. Bed and Breakfast (B&B)
69. Half Board (HB)
70. Full Board (FB)

Use of English

Words Easily Confused: *offer provide supply cater feature have*

Collocations & Expressions

make a reservation
meet the criteria/standards/requirements
charge a fee
booked under sb"s name

eleventh hour
tighten your belt
cost an arm and a leg
be in sb"s shoes

Prepositions

differ from
originate from
stay at / in
book in at / into

check in at / into
check out of / from
in / by cash
by credit card

Phrasal Verbs

hold on
put through
throw in

FOCUS ON WRITING 1
Opinion Essay

! *Learning Goals*

Skills	***Language***

! *Understanding the question and planning the writing*

! *Structuring the essay: Paragraphing*

! *Giving & justifying opinion*

! *Connecting ideas*

! *Proofreading*

! ***Vocabulary***: topical lexicon on tourism and travelling; academic words;

! ***Use of English***: linking words and phrases.

! Understanding the question and planning the writing

An opinion essay is a formal piece of writing. It requires your opinion on a topic which must be stated clearly, giving various viewpoints on the topic supported by reasons and examples. You should also include the opposing viewpoint in another paragraph.

Task 1 *You are going to write an opinion essay on "The Challenges to Travel Industry in the Future." Work with a partner. Discuss if the following ideas might be appropriate to include in your essay? Why? Why not?*

1. In some parts of the world, there seems to be growing fear of people different to ourselves, including refugees and immigrants and people with different religious beliefs.

2. Being a tourist in a new city could be an exciting as well as terrifying experience.

3. Tourists should behave in a more responsible way to the environment and the people they come into contact with.

4. While travel agencies promise you paradise where you will have a wonderful time, local people and environments face some serious challenges around development and conservation.

5. The tourists' world is shrinking because of technological advances. The ability of the Internet to inform and to break boundaries allows consumers to choose a tourist destination anywhere in the world — and beyond.

6. Destinations will become increasingly fashionable in the future.

7. The tourist of tomorrow will be better informed, have wider choice and be able to purchase holidays on demand, helped by technology such as the Internet, video on demand and online booking.

8. There is a growing feeling that despite the economy and a large proportion of livelihoods dependent on tourism, visitors are taking more than they are giving back, and that mass tourism is not creating better places in which to live.

9. If you treat people and places fairly and with respect, it means that you will get a much more memorable holiday experience, while local communities and conservation efforts benefit fully from your visit.

10. Tourists want holidays that offer physical and mental recharging in a short time before they must return to normal life.

Task 2 *You are going to write an opinion essay on the topic "Some countries have come to rely on tourism as their major source of income. However, many people believe that the problems caused by tourism are more serious than those it has solved." Work with a partner. Make a list of ideas that you want to include.*

! Structuring the essay: Paragraphing

A successful opinion essay should have:

I – an introductory paragraph in which you state the topic and your opinion.

II – a main body which consists of several paragraphs, each presenting a separate viewpoint supported by reasons. You also include a paragraph presenting the opposing viewpoint and reason why you think it is an unconvincing viewpoint;

III – a conclusion in which you restate your opinion using different words.

> **Introduction**
> Paragraph 1: state the topic and your opinion clearly
> **Main Body**
> Paragraph 2: viewpoint 1 & reason, example
> Paragraph 3: viewpoint 2 & reason, example
> Paragraph 4: opposing viewpoint & reason/example
> **Conclusion**
> Final paragraph 5: restate your opinion, using different words

Task 3 *Read the essay and label the paragraphs with the correct headings.*

"The aeroplane is the most convenient means of travel."
Give your opinion on this statement.

*Paragraph 1*_____

Over the past few years, people have begun to travel to places they would only have dreamt of visiting thirty years ago, thanks to the possibilities offered by air travel. In my opinion, travelling by aeroplane cannot be compared with any other means of transport.

*Paragraph 2*_____

To start with, there really is no faster way to travel. You can go from one country to another in a matter of hours which gives you more time to enjoy the actual purpose of your trip, rather than waste time travelling and dragging your luggage around.

*Paragraph 3*_____

Furthermore, you always feel well looked after on an aeroplane. You are served drinks and meals and offered newspapers and blankets which all help to make the journey more comfortable and enjoyable.

*Paragraph 4*_____

As opposed to the above ideas, there are people who argue that travelling by plane can be a nightmare, with airport delays, cramped seats and turbulence to put up with. What is more, aeroplanes and airports are often targeted by terrorists, which makes some people think that travelling by plane is unsafe. They forget, however, that number of deaths caused by cars is larger than that caused by planes.

*Paragraph 5*_____

In my opinion, air travel will always remain popular. Its speed, comfort and convenience are hard to beat.

! Giving & justifying opinion

A typical paragraph contains a main or topic statement, with supporting points. The topic statement, which introduces an opinion/argument, is usually, but not always, in the first sentence of paragraph. The opinion/argument should be expanded by supporting points.

Task 4 *Read the essay again. Underline the topic statements in each paragraph. What supporting points are maid?*

91

A paragraph may also contain a qualifying statement which introduces a different perspective, and this may also be followed by supporting points.

Task 5 *Read the paragraph below. Does it contain a qualifying statement?*

The tourist wants to sample the ethnicity of the destination, increasingly interests in culture; food and sport are shaping the way people approach their choice of holiday. As a society, our leisure time and disposable wealth are increasing and are primary catalysts within a growing tourism industry. However, the consumers" perception is one of blurring between increasing stress at work and a desire to rejuvenate through experience. In contrast, consumers have a wealth of choice, which means that they search for value for money.

Task 6 *Read the opinion essay on the topic "Travelling by air is the most convenient means of travel. Do you agree or disagree?" Put the paragraphs into the correct order; define the topic and qualifying statements, and their supporting points in each paragraph.*

1. _____
Nevertheless, some people are against travelling by air. Some of them cannot afford high price tickets. Others suffer from airsickness or acrophobia. Moreover, sometimes flights are delayed because of unfavourable weather conditions. More than that, people often suffer from jet lag. I disagree with this point of view. For every complicated problem there is a simple solution: travel sickness pills or budget airlines correspondingly. Above all, when the plane is landing or taking off you have an opportunity to enjoy the wonderful scenery and landscapes at the sight of which you realize how majestic and tremendous our planet is.
2. _____
Modern life is impossible without travelling. No wonder that one of the latest means of travelling is by plane. In my opinion, travelling by air is the most comfortable and convenient mode of transportation.
3. _____
To start with, air travel is a necessity when people plan a long-distance trip and want to save time. It should be mentioned that during the flight you can take a nap, read newspapers, communicate with fellow-travellers or simply relax.
4. _____
All things considered, I still strongly believe that travelling by air is breathtaking and exciting from the moment the plane takes off until it lands. Air travel saves time and gives many opportunities to explore the world around us.

5. _____

Furthermore, in some planes you can also watch video or listen to music. Besides, the process of making arrangements is quite easy, because I always book tickets in advance on the Internet. That"s why there is no need to stand in long lines.

Task 7 *Match the arguments (1–8) with supporting points (A–H). What is your idea of justifying the opinions?*

1. The ability to travel between countries can be seriously impacted by the requirement for passports and in some cases for visas.

2. A good solution, in my opinion, would be the maintaining of a travel document but a relaxation of the requirement for visas and other peripheral paperwork.

3. New Zealand is a great place to spend your holidays.

4. There is so much to do.

5. Personally, I agree with something my friend told me years ago – only boring people get bored.

6. It can be quite exciting to discover some of the cultural differences between nations anyway.

7. I prefer food from my own country.

A) I guess that is mostly because it is what I have grown up with, what I have become accustomed to.

B) After all, there is no point in travelling abroad if everything is the same as in your home country. The point is to learn something about the world, to see how other people live.

C) For example, I have never heard of people cooking food under the earth before like they do with a hangi.

D) For example, Google Places, showing real live data on how busy a site, restaurant or bar is, will be widely used.

E) If people could travel and simply show their travel document, time-consuming applications and costly administration could be reduced, allowing people to travel with far greater ease.

F) Summer there is bustling full of backpackers who want to experience it all, from the stunning sunny weather to the ever-changing scenery to the pure adventure.

G) Travel around the European Union, for example, is now extremely

easy for citizens of member states, but from people outside the Union, it can still be a costly and time-consuming exercise to get the relevant paperwork.

8. *Technology will play an ever-increasing role in travel and how we choose our holidays.*

H) It is the home of so many extreme sports, such as bungee jumping and skydiving.

Task 8 *Think of the supporting points to the following topic statements.*

1. As it can be seen, electric cars are in many ways more preferable than conventional gasoline vehicles.
2. The most dangerous part of hitchhiking is the capability of drivers.
3. Flying is considered to be the safest way to travel.
4. Ukraine has great potential in tourism development.
5. Manned space travel is a waste of time and money.

! Connecting Ideas

Good linking is essential for successful writing. A variety of linking words (see table 1.8 below) can be used to connect two separate sentences or the ideas within one sentence. For example:

*Over the next two decades, the number of people in the middle classes in many countries will grow – **and** these will be the tourists of tomorrow.*

*Families are spending more time on activities, **although** the pool-based holiday is still high on the list of priorities **because** it provides entertainment for children, whilst allowing parents to relax. **However**, holidays are now perceived as prime family quality time, something that is on the wane at home.*

Table 1.8
Linking words

Contradiction & Comparison	Adding information	Cause & Effect/Result	
although	*Additionally*	*as*	*as a consequence*
by/in contrast	*Also*	*because (of)*	*(of)*
but	*And*	*due to*	*as a result (of)*
despite/in spite of (the fact that)	*as well as*	*for*	*consequently*
even though	*Besides*	*for this reason*	*therefore*
however	*Further*	*on account of*	*this means/meant (that)*
nevertheless	*Furthermore*	*on the grounds*	
	in addition (to)	*that*	*leads to*

94

on the contrary *on the other hand* *though* *unfortunately* *whereas* *while* *yet*	*Moreover* *Too* *what is more*	*since*	*thus* *in fact* *produces* *results in*

Task 9 *Read the essays (Tasks 3, 5, 6) again. Find the connecting words and comment on their function.*

Task 10 *Fill in the gaps choosing the correct answer A, B or C.*

Tourism in the Arctic

Tourism in the Arctic is growing in popularity. High-latitude coastal areas are attractive to tourists **1** ………… the wildlife that can be found there. **2 …………** , there are problems associated with tourism in this area. **3** ……………, there is inadequate infrastructure in the Arctic. **4** ………….., there is little provision for large numbers of tourists and damage can occur to the environment **5** ……….. .

    6 ……………. infrastructure development is not projected, **7** …………… the few tour operators offering trips to the Arctic are not interested in large investments.

    8 ……………. special observers are supposed to travel on all cruise ships visiting the area, tourism still tends to be uncontrolled. Excursions by helicopter are particularly harmful to nest sites **9** ……………. the pursuit of polar bears by motorboats **10 ………………** in very stressed animals.

    11 ……………, we need to do all we can to ensure that future tourism in the region is better regulated than it is in present.

    You can help by, **12 ………………** , checking that your tour operator follows the code of practice laid down for trips to the Arctic.

1	A so that	B because of	C since
2	A However	B Because	C Even
3	A So	B But	C Firstly
4	A In other words	B Therefore	C Rather
5	A as a result	B consequently	C therefore
6	A Because	B What is more	C So

95

7	A	Since	B	But	C	also
8	A	By comparison	B	Additionally	C	Although
9	A	However	B	And	C	in fact
10	A	Results	B	causes	C	leads
11	A	In conclusion	B	At the end	C	At last
12	A	what is more	B	for example	C	so

Useful language

To give opinions: to my mind; to my way of thinking; it is my firm belief/opinion that…; I firmly believe; in my opinion/view; it strikes to me that; As far as I am concerned; it seems/appears to me; I definitely feel/think that…

To list points: in the first place, firstly, to begin/start with, secondly; thirdly; finally.

To add more points: moreover, apart from this, in addition, furthermore, above all, also; what is more; another major reason; not to mention the fact that.

To introduce examples: for example; for instance; such as; in particular; especially.

To introduce opposing/contrasting viewpoints: it is argued that, opponents of this view say, there are people who oppose; contrary to what most people believe; as opposed to the above ideas; people argue that; on the other hand, however, although, despite the fact.

To conclude: taking everything into account, all things considered, on the whole, all in all, to sum up.

Task 11 *Use the linking words and phrases from the list below to fill in the table that follows, as in the example.*

Apart from this; for instance; people argue that; to begin with, however, in particular; although, what is more; all in all, despite the fact; not to mention the fact that; furthermore; also; on the whole, another major reason; I firmly believe; moreover; such as; on the other hand; above all; thirdly; to my way of thinking; finally; in addition; in my view; especially; it strikes to me that; to sum up.

To list points	to start with
To add more points:	

96

To introduce opposing viewpoints	
To introduce examples	
To conclude	

Task 12 *Read the extract below and answer the following questions.*

a) What is the main idea of the paragraph? Find the topic sentence.
b) What supporting sentences does the writer give?
c) Which linking words/phrases has the writer used? Suggest other suitable words/phrases which could replace these.

On the other hand, there are certain risks involved with hitchhiking. To start with, one such risk is that you could accept a ride from a person that does not have good intentions for you. For this reason, hitchhikers should exercise caution when selecting rides and female hitchhikers should never travel alone. Moreover, another risk is the possibility that the driver could take off with your belongings after a stop at a store or gas station. Therefore, hitchhikers should never put their belonging in the trunk of the driver's vehicle and keep in sight all times. While these protective measures are good to know, the possibility of meeting bad people and losing valuable belongings are still disadvantages associated with hitchhiking.

! Proofreading

After completing the essay remember to check your grammar and spelling carefully – that is, proofread your work!

Task 13 *Identify and correct the errors in the following sentences.*

1. An increase of building work in tourist areas leads to a loss of agricultural land.
2. Tourism competes with wildlife for habitat and natural resources and this results to a loss of biodiversity.
3. Travel companies need to face up to the fall of demand on package holidays.
4. Agencies have to employ extra stuff when it is high season.
5. What are the advantages of a two-weeks holiday away from home?
6. I am agree that people should be allowed to trave to find work.
7. One of the most imporant things in travelling are safety.
8. Four in five tourists which visit the country arrive by air.
9. It is worth to point out that this is not the only possible cause of the problem.

Task 14 *Read one more example of the opinion essay on travelling by plane. Proofread and improve this written work by correcting structural and language mistakes.*

It is my firm belief that the aeroplane is one of the most popular and widely used form of transport today. However, it does have both its advantages and disadvantages, as outlined below.

To begin with, you always feel that you are well looked after when travelling by a plane. Once you have checked your luggage in, you need not worry about it until you will reach your destination. What is more, once you are on board the plane, you are made to feel comfortable and are served refreshments and meals by friendly, helpful cabin crew. Finally, the speed of the aircraft ensures that you will reach your destination in a matter of hours.

Also, many people are afraid of flying, and the cramped seats and claustrophobic atmosphere of a plane can be frightening, especially if it is turbulence. What is more, travelling from one time zone to another within a few hours means that you are likely to suffer from jet lag.

Finally, the main and obvious disadvantage is cost. Travelling by airplane is generally more expensive than doing so by other means of transportation (if those are available).

Task 15 *Write an opinion essay on one of the topics below. Follow the points to consider and writing techniques below.*

1. *Electric cars are in many ways more preferable than conventional gasoline vehicles.*
2. *Flying is considered to be the safest way to travel.*
3. *Ukraine has a great potential in tourism development.*
4. *Manned space travel is a waste of time and money.*
5. *Some countries have come to rely on tourism as their major source of income. However, many people believe that the problems caused by tourism are more serious than those it has solved.*
6. *Meeting individual needs will be one of the biggest challenges to travel industry in the future.*
7. *We need to find the ways to promote responsible tourism.*

Points to consider
  ➢ First decide whether you agree or disagree with the subject of the topic and make a list of your points and reasons.
  ➢ Write well-developed paragraphs consisting of more than one sentence.
  ➢ Begin each paragraph with the topic sentence which summarises what the paragraph is about. Expand your argument by justifying your opinion.

➤ Use linking words throughout your composition.
➤ Use the techniques below to begin and end your essay.
➤ Remember to proofread your work.

Techniques for beginnings and endings

The first paragraph may:	*The last paragraph may:*
- address the reader directly or ask a rhetorical question; - start with a quotation; - make reference to a scene/situation.	- state a personal opinion; - give the reader sth to consider; - end with a quotation/rhetorical question.

CAREER & PROFESSIONAL DEVELOPMENT

UNIT 5
Careers Using Languages

❗ Learning Goals

Skills	*Language*
❗ ***Reading*** for the main ideas ***Comprehension***: Yes, No, Not Given Texts: *Careers Using Languages; Seven Linguists Who Changed the Game* ❗ ***Speaking***: presenting information about the main requirements (language skills and qualifications) and prospects for specialist language occupations	❗ ***Vocabulary***: lexical units connected with jobs an careers of translators, interpreters, language teachers and linguists ❗ ***Use of English***: words easily confused related to the topic of job; nouns, verbs, adjectives with prepositions; phrasal verbs with *sort, back, crop, run, jump*; word formation &. derivatives: *revision*

Warming up

Task 1 *Work in pairs. Ask your partner about his/her career goals and aspirations. Think over abilities, skills and knowledge your partner needs to achieve them. Prepare to tell about your partner''s career ambitions and your advice.*

❗ Reading Skills

Focus on Comprehension*: *Tips for Yes, No or Not Given task

✓ Scan the text by reading through it quickly to understand the information.
✓ Read the questions and analyze meaning and vocabulary in the questions.
✓ Scan the text to find the information relevant to the questions, to the point you are looking for.
✓ Decide if it is Yes, No or Not Given. Put ̶ Yes‖ if the statement agrees with the views/claims of the writer. Put ̶ No‖ if the statement contradicts with the views/claims of the writer. Put ̶ Not Given‖ if it is impossible to say what the writer thinks of this.

from IELTS Online Test, Longman

Task 2 *Read the article about different types of careers using languages. Do the following statements agree with the information in the text? Write*

Yes   *if the statement agrees with the information*
No   *if the statement contradicts the information*
Not Given *if there is no information on this*

1. Language skills allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication.
2. The key requirement for a wide variety of jobs is knowledge of one or more foreign languages.
3. Linguist is different from other specialist language professions in terms of the necessity of spoken language.
4. Translation cannot be performed properly without profound knowledge of the source language and culture.
5. Translators working for translation agencies are well-paid.
6. Delegates of conferences and meetings whose speeches are rendered by an interpreter usually sit in a soundproof booth with headphones and a microphone.
7. To obtain the position for an interpreter in the United Nations you have to be able to interpret both to and from your native language without using dictionaries or other references materials.
8. Language teachers work with foreign language students who share the same native language.
9. Language teachers who work at universities and colleges acquire professional teaching qualifications while undertaking research.
10. Such branches of science as theoretical and applied linguistics are among many different specializations within the sphere of language study.

Careers Using Languages

Knowledge of one or more foreign languages can be useful in a wide range of careers. For some jobs, such as translating, interpreting and language teaching, ***language skills*** are one of the main requirements. For other jobs, a combination of languages and other ***qualifications***, knowledge or skills may be needed. For example, people with languages plus IT, law, finance or sales skills are much ***sought-after.***

Specialist language occupations

These include working as a ***translator***, ***interpreter***, ***language teacher*** or ***linguist***. For the former three, you'll need ***in-depth knowledge*** of one or more foreign languages. Linguists don't necessarily need to speak foreign languages, but such knowledge can be useful for them.

Though the terms interpreting/interpretation and translating/translation are often used interchangeably, these professions are different. There are many differences between the training, skills, and talents needed for each.

Translation

Translators *render* written material from one language into another. The kind of material involved may include product manuals, business reports, business correspondence, legal documents, websites, subtitles for films, song lyrics, and literature.

To be a translator you need the ability to write and express yourself very well in the *target language*, usually your *native tongue*, and good knowledge of the *source language(s),* usually foreign languages. *Fluency* in the source language(s) is not essential, but you definitely need an *excellent understanding of* the written version of the source language and the culture of the people who speak it. Specialist knowledge of other subjects, *qualifications in translation*, and membership of a *professional association* are also very useful.

Translators make great use of dictionaries, the internet, and other reference materials. Some also use *translation memory software*, such as *TRADOS*.

Many translators are *self-employed* and find clients themselves, and/or work for *translation agencies*, which find clients and arrange payment. There are also positions for *in-house translators* in some large organisations. Translators are usually *paid per word* in the source language.

Interpreting

Interpreters work with *the spoken word* at conferences, meetings, trials, hospitals and anywhere else that interpretation is needed. There are two types of interpreting: *simultaneous* or *conference interpreting* and *consecutive interpreting.*

Simultaneous interpreting usually happens at big conferences and meetings and involves the interpreter sitting in *a soundproof booth listening on headphones* to delegates giving speeches in a foreign language and at the same time, speaking a translation in their (the interpreter's) native language into a microphone so that delegates who speak that language can understand what's going on. Simultaneous interpreting is **a *high-pressure*, *high-stress*** and usually ***well-paid job***. Simultaneous interpreters often work in teams with each individual interpreting for 15-20 minutes at a time.

Consecutive interpreting involves giving a translation after speakers have spoken, and often translating in both directions between languages (*bilateral interpretation*). Consecutive interpreting may occur at smaller meetings, discussions between politicians, businesspeople and journalists, and also in courtrooms and hospitals.

Interpreters have to be able to interpret both to and from their native language without using dictionaries or other *reference materials*.

They also have *to be* very *good at* listening and remembering what has been said in one language while simultaneously or consecutively providing a translation in another language. Good knowledge of the *subjects under discussion* is also essential.

Many interpreters are self-employed and find clients themselves, and/or work for agencies, which find the clients and handle payments. There are also positions for interpreters in some large organisations, such as the United Nations, governments and the military.

Language teaching and training

Language teaching may involve teaching a foreign language to students who share the same native language as you or teaching your own language to speakers of other languages. Language teachers work in a variety of *educational establishments* from *primary/elementary schools* to universities and colleges.

There are many paths into language teaching: some people *do a degree* in a subject that interests them, then *acquire a postgraduate qualification* in teaching; some study education at the undergraduate level; some start working as a teaching assistant, then later acquire professional teaching qualifications; some do some teaching while *undertaking research*.

Those teaching a foreign language need *near-native ability* in that language, while knowledge of other languages can be useful when teaching your native language to foreign students, especially to beginners.

Linguistics

Linguistics is the scientific study of language. Linguists study the nature and characteristics of human language. There are many different specializations *under the umbrella of* linguistics, including *theoretical* and *applied linguistics*.

https://www.omniglot.com/language/careers.htm

Focus on Content

Task 3 *Read the text above and translate it into Ukrainian. Work with unknown words in your vocabulary notebook.*

Task 4 *Answer the questions below.*
1. What is the issue under consideration about?
2. For what jobs is knowledge of one or more foreign languages one of the main requirements?
3. What skills make the jobs in the spheres of IT, law, finance or sales much sought-after?
4. What jobs do specialist language occupations include? Which of them need in-depth knowledge of one or more foreign languages?

5. What does the job of a translator involve?

6. What abilities, skills, knowledge and qualifications does a translator need? Why?

7. What sources and reference materials are used in the process of translation? Have you ever used any of them? What can you add to the list?

8. How do interpreters perform their job?

9. What are the types of interpreting?

10. Where does simultaneous interpreting usually happen? What does it involve?

11. What is consecutive interpreting and where may it occur?

12. What abilities, skills, knowledge and qualifications does interpreting require? Why?

13. What are the types of the translators' and interpreters' employment and payment?

14. Is it correct to use terms interpreting/interpretation and translating/translation interchangeably? Why?

15. What does language teaching involve?

16. What abilities, skills, knowledge and qualifications do language teachers need? Why?

17. What can be said about linguists?

18. Which occupation would you choose? Justify your choice commenting on your knowledge, abilities, skills and qualifications which make you fit for the job. Which ones need developing and improving?

Task 5 *Study the following* adjectives. *Give their Ukrainian equivalents.*

sought-after	self-employed
high-pressure	near-native
high-stress	in-depth
well-paid	strong-willed
bad-tempered	self-assured
open-minded	big-headed
easy-going	narrow-minded
be angry/annoyed/furious with (colleague)	angry/exited/worried/upset about (job)
	be good/excellent/brilliant at

Task 6. *Classify the adjectives from Task 5 into 3 groups (denoting job/character/knowledge or skills)*

Task 7. *Work in teams organised according to the specialist language occupation you have chosen. Make a list of knowledge, skills, abilities and qualifications a person should have to meet your occupation requirements. Justify your choice explaining why the knowledge, skill, ability or qualification is important.*

Vocabulary & Use of English

Focus on Vocabulary

Task 8 *Match the definitions of lexical units in bold from the text. Give the Ukrainian their equivalents.*

1. A linguistic database that stores "segments", which can be sentences, paragraphs or sentence-like units (headings, titles or elements in a list) that have previously been translated, in order to aid human translators. 2. An interdisciplinary field which identifies, investigates, and offers solutions to language-related real-life problems. Some of the academic fields related to it are education, psychology, communication research, anthropology, and sociology. 3. Awareness, facts, information, and skills acquired fully, carefully or with great attention to detail through experience or education; the theoretical or practical understanding of a subject. 4. The Computer Assisted Translation (CAT) tool used by translation professionals, which provides a range of features to help you complete projects more quickly and easily. 5. Someone who conveys written material communicated in one language such as English into another language – like French, Chinese, or Spanish – without losing the literal meaning or nuances of the original work. 6. Working for oneself as a freelance or the owner of a business rather than for an employer. 7. Provide or give; cause to be or become; make. 8. An organization that provides people to translate speech or writing into a different language. 9. A set of capabilities such as listening, reading, writing and speaking allowing an individual to use language for proper interpersonal communication. 10. A translator who works for a specific company as an employee on a full-time basis, usually at the company office. 11. The language into which a text, document, or speech is conveyed. 12. Describes a system of paying for translations 13. A person whose job is to render what someone is saying into another language. 14. Refers to language expressed in speech, in contrast to written texts 15. The language of the country that someone is born in or native to. 16. The process of listening to, comprehending, and instantaneously rendering a speaker's statements into another language. 17. An official record showing that you have finished a training course or have the necessary skills, abilities, characteristic, or

experience that make you suitable for a particular job or activity 18. A form of verbal communication which takes place when the person with limited foreign language proficiency speaks, and is followed by the interpreter's conversion of what was said to the foreign language speaker. During these sessions, there are pauses or breaks between sentences when each party is speaking. 19. The language from which a translation or interpretation is made. 20. The equipment used to provide optimal work conditions with sound insulation, enabling interpreters to efficiently perform their job without interfering noises from external sources. 21. A person whose job is to teach to speak, comprehend and write in a foreign language, also provide instruction in the culture and sometimes the literature of countries where the language is spoken. 22. A type of consecutive interpreting conducted for smaller groups when the interpreter generally interprets between two people. 23. The ability to speak or write a foreign language easily and accurately. 24. Various sources that provide background information or quick facts on any given topic. 25. Wanted by many people and usually of high quality or rare. 26. An organization whose main purpose is education. 27. A specialist in linguistics who studies every aspect of language, including vocabulary, grammar, the sound of language, and how words evolve over time. 28. Defines highly proficient speakers who are distinguishable from native speakers, but only in small ways. 29. A body of persons engaged in the same profession, formed usually to control entry into the profession, maintain standards, and represent the profession in discussions with other bodies. 30. The branch of linguistics which inquires into the nature of language itself and seeks to answer fundamental questions as to what language is; how it works; how universal grammar operates; if it exists at all; what are its unique properties; how languages relate to cognitive processes, etc.

Task 9 *Fill in the blanks to complete the sentences below with the words from Task 2.*

1. There are many ways to gain initial experience as a _____; a popular one is volunteering to work for free for a translation company. It is always better to do this with a local firm or sometimes this work can be done remotely over the web as well. 2. Each day, many people wonder about what they will do as soon as they graduate from a variety of _____ _____ such as high schools, colleges, or universities. 3. Although a translation dictionary is one of the most useful resources in the translation industry, it can give you problems in the translation and can cause the use of misleading words as they do not have all the words and terms a translator needs, nor do they contain all the information which specialized_____may have. 4. Interpreting occurs in real time, in the presence – physical, televised, or telephonic – of the parties for whom the interpreter_____an interpretation. 5. CAT is the term which normally refers to a range of specialized programs available to the

translator, including_____, terminology-management, concordance, and alignment programs. It can include standard dictionary and grammar software. 6. When a_____language has lacked terms that are found in a _____language, translators have borrowed them, thereby enriching it. 7. In applied linguistics and second-language pedagogy, the term "target language" refers to any language that learners are trying to learn in addition to their_____. 8. The majority of professional full-time_____work for international organizations like the United Nations, the European Union, or the African Union. 9. In_____interpretation (SI), the interpreter renders the message in the target-language as quickly as s/he can formulate it from the source language, while the source-language speaker continuously speaks; sitting in a_____, the SI interpreter speaks into a microphone, while clearly seeing and hearing the source-language speaker via earphones. 10. One of the requirements of the job is_____in two or more African languages. 11. Like most professions, translators and interpreters have a_____which can assist individuals and organisational members through learning, networking, quality control and research. 12. Some of the advantages of working as a(n)_____include a regular workflow and set schedule as well as a salary, often with additional benefits such as healthcare and paid vacations. 13. Analysis of native and_____speakers indicate that they differ in their underlying grammar and intuition, meaning that they do not interpret grammatical contrasts the same way.

Task 10 *Read the text and fill in the gaps with words from the box. There are four extra words you do not need.*

experience in-house profession university trained job full-day staff interview school well-paid translator studied translation memory translation fluency agency colleagues part-time clients

FINDING EMPLOYMENT

My first 1)_____was a 2)_____. I wanted to work 3)_____, because I was still studying at 4)_____and I was only able to work a few days a week. I came across the advertisement in the local newspaper. I remember the 5) _____as though it was yesterday. The personnel manager of the 6) _____ agency sat behind a large desk. He asked me various questions, which surprised me because all I wanted was to become 7)_____translator. An hour later I was told that I had got the job and was given a contact to go over. I was to be 8) _____for ten days before I took my post. As a member of 9)_____, I was entitled to some benefits, including 10)_____tasks. When I eventually

started, I was responsible for helping to use 11) _____ _____ software, such as TRADOS. I really enjoyed it there and I loved demonstrating my IT skills and 12)_____ in foreign languages. I was surprised at how friendly my 13)_____ were too. They made working there fun even when we had to deal with 14)_____ who got on our nerves. On the whole, working there was a great 15)_____ which I will never forget.

Task 11 *Is the story in task 10 real? Think of your own version of the story about finding employment by a student.*

Task 12 *Translate into English using active vocabulary.*

Робота для поліглота

Знання мов і вміння їх легко вивчати – той талант, який можна застосувати в різних напрямках. Професії, пов'язані з іноземними мовами, різноманітні та цікаві. Мовні навички не тільки значно полегшують пошук роботи та виділяють претендента з сотні інших. Знання іноземної розширює для шукача і коло професій, в яких він може розпочати, продовжити або змінити свій кар'єрний шлях.

Перекладач – популярна та затребувана на сучасному ринку професія. На сайтах вакансій для перекладачів сотні пропозицій. Роботодавців цікавить не тільки диплом і спеціальна освіта, а і рівень володіння іноземною мовою. Найчастіше – англійської, але є вакансії і для тих, хто володіє німецькою, іспанською, французькою та навіть китайською мовами.

Професія перекладача об'єднує різні спеціалізації. "Універсальних" перекладачів не існує, більшість фахівців у цій сфері концентруються на якомусь одному напрямку. У першу чергу всі перекладачі діляться на усних і письмових. Усні перекладачі можуть спеціалізуватися на послідовному або синхронному перекладі. Письмові перекладачі, в свою чергу, можуть займатися художнім або технічним перекладом (до технічного перекладу в широкому сенсі відносять будь-який спеціальний переклад – власне технічний, юридичний, медичний і т. п.).

Любов'ю до вивчення мов можна ділитися за допомогою викладання або репетиторства. Викладачі англійської мови затребувані не менш за перекладачів. Сотні роботодавців шукають тих, хто знає англійську та може навчати інших. Викладачі іноземної мови можуть викладати в школі, у виші, на курсах, сфокусуватися на підготовці до здачі певних іспитів тощо. А якщо ви плануєте зайнятися репетиторством й працювати з приватними клієнтами, зверніть увагу на онлайн компанії, які допомагають у пошуку учнів. Так що і у викладача, і в перекладача є кілька варіантів розвитку кар'єри.

Але цим професії, пов'язані з іноземними мовами, не вичерпуються. Якщо ви цікавитеся наукою, можете після закінчення факультету іноземних мов професійно зайнятися лінгвістикою. Це дуже велика сфера знань, яка, всупереч поширеним стереотипам, має практичне застосування. Практичним використанням лінгвістичних знань займається прикладна лінгвістика. Наприклад, якщо ви цікавитеся сучасними комп'ютерними технологіями, можете спробувати себе у комп'ютерній лінгвістиці. Так, у розробці систем машинного перекладу, електронних словників, систем автоматичного розпізнавання символів і мови приймали безпосередню участь вчені-лінгвісти.

Однак далеко не всіх приваблює наукова кар'єра. Спеціаліст зі знанням іноземних мов може спробувати себе в ролі екскурсовода або гіда-перекладача (керівника туристичних груп). Є два основні варіанти роботи: проведення екскурсій для іноземних туристів або супровід вітчизняних туристів у поїздках за кордон. Зрозуміло, в такому випадку потрібно володіти не тільки знанням іноземної мови, але і бути комунікабельним, мати гарну дикцію, вміння в короткі терміни засвоювати нову інформацію, грамотно і цікаво викладати її слухачам.

Знання іноземних мов необхідне на будь-яких посадах, які передбачають спілкування з іноземцями: менеджер по роботі з клієнтами в міжнародній компанії, співробітник відділу міжнародних/культурних зв'язків, редактор, керівник проектів, стюардеса і т.п. Затребувані фахівці зі знанням іноземної мови у сфері створення та супроводу веб-сайтів.

Також є варіанти працевлаштування за кордоном. Існують спеціальні програми, що дозволяють знайти тимчасову роботу за кордоном (Work and Travel, Au Pair, Camp Counselors USA, Camp America і т.п.). Щоправда, такі програми передбачають тимчасове працевлаштування і розраховані в основному на студентів (у більшості програм верхня вікова планка – 30 років, в деяких навіть менше).

Вирішивши зв'язати своє життя з іноземними мовами, важливо розуміти, що вам потрібно буде або вивчити іноземну мову практично досконало (щоб виділитися серед конкурентів), або паралельно здобувати освіту в іншій сфері, щоби потім працювати на стику двох спеціальностей. Є й третій варіант – зайнятися вивченням якоїсь рідкісної, але затребуваної на ринку праці іноземної мови.

Extra Vocabulary

Task 13 🎥 *Watch a video about the habits of successful translators. Complete the notes below. Before watching, study the words and phrases in the box.*

referral	*CV*	*juicy offer*
non-native speaker	*entrepreneur*	*deadline*
lingo	*procrastinate*	*miss a deadline*
subspecialty	*translation project*	*meet a deadline*
resume	*tangle*	

Translator Career Improvement Strategies

Translators who are at the top of their game: first –_____, second – stand a better chance of_____, and third – are more likely to _____, which will help their translation business thrive and grow.

Reading will help you keep_____,_____, and the latest _____. Reading in your native language keeps you from_____.

Good writing is a skill that needs to be refreshed, both to _____ and also to_____.

Staying up to date means_____._____in your souce and target languages enables you to know what's going on in the world. Staying current helps to_____and prevents your business from being left in dust by_____.

_____ implies keeping your resume and CV_____by _____, deciding if it belongs on the resume, is more or less important than the old one and should replace it.

_____ with your potential clients will help you create business connections.

Among reasons for_____are urgency of extra time for dealing with tangles in the text and sorting things out, possibility of another juicy offer or force majeur such as _____. or

To_____you can use flash drive, a second hard drive, another computer, or storage in the cloud. You should do it early and often if you don't want to_____or_____.

If you don't do what you say you will do, it is easy to_____.

Meet all_____. A contraction deadline is a promise _____.

_____and_____are two phrases which sum up the best habits of successful translators.

Task 14 *Are the strategies presented in the video suitable for other specialist language occupations? Why? Why not?*

Focus on Language

Words Easily Confused

Task 15 *Study the words and sentences with them below. Pay attention to the difference in their meaning.*

job – the work sb does to earn money, employment.
get / take / lose / find / have / offer / apply for / look for / go for / know / do / be out of / quit / resign from / give up / change a job
a summer / holiday / Saturday / vacation / temporary / permanent / part-time / steady / regular job
job satisfaction / security

occupation [job, profession, employment (referred to generally)] – a person's regular work or profession.
* full-time / current / main occupation*
choose / find / follow occupation

work – occupation or profession / particular tasks sb has to do in their job / the place where sb does their job
arrive at / get to / leave / start / finish / do / have / take on / be engaged in / be involved in / give up / be at / be out of work
temporary / freelance / voluntary work

employment – work, esp. in return for regular payment
* be in / be out of / offer / seek / look for / take up with / provide employment*
full-time / part-time / regular / previous employment
conditions / terms of employment
employment history / status / prospect / market / discrimination / patterns / level / agency / legislation

profession – job requiring advanced education or training
enter / go into / join / change / practise / learn / choose a profession
medical / legal / teaching, etc. profession
by profession
be at the top of sb"s profession

career – the series of jobs that a person has in a particular area of work, usually involving more responsibility as time passes
a career in politics / teaching/ translating
a career as a linguist / teacher/ editor / interpreter
a teaching / brilliant career
concentrate on / choose / embark on / start / begin / pursue / give up / boost / make a career
a career move / high / break / ladder /person / change / development / advice
a careers adviser

Task 16 *Choose the correct answer*

1. Language skills are one of the main requirements for such_____as translating, interpreting and language teaching.
a) jobs   b) works   c) careers

2. What are the types of the translators' and interpreters'_____?
a) profession   b) work   c) employment

3. Simultaneous interpreting is a high-pressure, high-stress and usually well-paid_____.
a) occupation   b) job   c) work

4. As most_____, translators and interpreters have a professional association which can assist individuals and organisational members through learning, networking, quality control and research.
a) ocupations   b) professions   c) jobs

5. She has spent her entire_____in education.
a) work   b) profession   c) career

6. Interviewers will look carefully at a candidate's_____history.
a) profession   b) employment   c) job

7. Roger's_____involves a lot of travelling
a) work   b) profession   c) employment

8. He reached the top of his_____in very little time.
a) profession   b) work   c) occupation

9. She started her_____as an English teacher.
a) career   b) profession   c) job

112

10. The college provides training in a wide range of_____.
a) jobs   b) occupations   c) works

11. What sort of_____are you experienced in?
a) occupation   b) profession   c) work

12. He was tempted to give up freelancing and get a regular_____.
a) job   b) profession   c) career

Collocations & Expressions

Task 17 *Study the following collocations and expressions. Explain their meaning and use them in the sentences of your own.*

be at the top of the game	*be sought-after*
under the umbrella of	*do a degree*
keep abreast of	*meet a deadline*
be left in the dust	*miss a deadline*

Prepositions

Task 18 *Complete the blanks with the prepositions where necessary.*

be good _____	*_____a daily basis*
_____discussion	*_____favour*
belong_____/_____(be in the right or	*understanding_____*
suitable palce)	*qualifications_____*
belong_____(be property of sb or sth)	*membership _____*

Task 19 *Choose the correct item.*

1. They also have ***to be*** very ***good in/at*** listening and remembering what has been said in one language while simultaneously or consecutively providing a translation in another language.
2. You have to decide if something old should be dropped ***in/for favour*** of a new credit.
3. Reading in your native language keeps you from starting to sound like a non-native speaker, which is surprisingly easy to do when one is immersed in/ another language ***on/at a daily basis***.

4. Fluency in the source language(s) is not essential, but you definitely need an excellent **understanding in/of** the written version of the source language and the culture of the people who speak it.

5. Good knowledge of the subjects **under/in discussion** is also essential.

6. As soon as you add something new, figure out that it **belongs on/to** your resume.

7. Specialist knowledge of other subjects, **qualifications in/of translation** and **membership of/in** a professional association are also very useful.

Phrasal Verbs

Task 20 *Match the phrasal verbs in the sentences on the left with their definitions on the right by writing the correct number in the box next to each definition. Translate the sentences into Ukrainian.*

1. Whether you choose to use a flash drive, a second hard drive, another computer, or – perhaps easiest of all – storage in the cloud – **back up** your work early and often.	to do what is necessary to deal with a problem, disagreement, or difficult situation successfully
2. New areas and subspecialties **crop up** all the time, others become less important.	to come to an end; not to have any more of sth left
3. When you **run out of** space, you have to decide if something old should be dropped in its favour or if the older credit is, in fact, more important and worthy of attention instead.	to make extra copy of information on the computer that is stored separately
4. You don't need to **jump on** every trend, but know that the field you are working in is moving in a specific direction.	to seize on (sth) eagerly; give sudden (typically critical) attention to
5. You may need that extra time **to sort things out** or to ask your clients a question about some tangles in the source text.	to appear, occur, or come to one's notice unexpectedly.

Word Formation & Derivatives

Task 21. *Complete the text on page 189 with the correct form of the words given on the right.*

Arrival: Linguist behind film talks speaking to aliens

Jessica Coon discusses how humans would make contact with 1) _____   *terrestrial*

Jessica Coon, an associate professor in the Department of 2)_____ at McGill University, Montreal, acted as a   *linguist* consultant on *Arrival* (science-fiction film)*,* helping bring to life Dr Banks, a linguistics teacher 3)_____ by the US   *employ* army to translate aliens' language into English. As well as providing pointers to what the character's office would look like, Coon looked over the film's script, discussing with the filmmakers how a linguist – a person who studies linguistics, defined as ‒the 4) _____ study of   *science* 5)_____language‖ – would go about   *humanity* communicating with an alien life form.

In many ways, Coon explains, the way Banks translates the alien language is similar to how we would translate another human language into our own.

While building from simple to complex sentences is a tactic used when communicating between 6) _____   *know* languages, when it comes to human languages, we have a huge head start. ‒Human languages share certain things in common," Coon says. "We know how to find certain patterns, and when we find one common property, we are able to find others. Human language seems to be very directly linked to other more general aspects of human 7)_____."   *cognitive*

‒We are born ready to learn languages and we can do this 8)_____. When it comes to alien languages, we do not   *effort* have this luxury. It would be very 9)_____, actually,   *surprise* if they were similar-to-human language because, really, human languages are directly tied to our genes – to our 10) _____   *human* – and so we can expect alien languages to 11) _____   *difference* hugely from our own.‖

This directly ties into a 12)_____theory within the   *leader* study of linguistics: 13) _____grammar. Often credited   *universality* to Noam Chomsky, the idea postulates how human language is innately tied to what makes us human; that whatever the case, humans will 14)_____languages that share certain   *development* properties. ‒Toddlers are very bad at doing 15) _____things   *base* like tying their shoes or adding numbers,‖ Coon says. ‒But they learn very complicated linguistic 16)_____effortlessly.‖   *decide*

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Speaking Skills

Communicative Situation 1: You friend has lost interest in learning English recently. Persuade him/her in the usefulness of knowledge of the language in his/her future profession.

Communicative Situation 2: Present information about the main requirements (language skills and qualifications) for such jobs as translating, interpreting, language teaching and linguist.

Test Yourself Section

Reading Comprehension

Task 22 *Revise the tips for **Yes, No** or **Not Given** task.*

Task 23 *Read the article about famous linguists and their achievements. Do the following statements agree with the information in the text? Write **Yes** if the statement agrees with the information*

> **No**   *if the statement contradicts the information*
> **Not Given**   *if there is no information on this*

1. Not a lot of people are aware of the important accomplishments within the realm of linguistics.
2. According to Ferdinand de Saussure, misunderstandings occur because two components (meaning and form) of any word have no natural link.
3. Roman Jakobson changed phonology.
4. Edward Sapir's classification of indigenous American languages is still widely used by modern linguists in discussions about the link between language and culture.
5. Paul Grice believed that if a speaker is saying too little, he may be insincere.
6. Noam Chomsky argues that everyone has the ability to learn any language and that all languages have a connection.
7. Eve Clark's theory mystifies the way children learn their first language successfully and efficiently.
8. Steven Pinker's book ‗The Language Instinct' made him a popular science author.

9. According to the article language and linguistics play an important role in our life.
10. One of the best ways to a more interesting and satisfying personal and professional life is learning a foreign language.

Seven Linguists Who Changed the Game

We've all heard of famous physicists like Isaac Newton and Albert Einstein; everyone knows the names of famous composers like Beethoven, Bach, and Brahms. But how many people can claim that they know the names of some of the most influential linguists? Indeed, important names in linguistics have not quite infiltrated the mainstream in the way that they have in hard sciences and music. This list will give you a crash-course in big-name linguists, and the ideas they had which changed the field of linguistics forever.

1. Ferdinand de Saussure: Linguistic signs

Ferdinand de Saussure is widely considered to be one of the forefathers of both linguistics and semiology, which is the philosophical study of the interpretation of signs and symbols. Most notably, Saussure introduced the idea that every word is a linguistic sign, which consists of two components: the signifier, or the phonetic form of a word (e.g., the word ‒dog‖ consists of two consonants split up by a vowel); and the signified, or the conceptual meaning underlying the sign (e.g., a dog is a furry animal that is commonly used as a household pet). Crucially, Saussure articulated the arbitrariness of the linguistic sign: the phonetic form and the underlying concept of the word ‒dog‖ have no natural link, and instead are the product of social interaction. The arbitrariness of meaning and form is a fundamental tenet of modern linguistics.

2. Roman Jakobson: Distinctive features

Linguist and literary theorist Roman Jakobson had many influential ideas about language; most remarkably, he changed the way scholars studied phonology, the sound structure of language. Specifically, he proposed the idea of distinctive features, which suggests that all sounds of speech are marked by binary contrasts which can be described and quantified. The difference between ‒p‖ and ‒b‖, for instance, is that ‒b‖ uses our vocal cords (it's voiced), whereas ‒p‖ does not (it's unvoiced). Similarly, ‒b‖ and ‒m‖ are the same, except in ‒m‖, air comes out of the nose (it's nasal), whereas in ‒b‖, it does not (try it!). Though the idea of distinctive features has been questioned in recent years, it allowed linguistics to classify the sounds of languages in an organized, hierarchical structure, which had previously been impossible.

3. Edward Sapir: Linguistic relativity

Edward Sapir was a linguistic anthropologist whose thorough classification of indigenous American languages is still widely used today. Sapir is most famous, however, for a concept known as linguistic relativity, which he

117

developed with his student, Benjamin Whorf. This hypothesis, in its strongest form, claims that the language one speaks drastically influences the way in which one perceives the world. This hypothesis has been largely dismissed by modern linguists, but caused significant discussion and consideration about the link between language and culture.

4. Paul Grice: Cooperative principle

Paul Grice is one of the most important contributors to pragmatics, which is the study of how context contributes to meaning. His best-known idea is the cooperative principle, which breaks down how people behave in conversations in order to enable effective communication. In general terms, Grice articulates that speakers must be truthful, relevant, and unambiguous, and must say neither too much nor too little. If a speaker violates one of these principles (known as ‒maxims‖ in Grice's terminology), communication is compromised. A classic example of a violation of the cooperative principle is if somebody says to you, ‒I love you. Do you love me?‖ and you answer, ‒Yes.‖ This is saying too little, which suggests that your answer might be a lie.

5. Noam Chomsky: Universal grammar

Probably the best-known name on this list, Noam Chomsky is famous for many things. But within the realm of linguistics, he's most famous for his idea of universal grammar, which poses that all languages have the same underlying structure, and simply use different words and sounds on the surface. Humans, Chomsky claims, are biologically equipped with a language acquisition device, which endows us with the innate ability to learn the language.

6. Eve Clark: First language acquisition

Users of Immersia are most likely interested in learning a second (or third, or fourth!) language. However, in order to understand how it's best to learn a second language, we must also understand how we acquire our first language. Eve Clark is a pioneer in the field of first language acquisition and has revolutionized the way in which we understand how children pick up the language. From babbling to the coherent conversation, Eve Clark proposes theories and cites evidence that sheds insight into the mystifying topic of how children learn their first language so successfully and efficiently. Ultimately, this information will help us understand how to maximize efficiency in second language acquisition, too.

7. Steven Pinker: Popularizing linguistics

In his wildly popular books such as The Language Instinct, Steven Pinker argues for a biological basis of language acquisition. As the title suggests, he proposes that language is an instinct – a behaviour which, like any other instinct, was formed by natural selection, and has adapted to suit humans' communicative needs throughout time. His accessible, fun-to-read books have

made great strides in popularizing the field of linguistics and making it accessible to those outside the realm of academia.

Nowadays, linguistics is a rich field with many subdivisions – sociolinguistics, psycholinguistics, neurolinguistics – and there are too many brilliant minds in each field to fit in this article. Still, these seven prominent figures are a good starting point if you're looking to get a sense of who the major players are.

And if you're looking to amp up your own linguistic skills, one of the best ways to do so is to take advantage of your brain's aptitude for learning languages and familiarize yourself with an entirely new syntax. Indeed, learning a foreign language is not only beneficial from a linguistic standpoint but also is a great way to open the door to new personal and professional opportunities.

https://www.listenandlearn.org

Wordlist

1. *specialist language occupations*
2. *language skills*
3. *remnants*
4. *qualification*
5. *sought-after*
6. *translation*
7. *translator*
8. *interpreting*
9. *interpreter*
10. *language teacher*
11. *linguist*
12. *in-depth knowledge*
13. *render*
14. *target language*
15. *native tongue*
16. *source language*
17. *fluency*
18. *professional association*
19. *reference materials*
20. *translation memory (TM) software*
21. *TRADOS*
22. *self-employed*
23. *translation agency*
24. *in-house translator*
25. *spoken word*

26. *simultaneous interpreting*
27. *conference interpreting*
28. *consecutive interpreting*
29. *soundproof booth*
30. *bilateral interpretation*
31. *language teaching and training*
32. *educational establishment*
33. *primary/elementary school*
34. *postgraduate qualification*
35. *near-native*
36. *linguistics*
37. *theoretical linguistics*
38. *applied linguistics*
39. *referral*
40. *non-native speaker*
41. *lingo*
42. *subspecialty*
43. *resume*
44. *CV*
45. *entrepreneur*
46. *procrastinate*
47. *translation project*
48. *tangle*
49. *juicy offer*
50. *deadline*

Use of English

Collocations & Expressions

be at the top of the game	be sought-after
under the umbrella of	do a degree
keep abreast of	meet a deadline
be left in the dust	miss a deadline

Words with/without prepositions

be good at

under discussion

belong on/in (be in the right or suitable place)

belong to (be property of sb or sth)

on a daily basis

in favour

understanding of

qualifications in

membership of

Words easily confused

job

occupation

work

employment

profession

career

Phrasal verbs

back up

crop up

run out of

jump on

sort out

UNIT 6
Teaching Career

! Learning Goals

Skills

! Listening for specific information **Comprehension:** answering the questions; filling in the gaps. Recordings: *Pros and Cons of being a Teacher; 8 Steps to Boost Your Teaching Skills and Help Students Achieve Expectations*

! Reading for specific information **Comprehension:** multiple choice *Text: Teaching is an Art Based on Science*

! Speaking: comparing/contrasting; the role of teachers in the society.

Language!

! Vocabulary: pros and cons of being a teacher; skills and competencies a teacher needs to have

! Use of English: words easily confused; nouns, verbs with prepositions; phrasal verbs.

Warming up

Task 1 *Give your predictions about the profession of a teacher in 40 years' time. Answer the questions below. Work in pairs.*

1. Will this profession still exist in 60 years' time?
2. Will it be ever possible to substitute a real teacher with high-quality educational applications or robots?

Task 2 *Follow the link* https://www.youtube.com/watch?v=b1qp6iU4rZo&ab_channel=TeachingsinEducation, *watch the video about the pros and cons of being a teacher and answer the following questions:*
1.   What are some positive aspects of a teaching career mentioned in the video?
2.   What are some of the negative aspects or challenges associated with being a teacher?
3.   According to the video, what is a common answer when teachers are asked what they enjoy most about their profession?
4.   How does the video describe the working hours and traffic considerations for teachers?
5.   In what ways does the speaker highlight the financial aspects of a

teaching career, both positive and negative?

6.   What is **tenure**, and why is it mentioned as a form of security for teachers?

7.   What are some of the pressures and challenges teachers face related to standardized testing?

8.   How does the video describe the emotional challenges teachers may encounter, particularly when dealing with certain students?

9.   What is mentioned as one of the best reasons for being a teacher, and why?

10.   In terms of career advancement, what limitations does the video suggest teachers may face, and what alternative path is mentioned?

11.   What practical benefits come with teaching jobs?

12.   How does the video describe the relationships between teachers and parents, highlighting potential challenges?

13.   What is mentioned as an added bonus of working in education?

14.   Why does the speaker say teachers can become "career stuck," and what is the suggested solution for career advancement?

15.   What is the ultimate question posed in the video, and how does the author leave the decision to the viewer?

16.   Do you agree with the pros and cons mentioned in the video? Do you think they are the same for Ukrainian teachers? Would you add something to the list?

Reading Skills

Task 3 *Read the text "Teaching is an Art Based on Science" and choose the correct answer.*

Teaching is an Art Based on Science

The purpose of a foreign language course, according to Leonard Bloomfield, is to prepare a student for "a ***command of*** the spoken forms of the language. This command includes the ability to speak the language ***fluently***, ***accurately***, and with an acceptable approximation to a native pronunciation."

To achieve oral fluency in a learner of a language one must get the learner to speak and to practice speaking over and over again. Agreement seems to be total about this. Nobody would seriously suggest that the learner's writing skill be developed to achieve the same result. Nor would anybody consider that listening alone would bring about the miracle. However, for a discussion or conversation to be ***meaningfully sustained***, it is necessary for the topic or ***subject matter*** to be of sufficient interest to the participants. This is where the skill of the teacher is expected to be highly ***manifest***. There will be little room for inspiration if the teacher selects a topic that is far from the immediate social

experience of the learners.

For spontaneity, it is suggested that teachers do not come to the classroom with a cut-and-dried topic. It is probably better to allow the class situation to determine what to discuss.

The discussion *yields* more satisfactory *fruit* if it is based not on systematicized turn-taking but on a brisk and discrete appreciation of the intuitive drive and the "speaking pressure" of the learners.

Discussion, be it in the form of debate or symposium, or sheer conversation, is often interrupted by a teacher in an understandable effort to correct errors. This practice is, to our mind, better replaced with that of reserving comments till the end of the lesson. Again, evaluation of the learners' performance may not be based on grammatical mistakes alone, but on the ease with which he finds the right word for the right occasion, and on how he manages to fill the gap in the chain.

The task of the teacher of foreign languages is to enable the students to progress gradually from (a) teacher/ course-book controlled utterances to (z) complete *linguistic autonomy*.

Teachers should be *enthusiastic about* what they teach.

A good teacher will take pleasure in creating a *thirst for* knowledge in the children he teaches a desire to learn more.

When the teacher enters his classroom he must make an effort to maintain a classroom atmosphere charged with friendliness and acceptance. To deal effectively with children the teacher must treat them like any other person: accept, respect and try to understand their feelings. A child is not a special breed of animal to be domesticated, civilized, and whipped into shape... The language student is not a robot to be programmed by the teacher merely to spit out *language patterns* and memorized dialogue lines.

The teacher must use more *praise*, teach more indirectly and allow students to initiate more of their own ideas. A good, experienced teacher realizes that a highly motivated, good achiever is a *divergent thinker*. He receives ideas, organizes and comes up with interpretations and new ideas. He is creative. He likes to be given a chance to think and react critically. He must be given the opportunity to make the language he is learning his own.

Teaching is an art based on science. The best teachers are those who fully comprehend the great mass of personal and social factors within the classroom, then, by *sensitive observations* and exacting methods, construct learning experiences which will be *congruent with* and moving in the same direction as their students' expectations.

1.   **What is the purpose of a foreign language course according to Leonard Bloomfield?**
a. Developing writing skills

b. Achieving linguistic autonomy

c. Enhancing listening abilities

d. Command of spoken forms

2. **How does the text suggest achieving oral fluency in a language learner?**

a. Emphasizing writing skills

b. Focusing on listening alone

c. Encouraging continuous speaking practice

d. Systematicized turn-taking

3. **What is crucial for a discussion or conversation to be meaningfully sustained, according to the text?**

a. Strict grammatical correctness

b. Teacher-selected topics

c. Participant's enthusiasm

d. Learner's writing skills

4. **Why does the text advise against coming to the classroom with a cut-and-dried topic?**

a. To discourage spontaneous discussions

b. To allow the class situation to determine the topic

c. To limit the influence of the teacher

d. To avoid student participation

5. **How does the text suggest evaluating learners' performance during a discussion?**

a. Based on grammatical mistakes alone

b. By correcting errors during the conversation

c. Reserving comments till the end of the lesson

d. Systematicized turn-taking evaluation

6. **What is the goal of the teacher of foreign languages, as mentioned in the text?**

a. Teaching memorized dialogue lines

b. Achieving linguistic autonomy

c. Controlling utterances through course-books

d. Focusing solely on written skills

7. **What does the text emphasize about teachers' attitudes towards their subjects?**

a. Neutrality

b. Enthusiasm

c. Apathy

d. Strictness

8. **What does a good teacher take pleasure in, according to the text?**

a. Controlling students

b. Encouraging rote memorization

c. Creating a thirst for knowledge

d. Avoiding spontaneous discussions

9. **How should a teacher maintain the classroom atmosphere, according to the text?**

a. Creating a charged atmosphere

b. Discouraging friendliness

c. Limiting acceptance

d. Avoiding understanding students' feelings

10. **How does the text suggest treating children in the classroom?**

a. As special breeds of animals

b. As robots to be programmed

c. With acceptance, respect, and understanding

d. Through domestication and whipping into shape

11. **What is a divergent thinker, as mentioned in the text?**

a. One who follows a set pattern

b. One who lacks creativity

c. A highly motivated, creative achiever

d. A teacher focused on memorization

12. **What is the role of praise in teaching, according to the text?**

a. Minimizing its use

b. Using praise more frequently

c. Avoiding praise altogether

d. Discouraging student-initiated ideas

13. **What does a good, experienced teacher realize about motivated, good achievers?**

a. They should be limited in their thinking

b. They lack interpretative skills

c. They prefer a rigid learning environment

d. They are divergent thinkers

14. **How does the text describe teaching as an art?**

a. Based on memorization

b. Relying solely on personal factors

c. A combination of art and science

d. A strict adherence to a curriculum

15. **What do the best teachers fully comprehend within the classroom, according to the text?**

a. Personal factors and social factors

b. Social factors only

c. Teacher-centric learning experiences

d. Strictly scientific methodologies

Task 4 *Make up questions to the text from the previous task. Work in pairs. Ask your partner those questions.*

Vocabulary & Use of English

Focus on Vocabulary

Task 5 *Match the following terms with their definitions:*

1. command of	a. A strong desire or craving for something, often used metaphorically.
2. fluently	b. Speaking or expressing oneself easily and articulately, without hesitation.
3. accurately	c. The ability to function independently in a language, demonstrating control and proficiency.
4. meaningfully sustain	
5. subject matter	d. To produce positive results or outcomes; to be successful.
6. manifest (adjective)	e. A person who thinks creatively, generating a variety of ideas or solutions.
7. inspiration	f. Clear, obvious, or evident; easily perceived or understood.
8. yield fruit	
9. linguistic autonomy	g. The content or topics covered in a particular subject or discussion.
10. be enthusiastic	h. To maintain or support something in a way that holds significance or importance. i. Expressing approval, admiration, or compliments for someone's achievements or qualities.
11. thirst	
12. praise	
13. divergent thinker	
14. sensitive observation	j. The act of closely and attentively perceiving or examining details, showing awareness.
15. be congruent with	k. To be in agreement or harmony with something; to align or match seamlessly.
	l. A source of motivation or stimulation that prompts creative or inventive ideas.
	m. Correctly and precisely, without errors or mistakes.
	n. To show excitement or eagerness for a particular subject or activity.
	o. A thorough understanding or mastery of a

126

	particular subject or skill.

Task 6 *Fill in the blanks with the words and word combinations from the previous task.*

1. Sarah demonstrated her _____ mathematics, solving complex problems effortlessly.

2. Maria spoke _____ during the presentation, capturing the audience's attention.

3. It's crucial to measure ingredients _____ when following a recipe for baking.

4. Environmental activists work hard to _____ initiatives that can protect the planet.

5. In history class, the _____ included the causes and consequences of the Civil War.

6. The artist's intention was to create a painting where emotions were _____.

7. The breathtaking scenery served as an _____ for the poet's new collection of verses.

8. The team's collaborative efforts finally _____, resulting in a successful project.

9. Achieving _____ in multiple languages allows individuals to communicate effectively.

10. Mark always tends to _____ his upcoming science experiment.

11. Helen's _____ knowledge in art history led her to pursue a career as a curator.

12. The teacher offered words of _____ to the students who excelled in the science fair.

13. As a _____, Thomas generated innovative ideas that challenged traditional perspectives.

14. Through careful and _____, the scientist made groundbreaking discoveries.

15. The architect ensured that the design would _____ the surrounding environment seamlessly.

Project Work

Task 7 *Work in teams.*

•Learn about the steps you need to take to become a teacher in different countries (the UK, the USA, Ukraine)

•Learn what possible teaching careers/career paths/career opportunities there are.

•Learn about alternative careers for teachers.

Feel free to use any reliable resources. The following websites may be useful for your research:

https://getintoteaching.education.gov.uk/steps-to-become-a-teacher

https://educationhub.blog.gov.uk/2023/01/11/why-teaching-is-a-rewarding-career/

https://www.alleducationschools.com/teaching-careers/

https://cpdonline.co.uk/knowledge-base/business/alternative-careers-for-teachers/

https://uk.indeed.com/career-advice/finding-a-job/teacher-career-progression

https://uk.indeed.com/career-advice/finding-a-job/teacher-career

https://osvitanova.com.ua/posts/3259-vchytel-i-kariera-mozhlyvi-varianty

https://www.work.ua/career-guide/teacher/

•Summarise
•Present infromation

Extra Vocabulary

Task 8 *Study the skills and competencies a good teacher needs to have. Find their equivalents in Ukrainian.*

subject matter expertise **communication skills** **adaptability** **classroom management** **patience** **creativity** **empathy** **organisation** **problem-solving** **technology literacy**	**collaboration** **cultural competence** **leadership** **critical thinking** **continuous learning** **time management** **assessment and feedback** **parental involvement** **flexibility** **passion for teaching**	

Task 9 *Match the following definitions with the skills and competencies given*

1. Ability to evaluate students' progress effectively and provide constructive information about what can be done to improve a performance. 2. Capability to identify issues and find effective solutions, both academically and behaviorally. 3. A genuine love for the profession and a commitment to making a positive impact on students' lives. 4. Deep understanding and knowledge of the subject(s) which is being taught. 5. Ability to remain calm, especially when dealing with challenging situations. 6. Ability to work well with colleagues, administrators, and parents to create a supportive educational environment. 7. Being open to change and adapting teaching methods based on student needs and feedback. 8. Proficiency in using educational technology tools to enhance teaching and learning. 9. Ability to convey information clearly and effectively to students. 10. Sensitivity and awareness of cultural differences to create an inclusive classroom. 11. Establishing and maintaining positive relationships with parents to support students' learning. 12. Ability to perform objective analysis and evaluation of an issue in order to form a judgement and encouraging students to do the same, analyze information, and solve problems independently. 13. Capacity to develop innovative and engaging teaching methods to capture students' interest. 14. The capacity to adjust thoughts, feelings, and behaviours in response to new, changing, or uncertain situations. 15. Efficiently managing time to cover the curriculum and allocate time for various activities. 16. Ability to guide and influence.17. Willingness to engage in professional development and stay updated on educational trends and methodologies. 18. Understanding and relating to students' feelings and perspectives. 19. Skill in maintaining a positive and well-managed learning environment. 20. Skill to manage lesson plans, grading, and other administrative tasks efficiently.

Task 10 *Give a short summary of the following text in English. Point out the statements with which you agree and enlarge on them:*

Серце віддаю дітям

«Поганий учитель розкривав істину, хороший — вчить її знаходити»,— писав А. Дістервег. У наші дні дослідницький підхід до явищ навколишнього світу набирає особливо великого значення. Дуже важливо, щоб спосіб мислення учнів ґрунтувався на дослідженні, по-шуках, щоб усвідомленню наукової істини передувало нагромадження, аналіз, зіставлення фактів.

Важливе завдання школи — виховати людину допитливої, творчої думки. Я уявляю собі дитячі роки як школу мислення, а вчителя — як людину, яка турботливо формує організм і духовний світ своїх

вихованців. Вчитель не лише відкривав світ перед учнем, а й утверджує дитину в навколишньому світі як активного творця, будівника, який відчував гордість за свої успіхи. К. Ушинський писав, що дитина від природи не має душевних лінощів, вона любить самостійну діяльність. Треба навчити дітей трудитися, навчити думати, відчувати, що таке розумова праця, що означає добре вчитися.

Успіх у навчанні — єдине джерело внутрішніх сил дитини, які породжують енергію для подолання труднощів, бажання вчитися. Дати дітям радість праці, пробудити в їх серцях почуття гордості, власної гідності — перша заповідь вихователя. Школа стає істинним осередком культури лише тоді, коли в ній панують чотири культи: культ Батьківщини, культ людини, культ книги і культ рідного слова.

Сухомлинський В. О.

Task 11 📹 *Watch the video "8 Steps to Boost Your Teaching Skills and Help Students Achieve Expectations":*
https://www.youtube.com/watch?v=uSskIjNzsj8&ab_channel=STEAMspirations
Name 8 steps to boost your teaching skills mentioned in the video.

Task 12 📹 *Watch the video again and complete the sentences with the words and word combinations from the box. There is one word you do not need to use.*

instructional methods   relentless effort   expectations   classroom management   deficient   unique   unbreakable bond   underachieving   aspirations   propel   engagement   fine-tune   powerful weapon   forge   learning styles   tailor   strengthen   assignments   genuine empathy   evaluate   self-reflection   challenges   adjust   inclusivity   quizzes   reinforcement

1. Spend time understanding each student's _____ goals and _____ so you can create a learning environment that will _____ them into the stratosphere of success. 2. As educators, we need to set our own sky high expectations in terms of _____, _____, and communication with our students. 3. Continuously _____ your progress toward meeting these expectations and _____ your teaching methods to maximize your impact and propel your students to success. 4. Now let's _____ a(n) _____ with our students through active listening, open communication, and _____. 5. Discover their expectations, _____, and _____ and be prepared to adapt your teaching methods to their needs. 6. It's time to create a supernova of support, _____, and _____ in the classroom. 7. Use positive _____ to encourage stellar behavior and _____. Every student is

unique, so _____ your instruction to accommodate their diverse needs and _____, making each student feel like a star. 8. Keep a hawk's eye on your student's progress and _____ your teaching methods like a high - performance race car. 9. Use_____, _____, and _____ activities to collect data and drive your students to victory in academic and social growth. 10. It's like unlocking the hidden potential of academically _____ or _____ students, turning them into unstoppable learning machines. 11. Remember, as Nelson Mandela wisely stated, education is the most _____ which you can use to change the world.

Focus on Language

Speaking Skills

Task 13 *Read the following quotations about teaching. Choose 2-3 of them you like best and be ready to comment on their main message.*
1. "Those who know, do. Those that understand, teach." – Aristotle
2. "[Students] don't remember what you try to teach them. They remember what you are." - Jim Henson
3. "What we learn with pleasure we never forget." - Alfred Mercier
4. "The object of teaching a child is to enable him to get along without a teacher." - Elbert Hubbard
5. "If you want to forget something, put it in a list." - Earl Stevick
6. "The teacher's primary responsibility is response-ability." - Peter Wilberg
7. "Tell me and I forget. Teach me and I remember. Involve me and I learn." - Benjamin Franklin

Task 14 *You are going to have a meeting with an experienced teacher. Think over the things you would like to know from her/him. Work in groups and make a list of your questions.*

Words Easily Confused

Task 15 *Study the following words and difference in their meaning.*

Skills vs. Competencies: What's the Difference

Although many people use the words "skills" and "competencies" interchangeably, there are some differences in what these terms mean in the workplace. While a skill typically relates to a single proficiency, competencies more often encompass a group of related strengths. Learning about the differences between skills and competencies can help you use these terms more accurately and better articulate your core strengths in the workplace.

What are skills?

Skills are strengths or proficiencies that individuals gain through training and experience. In the workplace, professionals apply skills to achieve results. For example, a manager uses leadership skills to guide and motivate the members of their team. Leadership skills can include proficiencies in abilities like communication, delegation, time management and problem-solving. Many workplaces include a list of key skills they prefer in candidates applying for

specific positions. When candidates know their skills and can express how they plan to apply their skills to the position, it helps hiring managers decide whether they have the right abilities for the role.

Types of skills

Two types of skills include soft skills and hard skills. Here are the differences between these types of skills, with examples for each:

Soft skills

Soft skills refer to the nontechnical skills that individuals possess. These skills aren't industry-specific, meaning they can apply to a broad range of roles in most occupational fields. For example, interpersonal skills like communications, conflict resolution and active listening are soft skills because they relate to how individuals work rather than to their technical knowledge of specialized industry operations. In many workplaces, employees who have soft skills use their abilities to work well with others, manage their time and resources effectively and motivate themselves to solve problems and overcome challenges. Here are some examples of common soft skills:

• Adaptability •Dependability •Problem-solving •Critical thinking •Teamwork •Organization •Time management •Conflict resolution

Hard skills

Hard skills are the technical abilities that professionals need to perform their role in a particular industry. These skills often include knowing how to use specialized tools or equipment to complete a goal. It can also involve having other types of specialized industry knowledge, such as how to work with certain types of software, use a particular coding language or apply a specific technique. For example, a software engineer needs technical skills related to programming languages and software design to perform in their role. Here are a few examples of hard skills:

• Statistical analysis •Server maintenance •Marketing analytics •Graphic design • Database management •Search engine optimization •Video editing

What are competencies?

Competencies are sets of demonstrable proficiencies and abilities that individuals use to achieve a goal or complete a task. They typically combine skills, abilities and knowledge and can include the specific behaviors an individual carries out to succeed in their position. For example, patient care skills are often a core competency for professionals in health care. For candidates looking for a job in the health care industry, communicating their competencies in patient care may involve identifying specific skills that contribute to their caregiving, along with any personal attributes or behavioral habits they use when serving patients.

Types of competencies

Types of competencies typically comprise three categories. These categories include behavioral or life skill competencies, functional or technical competencies and professional competencies. Here are descriptions with examples of these different types of competencies:

Behavioral competencies

Behavioral competencies are a group of skills and habits that individuals use to manage their daily and personal needs. These competencies, also called life skills, include a combination of abilities that allow individuals to meet demands in their daily lives. Life skills involve hard skills like cooking and budgeting, along with soft skills like communication and relationship building. When individuals develop effective behavioral competencies, they build good daily habits that contribute to their overall health and wellbeing. Having the ability to perform essential tasks allows individuals to function independently while meeting their personal needs.

Examples of skills that contribute to behavioral competencies include:
• Interpersonal communication
• Conflict management
• Personal finances
• Resiliency
• Technological competence
• Decision-making
• Active listening

Functional competencies

Functional competencies are the everyday skills that professionals need to succeed in their roles. Also called technical competencies, these are the proficiencies that employees need to function in their positions. For example, a financial analyst needs a specific set of skills to make up their functional competencies. These skills may include financial literacy, analytical ability and knowledge of specialized computer software. The combination of these skills contributes to their overall functionality in the workplace. A professional applying for a financial analyst job can show their functional competency by addressing the skills they have that make them suited for the role. Here are some other functional competencies:
• Systems analysis •Programming •Acquisition planning •Value management
• Strategic planning •Revenue management

Professional competencies

Professional competencies are the skills that help employees succeed within an organization or industry. While functional competencies involve proficiencies that help individuals succeed within their given occupational role, professional competencies are more general and relate to the combination of skills employees

use to perform effectively and advance in the workplace. For example, a doctor needs skills like clinical proficiency and medical knowledge to succeed in their role, but they also need a wider set of professional skills like networking and industry awareness to excel in their field. Gaining more general professional competencies can lead to industry advancement. Here are some skills that contribute to professional competency:

• Networking •Mentorship •Industry knowledge •Environmental awareness
Professional standards   •Certification requirements   •Negotiation

Task 16 *Complete the sentences with the words **skill(s)** and **competency(ies)**.*

1. The pianist demonstrated exceptional _____ during the concert, playing complex pieces flawlessly. 2. In this job effective communication is a crucial _____ that employees must possess. 3. Learning a new language requires developing various _____, including listening and speaking. 4. The project manager's _____ in strategic planning contributed to the successful execution of the project. 5. Time management is a valuable _____ that can significantly enhance productivity in the workplace. 6. The engineer's technical _____ were evident in the innovative solutions proposed for the project. 7. Cultural awareness and sensitivity are essential _____ for those working in international relations. 8. As part of leadership _____, decision making and problem solving are crucial for managers. 9. The nurse's _____ in patient care included administering medications and monitoring vital signs. 10. Adaptability and flexibility are considered essential _____ in today's dynamic work environment.

Prepositions

command _____   to adjust _____
to be enthusiastic _____   to align _____ sb.'s needs
thirst _____   to adapt sth. _____ sth.
to be congruent _____   to tailor sth. _____ sth.
passion _____   to accommodate _____ needs

Task 17 *Identify and correct the mistakes related to the usage of prepositions in the given phrases. Consider the context of the sentences to ensure the prepositions align with the intended meaning.*

1.   The design of the website is not congruent to the company's brand image.

135

2. The hotel was able to accommodate for our special dietary needs.
3. The team is enthusiastic to the new project, hoping it will be successful.
4. The organization needs to adapt its policies for the current economic situation.
5. His thirst of knowledge led him to pursue a Ph.D. in astrophysics.
6. She has a strong passion to painting beautiful landscapes.
7. She has a great command for languages, speaking fluently in Spanish and French.
8. Our marketing strategy needs to align to our target audience's changing preferences.
9. It takes time to adjust for a new working environment after changing jobs.
10. The training program should be tailored for meeting the diverse needs of the employees.

Phrasal Verbs

Task 18 *Match the phrasal verbs on the left with their definitions on the right.*

1. Forming relationships with your coworkers is what I enjoy most. So I'll **give a quick shout out to** Mansfield Dr. Hellfont, Gabe Streck, Sabula, everybody that I've met, and I'm sure as a teacher you'll make some great connections as well.

2. In this job, you can actually **make a difference in the lives** of your students, which is an amazing feeling.

3. Parents will bully, threaten, lie and **go after** a teacher just to ensure their son or daughter gets the grades they desire.

4. Nor would anybody consider that listening alone would **bring about** the miracle.

5. Let's develop **out of this**

a. to praise or acknowledge someone publicly, often to express appreciation.

b. to actively pursue or chase someone with a specific intention.

c. to create or cause a particular result or outcome, especially something positive.

d. to have a great positive impact or effect on someone's life.

e. to observe or monitor someone or something very closely.

f. to deal with a job or situation or to make progress.

g. describing something as exceptionally impressive or amazing.

world smart goals that perfectly align with their needs.

6. **Keep a hawk's eye on** your student's progress and fine -tune your teaching methods like a high -performance race car.

7. The object of teaching a child is to enable him **to get along** without a teacher.

Test Yourself Section

Listening Comprehension

Task 19 *Revise the tips for filling in the gaps task.*

Task 20 *Read the text carefully and decide whether the statements following the text are true or false.*

Teaching Teenagers

"The best substitute for experience is being sixteen." ~Raymond Duncan

Teaching teenagers is often the **dread** of many language teachers. In America, middle school teachers have an **alarming** professional **dropout** rate and the **frustrations** are **evident** if one talks with any teacher teaching teens. Consider these teachers' comments on teaching English to teenagers:

137

"I am teaching a class of teenagers for the first time but I find it difficult to get through to them. They are so unmotivated compared to adults."

"I've found that when I've taught a good group of teens, it's been really good, but when I got a bad group? I don't want to remember!"

Frustration and classroom management issues are more important than learning for teens. Why? Is it because they don't care or because of their unique characteristics? We need to understand teen apathy and how teachers can adapt to their needs. Teens have unique cognitive, emotional, and social factors that affect their learning. They learn differently and this paper will discuss how it affects language teachers.

Learner Autonomy

Teenagers are ego-driven. They are becoming adults and want more control over the learning situation. Their world **revolves** around one question; "What does it mean to ME?". We need to let students have more choices and begin to take responsibility for their own learning. One author states:

"Get them to write the questions, cut-up texts, and write their own grammar exercises. I mean somehow getting the ownership of the material over to them…put them in the center of the frame."

There are many other ways how to get students more "into the frame". These include: giving them roles to help the teacher and the class, highlighting students in a positive fashion, and using rewards. Presentations, role plays, and projects are all language activities that give learners more autonomy.

The Cool Factor

Teenagers are forming their social identity. As such, they are heavily influenced by their peer groups. Learners of a second language want to "belong" and not be "strange". Speaking in a foreign language can be a scary experience. Teachers must be sensitive to this and spend much time creating a very warm, inviting, and risk-taking atmosphere in the classroom. Teachers need to reflect upon the activities they undertake in the second language classroom and ask themselves – "Does it help or **hinder** peer **bonding**?"

Group work is essential and a less teacher-centered delivery method a must. Teenagers along with control, want to learn in and by their peer group. Teachers need to move toward more richly interactive language use and more cooperative learning.

Learner Anxiety

The downside of the "cool factor" is learner anxiety. Language learning can be traumatic and frustrating. Learners very often suffer from acute anxiety which affects acquisition and leads to **fossilization**.

Anxiety depends on the language learning situation students encounter. It is situational and depends on a **multitude** of factors. For example, in some classrooms competition and games may be seen as "anxiety producers" whereas

in others, they may be a very beneficial way to **foster** language acquisition.

Conclusions

I have briefly outlined some important considerations for teachers when teaching teens. Teenagers crave autonomy (and there are some critics who see the problems of the teen years as arising from restricting teenagers and delaying their adulthood), they also want to be "cool" and desire "new" materials. Teens also need much peer interaction. Personalization of content and delivery is essential and attention must also be paid to the "anxiety" levels of language learners.

 Are these statements true or false?
1. The teenage brain is not fully developed until the mid-20s, which can impact decision-making, impulse control, and emotional regulation.
2. According to the text, teenage learners are not affected by their emotions and social factors when it comes to learning.
3. Research suggests that teenagers are more likely to be motivated to learn when they have no choice in what they learn.
4. One way to engage teenagers in learning is to relate the content to their interests and experiences.
5. The text suggests that rewards are not effective in motivating teenagers to learn.

Task 21 *Match the following words with their definitions.*

1. dropout (n)	1. clearly apparent or obvious
2. dread (n)	2. the process of a mistake becoming a habit so that a student often makes it and finds it difficult to change
3. alarming (adj)	
4. multitude (n)	
5. hinder (v)	3. a large number
6. bonding (n)	4. causing worry, concern, or fear
7. frustration (n)	5. a person who withdraws from a program or activity before completing it
8. foster (v)	
9. revolve (v)	6. to encourage the growth or development of something
10. fossilization (n)	
11. evident (adj)	7. a strong feeling of fear or worry
	8. feeling of disappointment, discouragement, or dissatisfaction that arises from being unable to achieve a desired outcome or goal
	9. to focus on or be connected with

something

10. to create difficulties or obstacles that prevent or delay something from happening or progressing

11. the process of forming a close relationship or connection between people, animals or things

Task 22 *Fill in the blanks with the missing words. You may also follow the link and to the same online:* https://learningapps.org/watch?v=p02q6gmhk23

1. The _____ rate in the school is _____ for the education department.
2. The teacher confirmed widespread _____ with the lack of up-to-date textbooks.
3. Group work can help _____ bonding among classmates.
4. The _____ of social media platforms revolve around the need for constant engagement.
5. The _____ of public speaking can be a problem for some individuals.
6. Exchange programs can _____ language learning.
7. Lack of motivation can _____ progress in language learning.
8. In language learning, mistakes are a necessary part of the process, and should not be a cause for _____.
9. It quickly became _____ that someone had broken in.
10. The process of language learning should _____ around communication and practical use, rather than memorization of rules.
11. The _____ of language learning can occur when there is a lack of exposure to native speakers.

Task 23 *Complete the questions and answer them. You may also follow the link and do the same online*: https://wordwall.net/play/54768/377/905

1. What can teachers do to f_____ a sense of community and b_____ among English language learners in the classroom?
2. What are some strategies teachers can use to prevent f_____ of language learning?
3. What are some common sources of f_____ for English language learners, and how can educators address these challenges?
4. In what ways does teaching English r_____ around cultural immersion and exposure to authentic language use?
5. How can teachers address the d_____ of making mistakes that some English language learners may experience and encourage risk taking in language learning?

140

Wordlist

1. tenure
2. fluently
3. accurately
4. meaningfully sustain
5. subject matter
6. manifest (adj)
7. inspiration
8. yield fruit
9. linguistic autonomy
10. praise
11. divergent thinker
12. sensitive observation
13. skill
14. hard skills
15. soft skills
16. competency
17. behavioral competencies
18. functional competencies
19. professional competencies
20. classroom management
21. problem solving
22. technology literacy
23. collaboration
24. critical thinking
25. continuous learning
26. feedback
27. parental involvement
28. flexibility
29. instructional methods
30. relentless effort
31. deficient
32. unbreakable bond
33. underachieving
34. aspirations
35. propel
36. engagement
37. fine-tune
38. forge
39. genuine empathy
40. evaluate
41. self reflection
42. inclusivity
43. reinforcement

Use of English

Collocations & Phrasal verbs

command of
to be enthusiastic about sth.
thirst for
to be congruent with
passion for
to adjust to
to align with sb.'s needs
to adapt sth. to sth.
to tailor sth. to sth.
to accommodate needs

Words with/without prepositions

give a quick shout out
to make a difference in
go after
bring about
out of this world
keep a hawk's eye on
to get along

FOCUS ON WRITING 2
Applying for a job

! Learning Goals

Skills

! *Reading* for general information
Comprehension: filling gaps
Text: *How to Find Teaching Jobs*
! *Writing*: CV, application letter.

Language

! *Vocabulary*: hiring process; application documents; personal characteristics; transferable skills; personal statement; education, training and internship;
! *Use of English*: CV and application letter structure; linking words.

Warming up

Task 1 *Answer the questions below. Work in pairs.*

1. Have you ever applied for a job?
2. What is the best way to find a job?
3. At what age do people usually begin to work in your country?
4. How many jobs have you had?
5. What are resumes like in your country? What information do employers want to know?

Task 2 *Read the text about how to find teaching jobs. Choose from sentences (A - F) the one which best fits each space (1 - 6):*

A. Keep in mind that it can take some time to get a teaching job.
B. When applying for a teaching position, all the other candidates likely have similar qualifications.
C. Think about the location, type of school, or schedule you want.
D. It's also helpful to create a teaching portfolio, which is a collection of materials and work samples related to teaching.
E. Also, keep in mind that teaching positions are available throughout the year.
F. Reaching out to schools where you completed your internship or teaching residency might provide you with information on open teaching positions.

How To Find Teaching Jobs (Steps and Helpful Tips)
Once you complete your teaching degree and obtain certification, you can start

looking for teaching jobs. When you reach this stage, it helps to have a plan in place. A plan can help you find the teaching jobs you're most likely to enjoy while helping you highlight your skills effectively.

Here are four steps on how to find teaching jobs:

1. Consider the type of position you want

Before searching for teaching jobs, it can be helpful to consider the type of position you want first. 1. _____. Some teachers may prefer working as classroom teachers at the elementary level, whereas others may prefer teaching a subject, such as history or math, at a middle or high school. Listing your job preferences can help you narrow down teaching positions.

2. Create a plan

Once you know the types of teaching jobs you want, create a plan of action. Consider how many hours you want to commit to the job application process each day. 2. _____. Though many school districts post teaching positions in the spring for the upcoming school year, you may find openings during other times of the year.

3. Update your resume and teaching materials

Update your resume to include your degree and all recent work experience. Ensure your resume highlights your most relevant teaching skills. 3. _____.

4. Begin your job search

Here are a few ways to begin your job search:

- **Job search websites:** Online job search sites often include teaching positions. You can set up automatic alerts to notify you when employers list new job postings matching your preferences.
- **Professional association websites:** Professional association websites often list available teaching jobs on their websites. Two teaching associations to consider include the National Association of Independent Schools and the National Education Association.
- **Networking:** 4. _____. Networking with other education specialists is helpful because they can let you know when they hear about job openings.
- **Nonprofit organizations:** Some nonprofit organizations hire teachers for entry-level educational positions. These positions are a beneficial way to obtain teaching experience.
- **Social media:** Use your friends and connections to learn about teaching opportunities. You can also join relevant groups and connect with recruiters on these platforms.
- **Education recruitment agencies:** Education recruitment agencies focus on employment for teachers, so creating a profile and uploading your resume and relevant documents onto their websites can be beneficial. Some offer their services for free, while others ask for a fee.

Here are a few more tips you can use when applying for teaching jobs:

- **Be patient.** 5._____. To increase your chances of getting a job, consider applying for more than one position at a time.
- **Highlight what makes you different.** 6._____. Find one or two things that differentiate you, like a certification or specialization in a specific teaching area.
- **Practice interviewing.** An interview is an important part of the hiring process. Practice your answers to some of the most common teaching interview questions.
- **Be flexible and keep an open mind.** If you're a new teacher, it's essential to remember you may not secure the teaching gig you had hoped for right away. Sometimes it's beneficial to take the best teaching opportunity available to gain experience and advance your teaching career.

Task 3 *Read the information about the structure of a curriculum vitae and be ready to answer the following questions.*

1. What does CV stand for?
2. What is a CV commonly called in American English?
3. What is the main purpose of a CV?
4. How many sections are there in a typical CV? What are they?
5. What are the key tips of a curriculum vitae format?

Curriculum Vitae

A curriculum vitae /kəˈrɪkjʊləm ˈviːtaɪ/ (CV – a Latin expression which can be loosely translated as *[the] course of [my] life*) is a written overview of a person's experience and other qualifications for a job opportunity. It is akin to a résumé in North America. A CV is typically the first item that a potential employer encounters regarding the job seeker and is typically used to screen applicants, often followed by an interview.

The structure of a curriculum vitae

Not all CVs look the same. You may choose to include only some of these sections because others do not apply to your background or your industry. You should include what seems appropriate for your area of specialty.

Contact information: At the top of your CV, include your name and contact information (address, phone number, email address, etc.). Many CVs include even more personal information, such as gender, date of birth, marital status, and even names of children.

Professional Summary / Career Profile / Personal Statement: It always comes near the top of the CV, before the main body and presents the facts in the most positive way. This is a brief **personal** summary given to prospective

employers to help you stand apart from the competition.

Education: This may include college and graduate study, internship, studying abroad. Include the school attended, dates of study, and degree received.

Honours and Awards: This may include dean's list standings, departmental awards, scholarships, fellowships, and membership in any honours associations.

Thesis/Dissertation: Include your thesis or dissertation title. You may also include a brief sentence or two on your paper, and/or the name of your advisor.

Research Experience: List any research experience you have, including where you worked, when, and with whom. Include any publications resulting from your research.

Work Experience: List relevant work experience; this may include non-academic work that you feel is worth including. List the employer, position, and dates of employment. Include a brief list of your duties and accomplishments.

Teaching Experience: List any teaching positions you have held. Include the school, course name, and semester. You may also include any other relevant tutoring or group leadership experience.

Skills: List transferable skills that are relevant to the job. This may include language skills, computer skills, administrative skills, communication skills, interpersonal skills, analytical skills, presentation skills, negotiation skills etc.

Publications and Presentations: List any publications you have written, co-written, or contributed to. Include all necessary bibliographic information. You should also include any pieces you are currently working on. Include papers you presented at conferences and/or associations: list the name of the paper, the conference name and location, and the date.

Professional Memberships: List any professional associations to which you belong. If you are a board member of the association, list your title.

Extracurricular Activities: Include any volunteer or service work you have done, as well as any clubs or organizations to which you have belonged. You can also include any study abroad experiences here if you have not already mentioned them.

Curriculum Vitae Format: Quick Tips

CV Length: While resumes are generally one page long, CVs are longer. Most CVs are at least two pages long, and often much longer.

Font and Size: Do not use ornate fonts that are difficult to read; Times New Roman, Arial, Calibri, or a similar font is best. Your font size should be between 10 and 12 points, although your name and the section headings can be a little larger and/or bolded.

Format: However, if you decide to organize the sections of your CV, be sure to keep each section uniform. For example, if you put the name of one organization in italics, every organization name must be in italics. This will keep your CV organized and easy to read.

Accuracy: Be sure to edit your CV before sending it. Check spelling, grammar, tenses, names of companies and people, etc. Have a friend or career services counsellor check over your CV as well.

Task 4 *Listen to Silvia and her friend, Sophie, discussing CVs. In pairs, discuss the following questions.*

1. What are the two most popular ways of structuring a CV?
2. What are the key differences between the two most popular ways of structuring CVs?
3. Does any of Sophie's advice surprise you?

Task 5 *Listen again and complete the following CV structures.*

1. _____ in large letters
2. _____ _____
3. (_____ _____)
4. _____/_____ qualifications
5. _____ _____
6. Activities and _____
7. Additional _____
8. _____

1. _____ in large letters
2. _____ _____
3. _____ _____/Career Profile
4. Key _____
5. _____ _____ details/ Professional _____
6. Activities and _____
7. Additional _____
8. _____

Task 6 *Read two examples of CVs. Which structure is used in each version?*

Example 1

⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯
SARAH FLEET

Address: 21B Hinton Crescent, Hereford
Telephone: 07012345678
Email: fleetsarah@anymail.com

Professional Summary / Career Profile / Personal Statement Innovative
ESL Teacher with over 7 years of experience creating and delivering engaging

lesson plans to diverse groups of students. Skilled in differentiating instruction, utilizing technology and incorporating unique educational experiences to enhance student learning. Adept at managing classroom behaviour and creating a positive and welcoming environment for students to learn and grow.

Skills
- Differentiated Instruction
- Curriculum Development
- Classroom Management
- Cultural Competence
- Technology Integration
- Parent Communication
- Team Collaboration

Languages
English – Native
Spanish – Proficient
French – Advanced

Work Experience
1) ESL Teacher – Hereford School District, September 2018 to Present
   - Taught English Language Learners of various ages and language levels in a public school setting
   - Created and delivered dynamic lesson plans incorporating technology, music and art resulting in a 15% increase in student proficiency and 95% satisfaction rate
   - Differentiated instruction to meet the needs of all students, including ELLs and students with learning disabilities resulting in a 78% pass rate on standardized tests
   - Managed classroom behaviour through consistent expectations and rewards resulting in a 90% decrease in disruptive behaviour and a positive classroom environment
   - Communicated frequently with parents through conferences, emails and phone calls resulting in increased parent involvement and student success
2) ESL Teacher – ABC Language Academy, Birmingham, 04/2016 - 08/2018
   - Taught intensive English courses to international students of various ages and language levels
   - Developed unique curriculum incorporating business English and cultural experiences resulting in a 30% increase in student enrolment and a 95% satisfaction rate
   - Used technology to enhance student learning through virtual field trips,

web-based resources and interactive games resulting in a 20% increase in student engagement

- Designed and delivered TOEFL-test preparation course resulting in a 90% success rate for students taking the exam
- Maintained accurate and complete records of student progress, grades, attendance and feedback resulting in efficient communication with school administration and satisfied students

Education
Bachelor of Arts in Education
University of Bristol, Bristol, UK – 06/2013 - 07/2016

Strengths
Creative Instructional Design
Designed and implemented a multi-week songwriting curriculum resulting in a 96% student satisfaction rate and a 10% improvement in language acquisition.
Diversity and Inclusion
Led the school's first Diversity Day event, organizing workshops and speakers which increased student awareness of cultural diversity by 80%
Collaboration and Communication
Worked closely with colleagues to develop the school's first bilingual program, enabling more effective communication and involvement with parents of English Language Learners.

Hobbies and Interests
Collector of European antiques that are found while travelling or at local shops. Enjoy vacation spots with shopping and a beach. Frequent commenter to different travel sites and blogs offering hands-on experience to travellers new to international trips. Enjoy local outdoor concerts during summer.

My Life Philosophy
Education is the most powerful weapon which you can use to change the world. - Nelson Mandela

References
References available upon request.

Example 2

JANE PEARCE / Teaching Assistant

Address: 10, Pilgrim Street, Newcastle
Telephone: 07070987
Email: jane@pearse.com
Citizenship: The UK
Marital Status: Single

Personal Profile "Accomplished Primary School Teaching Assistant with a proven track record supporting teachers in the education and development of pupils.

With extensive experience working with primary schools as a teaching assistant; I have the organizational skills to assist with the planning and preparation of successful lessons, monitor children's learning and assess pupils as well as the ability to encourage children to learn through motivation. I have good knowledge of primary school policies and procedures including welfare and safety standards as well as creative attitude towards teaching.

Education
2016 – Level 3 Supporting Teaching and Learning in Schools – College;
2012 – Higher National Diploma (HND) Business Studies – University;
2007 – A Level in English literature;
2005 – 12 GCSE including A-C in English and Maths.

Career Summary
Nov 2017 – Present – Teaching Assistant;
Outline
Working with a class of 23 children; supporting pupils and a teacher in the delivery of lessons and ongoing development of all pupils;
Key responsibilities
• Working closely with class teacher to prepare lessons with books and equipment;
• Liaising with teacher to ensure I am aware of lessons expectations and learning needs;
• Keeping an up to date knowledge of school reading schemes, policies and procedures;
• Supporting teacher with behaviour and classroom management;
• Observing pupil and monitoring responses to learning activities;
• Resolving pupil conflicts and encouraging responsibility for behaviour;
• One-to-one support of children with SEN, EAL and challenging behaviour;
• Ensuring pupils are learning in a safe and happy environment;

- Being a positive role model for children in terms of behaviour, dress code and punctuality.

Jan 2016 – Oct 2016 School, Reception Teaching Assistant;
Outline
Working closely with teacher to support class of 26 pupils with all learning activities.
Key responsibilities
- Assisting teacher to deliver the national curriculum throughout the year;
- Supporting the creation of a safe and fun atmosphere to encourage learning;
- Working with children in group to develop their social and interpersonal skills;
- One-to-one support to all children;
- Supporting teacher with phonics, guided reading, literacy and numeracy;
- Maintaining pupils' records and carrying out observations and assessments;
- Planning and set up of special events such as sports day;
- Supervising indoor and outdoor activities in child-initiated time to encourage learning through play.

Nov 2012 – Jun 2010 – Company O&G, Receptionist & Administrator;
Apr 2009 – May 2010 – Company, Client Service Advisor.

Activities and Interests
- Playing volleyball;
- Reading modern literature;
- Cycling;
- Voluntary work.

Additional skills
- Computer skills;
- Spanish language (upper-intermediate).

References
- References available upon request.

Task 7 *Read the information about writing a personal statement. Why should we include it in our CV?*

   A personal statement is a brief statement of the type of person you are,

your skills and your achievements. It always comes near the top of the CV, before the main body and presents the facts in the most positive way. A well-written personal statement will immediately capture the attention of the employer and make them want to find out more about you.

Task 8 *Read the personal statement from skills-based CV and find words and phrases which demonstrate the following points.*

1. education
2. character
3. skills
4. work experience
5. success

Recent graduate with a degree in English from Bath University. Practical work experience as the former chief editor of Bath University student blog and magazine. Looking to start my career in journalism in a role where I can build on the skills gained at university and through my editorial experience. Self-motivated, resourceful and able to motivate others, with excellent communication and interpersonal skills.

Task 9 *Read different examples of career profiles and provide the appropriate title (A-E) for each personal statement.*

A. Unemployed/redundancy personal statement;
B. Graduate personal statement;
C. School leaver personal statement;
D. Personal Statement for an experienced professional CV;
E. Career break personal statement.

1. _____
A highly motivated and hardworking individual, who has recently completed their A-Levels, achieving excellent grades in both Maths and Science. Seeking an apprenticeship in the engineering industry to build upon a keen scientific interest and start a career as a maintenance engineer. Eventual career goal is to become a fully-qualified and experienced maintenance or electrical engineer, with the longer-term aspiration of moving into project management.

2. _____
I am a motivated and enthusiastic individual with a background in translation and interpreting. After being made redundant due to company closure, I am

now seeking a new role that I can get my teeth into. With over 7 years of experience, I have learned to be dedicated to my role, I enjoy my work and thrive upon new challenges. I have excellent communication skills and feel that I can use them well in any new role and company.

3. _____

As a recent graduate from university, with an honours degree in communications, I held several internships within leading organizations, including Bertelsmann. These internships enabled me to gain experience in the field and learn how to serve up valuable contributions in a fast-paced, professional environment.

4. _____

A bilingual individual with the ability to communicate effectively in writing and orally in English and Spanish, and strong knowledge of medical terminology and procedures looking to resume my professional career after dedicating the last three years to raising a family. Seeking to work as a Spanish Interpreter at HOH Medical Centre; bringing exceptional knowledge of English and Spanish languages, medical terminology, and five years' experience performing interpretation and translation duties in assisting non-English speaking patients to access medical facilities.

5. _____

As a friendly, professional and highly trained educator, I am passionate about teaching and have an innate ability to understand student's needs. Creating a safe and productive environment for optimal learning is my top priority. I've worked as a teacher for nearly 20 years in a variety of subjects and my experience and skill set make me the perfect fit for your team.

Task 10 *Imagine that you are going to apply for the position of a teacher. Write a personal statement which will attract the attention of a recruiter or a hiring manager. Your personal statement should include a brief overview of who you are, your strengths and any work experience and/or education you've got. Be sure to include skills you've gained.*

Task 11 *Read one more example of a CV, written by a student of Kyiv National Linguistic University. Which approach is used in this CV? Write your curriculum vitae following either chronological or skill-based structure.*

Mariia Honcharenko / Teacher and Tutor

Address: 89, Bandery St., Kyiv, Ukraine
Telephone: +380971234567

Email: mariia.honcharenko@gmail.com
Citizenship: Ukraine
Marital Status: Single
Personal Profile Knowledgeable teacher and tutor able to work in multiple environments. Fluent in English and Spanish with knowledge of cultural and regional variations. Self-motivated, hard-working and able to motivate others, with excellent communication and interpersonal skills. Very focused on engaging and inspiring students to achieve their ultimate potential.

Education
2010 – Diploma in Art and Design - Secondary Art School of Lysychansk
2016 – HSD with honour from Lysychansk Multidisciplinary High School
2019 – B2 level of Spanish - Modern Languages Center in Granada
2019 – Diploma of completed internship at UGR (University of Granada)
2020 – Bachelor's Diploma with honour: completed the full course of Kyiv National Linguistic University, obtained bachelor's degree, field of study "Philology", obtained qualification of teacher (the Spanish and English languages)

Career Summary
June 2018 – Cabin Counsellor in ―The Vineyard Camp‖; Head Counselor.
Outline
Living in the cabin with 3-5 international campers from 12 till 19 y. o. at the summer camp in North Carolina, USA.
Key responsibilities
- Be responsible for the health and well-being of the campers in the cabin
- Provide different sports activities and religious education
- Entertain, lead games, tell stories, and keep the campers involved
- Resolve camper´s conflicts and encouraging responsibility for disciplined behaviour
- Ensure that campers are learning English and talking in it most of the time
- Be a positive role model for children in terms of behaviour, dress code and punctuality
As a Head Counsellor:
- Be present at head counselors' gatherings
- Read files about upcoming campers
- Be aware of all medical prescriptions of campers from the cabin
- Receive new campers with their parents on ―Check-in‖ Sundays

July 2018 – Crafts and Arts teacher in ‒The Vineyard Camp‖;

Outline
Working in the team of international teachers and supporting class of 15 campers with all learning activities
  Key responsibilities
• Supporting safe, fun and creative atmosphere, encouraging learning both crafts and English
• Working with children in group to develop their social and interpersonal skills
• One-to-one support to all children
• Maintaining campers' records and carrying out observations and assessments
• Planning and set up schedule for craft activity

August 2018 – Wilderness Adventures Assistant in ―The Vineyard Camp‖;
Outline
Working in the team of international teachers and going for the hike tours with small groups of campers to the Hanging Rock State Park, water-skiing classes at ―CAROLINA MARINA on Belews lake.
Key responsibilities
• Supporting the creation of a safe and fun atmosphere to encourage participating of campers in sport activities
• Give clear instructions about activities
• Make sure that all campers are well-equipped (have with them water-bottles, snickers, swimsuit if needed)
• One-to-one support to all campers
• Provide Bible studying in inspiring places (mountain tops, woods, riverbanks, waterfalls etc.)

Skills
• Technology literacy: MS Office, Outlook Express (advanced user), Video editing in many programs
• English language (C1 in international scale)
• Spanish language (upper-intermediate; B2 in international scale)
• Ukrainian language (native speaker)
• Lesson planning
• Test & assessment design
• Skilled written and verbal communicator

Activities and Interests
• Playing volleyball

- Reading classical, modern literature and linguistic articles
- Cycling
- Travelling
- Filming videos in trips or everyday life
- Profound interest in music and cinematography

Additional skills
- Drawing

References
- References available upon request.

Task 12 *Read the information about a letter of application and answer the following questions:*

1. What is a letter of application?
2. When do we need to write it?
3. What information should be included?
4. How many paragraphs are there in a letter of application? What are they?
5. What tenses are used?

A Letter of Application

A letter of application, also known as **a cover letter**, is a document sent with your resume to provide additional information about your skills and experience. A formal letter of application is written when applying for a job or a place on an educational course. Effective application letters explain the reasons for your interest in the specific organization and identify your professional qualifications, most relevant skills and qualities, details of previous experience. Previous experience should be presented in a clear order using linking words such as: *currently, before this, subsequently, prior to this, following, whereupon*, etc.

A successful letter applying for a job should have:

1) **Introduction - Paragraph 1:**
State reason(s) for writing; the name of the job, where and when you saw it advertised; *e.g. ... the position of Online English Teacher advertised in the website Work.ua. yesterday*;

2) **The main body - Paragraphs 2-3-4:**
State:

- your age, present job and/or studies (e.g. *I am a nineteen-year-old university student*)
- qualifications (e.g. *I have a BA in English*)
- previous experience (e.g. *I have been working as a private English tutor for the last two years*.)
- skills (e.g. *I believe I possess the right combination of communication and interpersonal skills*) and
- personal qualities that are suitable for the job (e.g. *I consider myself to be mature and responsible*)

3) **Conclusion - Final Paragraph**

Write **closing remarks** (when you are available for interview, where and when you can be contacted, references you can send, a remark that you hope your application will be considered; e.g. *I will be available for interview in September. I enclose references from my last two employers. I look forward to hearing from you.*)

Usage of tenses in a letter of application

We use:
- the present simple to describe skills/personal qualities
e.g. I am a patient and reliable person.
- the past simple to talk about past experiences
e.g. I left school in 2004. I worked for Innovecs for four years.
- the present perfect to talk about recent work/studies
e.g. I have been working for English school Speak up for two years. I have recently graduated from Kyiv National Linguistic University.

Useful language
● **To begin letters:**
I am writing to apply for the post of… advertised in yesterday's…
I am writing in connection with the vacancy in your language school *Speak Well*.
I am writing with regard to the vacancy in your Sales Department, as advertised in *The Times* on/of 14th October.
I wish to apply for the post of…which you advertised in….
I have pleasure in applying for the advertised position, as…
I would like to apply for the position of…
● **To write about your experience**
I am currently / At present I am employed/working as a teacher.
I was employed as (position) by (company) from (date) to (date)…
During this time, I held the position of… / was responsible for… / my duties included…

I have received training in…/ completed an apprenticeship, etc…
Currently I am working for… and my responsibilities include…
I am used to dealing with ….To write about your qualifications
My qualifications include… / I am presently studying/ attending a course.
I am due to take my final examinations in June.
I have/ hold/ obtained a degree/ diploma/ certificate in…
I have successfully / recently completed a course in (subject).

- **Reasoning**

I am particularly interested in this job, as…
I would like to work for you, in order to…
I think I'm suitable for the position of... because ...
My strengths are…
I would say that my only weakness is…. But I am looking to improve in this area.
I would be well suited to the position because…
My professional qualifications / skills appear to be well suited to your company's requirements.
During my time as ..., I improved / furthered / extended / my knowledge of…
Whilst working at… I became highly competent in…
Even under pressure I can maintain high standards.
Even when working at high speed, I do not neglect accuracy and would therefore be particularly suitable for the demands of working as ...
I have a lively interest in foreign languages and would appreciate the opportunity / chance to broaden my knowledge by working with you.
My current position as a teacher ………… has provided me with the opportunity to work in a high-pressure, team environment, where it is essential to be able to work closely with my colleagues in order to …..
As you can see from my enclosed résumé, my experience and qualifications match this position's requirements.

- **To write about your skills**

My native language is…, but I can also speak…
I am fluent in both spoken and written English.
I have an excellent command of the English language.
I have a working knowledge of…
I am an experienced user of… (computer software)
I believe I possess the right combination of communication and negotiation skills.
I have excellent communication skills / good interpersonal skills / analytical skills / presentation skills.

- **To end letters**

I enclose my CV/ references from…

Please find enclosed my CV/ references from…

I can supply references from my previous employer if required.

I would appreciate a reply at your earliest conveniences.

I would welcome the opportunity to discuss further details of the position with you personally.

I would be available for an interview at any time / until the end of July.

I would be pleased/ happy to supply you with any further information/details.

Please contact me should you have any further questions.

Thank you for your time and consideration. I look forward to the opportunity to personally discuss why I am particularly suited to this position. Please contact me via…

I look forward to receiving a reply in due course.

Yours faithfully (Formal, recipient name unknown).

Yours sincerely (Formal, widely used, recipient known).

Task 13 *Read the example of a letter of application. Translate it into Ukrainian.*

March 1, 2019
Ian Appling
Language School ‗English Prime' 12, Shota Rustaveli St, Kyiv, 02000

Introduction (opening remarks / reason for writing)
Dear Mr Appling,

I am writing to apply for the position of an English teacher in your school *English Prime* which was advertised in this week's edition of *The Kyiv Post*.

Main body
(age/qualifications)

I am a 19-year-old student of Kyiv National Linguistic University. In December 2018 I passed IELTS exam with grade 6.5. It is my ambition to become a teacher of English. Therefore, employment in your school particularly appeals to me.

(experience/personal qualities)

Despite the lack of formal work experience, I feel that I would be well-suited for the position. For the last two years, I have been working as a private tutor to small children aged 6-9. I believe I possess the right combination of communication and interpersonal skills. I can describe myself as responsible, enthusiastic, dedicated and reliable.

(other information)

Since the university vacation includes the month of July and August, I will have no other commitments and would be available to work at any time, excluding Saturdays and Sundays for as many hours as needed.

Conclusion

Please find enclosed my curriculum vitae and my photograph as requested. I would be happy to supply you with any further information. I look forward to the opportunity to personally discuss why I am particularly suited to this position.

Yours sincerely,

Diana Dovzhenko.

Task 14 *Read the following letter of application and write down the topic of each paragraph.*

1. _____

Dear Sir / Madam,

I am writing to apply for the position of Physical Education teacher at the All Saints' Girls' school in Liverpool as advertised in The Herald of 24th May.

2. _____

I am twenty-six years old and obtained a degree in Sport Science at Liverpool University in 2014. I am presently working as a teaching assistant in the P.E. department at Grammar School in Manchester where I have been working for the last four years. Prior to this, I worked for two years as a swimming coach in Middlesex at the Regent Leisure Centre.

3. _____

I am extremely interested in the post available as I am eager to upgrade my present status from teaching assistant to fully appointed P.E. teacher. I am patient and believe in encouraging all pupils to reach their full potential.

4. _____

I enclose my CV and I would be glad to attend an interview at any time convenient to you. I look forward to hearing from you in due course.

Yours faithfully,

Barbara Winters

Task 15 *Put the parts of the letter of application in the correct order.*

a) Currently, I am working for –BelBagno Australia and my responsibilities include managing content creation for the company social media, ensuring content stays up to date and relevant. I am used to dealing with social media and English software. During summer 2018, I held the position of –The Vineyard Camp‖ staff, I was responsible for taking care of campers from my cabin, working in the team of international teachers of Crafts & Arts and Wilderness Adventures.

b) Please find enclosed my CV as required and references from previous places of work. I may be contacted by telephone on 098-564-73-45. I would be happy to supply you with any further information. I look forward to hearing from you in due course.
Yours sincerely,
Nina Bondarenko

c) I am a 20-year-old student of Kyiv National Linguistic University. But I am presently doing an internship at the University of Granada. I am due to take my final examinations in June and then I'm going back to Ukraine. In February 2019 I passed the exam in the Modern Language Centre of Granada for B2 level of Spanish.

d) Dear Mr Hyson,
I am writing with regard to the vacancy in your Marketing & Communications Department as advertised on your official website on the 21st of March.

e) April 2, 2019 Nina Bondarenko
–Google Ukraine
25B, Petra Sahaidachnoho Str.
Kyiv, 04070

f) I am from a bilingual family; therefore, I am a native speaker of the Ukrainian and Russian languages, I can also speak English and Spanish fluently. I am an experienced user of computer software and social media. Moreover, I believe I possess the right combination of communication and negotiation skills.

Task 16 *Write a letter of application in response to one of the advertisements below.*

1)   You have decided to spend some time working this summer. You have seen an advertisement in the paper for the position of an English teacher to work for a month in the *Friends World English* camp. Write a letter of application for this position.

2)   You have read the following advertisement: *A company **Speak** is seeking responsible and motivated young people for the positions of tutors in Lviv, Ukraine. Successful candidates are expected to support and encourage learners, develop and deliver high quality support materials, and provide an outstanding learner experience to our students of different ages"*. Write a letter

160

of application for this position.

3) There is a vacancy for a *Full-time Teacher of English* in Strive for More School in Kyiv. Read the advertisement and apply for the position.

Strive for More School has an exciting opportunity for someone with flair, energy, and commitment to join our forward-thinking and expanding school as a full-time Teacher of English.

Job overview

You will join a team of innovative and highly motivated teachers who constantly strive to provide the finest education and ever-expanding opportunities to get the very best out of our pupils, while fostering a love of learning through the delivery of high-quality and innovative lessons.

Contribution to the wider life of the school is essential and it is the expectation that all members of teaching staff play an active role in the school, both inside and outside the classroom.

On offer is a competitive salary, commensurate with experience, excellent professional development opportunities and small class sizes. Other benefits include access to health and wellbeing support, staff events, free school breakfasts, pension, and life assurance.

UNIT 7
Job Interview

! Learning Goals

Skills

! **Reading** for gist
Comprehension: matching headings
Texts: *Job Interview Tips; First time interviewing a candidate?*
! **Speaking**: roleplay –A job interview‖

Language

! **Vocabulary**: job interview; nonverbal communication in a job interview; interview preparation tips; key competencies.
! **Use of English**: words easily confused; nouns, verbs with prepositions; phrasal verbs/idiomatic expressions; word formation & derivatives: *-er/-ee*.

Warming up

Task 1 *Look at the advice for job interviews. Tick the things that can "make a job interview" and put a "✗" next to the ones which can "break" it. Explain your choice.*

- Put on casual clothes for the interview.
- Go out for a walk before the interview to relax.
- Say you didn't *get along well with* a previous employer.
- Find out information about the company.
- *Turn up* at the interview a couple of minutes early.
- *Make up* information about yourself.
- *Make out* you understand something when you don't.
- Go into a lot of detail about your personal life.
- Stare at the floor.
- Sit up straight and maintain eye contact.
- Say you really need a job.
- Sit down and get up when you are asked to.
- Show eagerness to learn.
- Show how your skills fit the employer`s needs.
- Apologize for your English.
- Think about the job and write down your strengths and weaknesses.
- Take another person with you.
- Speak up and express yourself clearly.
- Tell the employer how to run his or her business.

162

- Ask about vacations and other benefits.
- *Take down* notes during the interview.
- Have facts about your former jobs and your qualifications.
- After the interview thank the employer for his or her time.

Reading Skills

Focus on Comprehension: *Tips for matching headings task.*
✓ Pay attention to headings that are different or similar to each other.
✓ Spend time paraphrasing keywords in the possible headings.
✓ Read the paragraphs to find the main idea.
✓ Distinguish between main ideas and extra information in the paragraph.
✓ The heading should provide the main idea of the paragraph.
✓ Do no try to match words – this is about paragraph aims.

Task 2 *Read seven tips about the job interview. Match the headings (1 – 10) with the extracts (A – G). There are three extra headings you do not need.*

1. **Interview Thank You Letter**
2. **The STAR approach**
3. **Behaviour during the interview**
4. **Nonverbal communication**
5. **Researching the company**
6. **Understanding when the interview is finished**
7. **Job evaluation matrix**
8. **Professional outfit**
9. **Making the best impression**
10. **Planning your schedule**

A Your posture during an interview is also important. Whether you are sitting or standing. Your posture communicates to the interviewer whether you are an interested, alert, energetic person or a tired, unsure, nervous person. This is called *body language*. The interviewer`s body language can also communicate information to you. For example, if she or he glances at the clock, says ―uh-huh‖ too much, plays with a paper clip or fidgets, then you may be talking too much. Then it would be time to ‒give the floor back‖ to the interviewer. The interviewer will also give you certain nonverbal signals when the interview is over, such as looking at his or her watch, making a phone call, calling the secretary or even standing up.

B This technique is oftentimes used at work or in school, and here's how it works. First, write down all of the factors that are important in a new job. This includes items such as *commuting time*, *work hours*, time for friends and family, and benefits such as vacation. This list should include a mix of both lifestyle and *career features*.

The next step is to assign a weight to each attribute. For example, if work hours are important, then assign it a higher weight. After going through the process of identifying each attribute and assigning a weight to each, the final step is to start comparing different jobs and see how they *measure up against* the "ideal" career.

C Situation or Task	Describe the situation that you were in or the task that you needed to accomplish. You must describe a specific event or situation, not a generalized description of what you have done in the past. Be sure to give enough detail for the interviewer to understand. This situation can be from a previous job, from a volunteer experience, or any relevant event.
Action you took	Describe the action you took and be sure to *keep the focus on* you. Even if you are discussing a group project or effort, describe what you did – not the efforts of the team. Don't tell what you might do, tell what you did.
Results you achieved	What happened? How did the event end? What did you accomplish? What did you learn?

D Understanding key information about the company you're interviewing with can help you go into your interview with confidence. Using the company's website, social media posts and recent press releases will provide a solid understanding of the company's goals and how your background makes you a great fit.

E Map out your route to the interview location so you can be sure to arrive on time. Consider doing a practice run. If you're taking public transportation, identify a backup plan if there are delays or closures. When you arrive early, use the extra minutes to observe workplace dynamics.

F Ask for the business card of each person you speak with during the interview process so that you can follow up individually with a separate thank you email. If you interviewed in the morning, send your follow-up emails the same day. If you interviewed in the afternoon, the next morning is fine. Make certain that each email is distinct from the others, using the notes you took during the conversations.

G Most job interviews today involve more than just a casual conversation with the hiring manager to see if someone is qualified for the job or a good fit with the company's *corporate culture.* Every detail is important, including how to dress for an interview. For any *professional job* a suit, a shirt, and a tie for a man and a suit with a skirt and a simple pastel blouse for a woman will make the best impression. Good colours for interview clothes are brown, black, grey, blue and beige. Matching suits are the most effective: the more tailored and conservative you look the better. Of course, the style of dress may vary depending upon what type of job you are being interviewed for. Some suggest that if possible, you visit the company before going on the interview to get a better idea of the company`s *dress code*.

Focus on Content

Task 3 *Read tips about the job interview again and answer the questions.*

1. What is the issue under discussion about?
2. What do most job interviews today involve? Why?
3. Why is it important to understand that the job you are applying for suits you and your career goals?
4. What is a job evaluation matrix technique? How does it work?
5. How can information about the company you are interviewing with help? Where can it be found?
6. Why is it necessary to be in time for the interview and what is to be done for it?
7. Is there any advice on how to dress for the interview? To what extent do you agree or disagree?
8. What interview techniques do more and more companies employ nowadays? What is their main goal?
9. What does the STAR approach involve?
10. What information can a body language communicate?
11. Does applying for a job end with the interview?
12. What is the key to becoming a successful candidate?

Focus on Vocabulary

Task 4 *Read the tips on how to behave during the interview (page 275). Match the behaviour-based questions with the key competencies sought by the interviewer.*

How to Behave in a Behaviour-Based Interview

***Lombardi**, who earned a master's degree in industrial organizational psychology from West Chester University, wrote his thesis on **behaviour-based interviewing**. Now he's a college relations specialist at Kulicke & Soffa Industries Inc., based in Willow Grove, Pennsylvania, and he says his background has helped him understand an interviewing technique that has become increasingly popular and, according to both his research and popular opinion, more effective than traditional techniques.*

"It seemed like the more structure and the more thought that was put into an interview, the better it was," he says.

Lombardi says behaviour-based questions are generally designed to determine if a candidate possesses certain "***key competencies***." "When I start any behavioural interview, I explain the process," Lombardi says. "I say, 'I'm going to be asking you for specific examples. I will be asking you for details, including names of people, dates, and outcomes.' I really like talking to people about lengthy projects they've had to do – how their role evolved, how they handled time deadlines, pressures, and unexpected situations, and especially how they handled any adversity...Everyone's got that kind of experience."

Lombardi says that the best way for students and new graduates to prepare for a behaviour-based interview is to dig up old research papers, to think hard about any difficulties encountered in summer and part-time jobs, and to recount the steps it took to successfully complete school projects and projects that were part of internships or co-ops. "What I would recommend is for them to just kind of think through situations that have occurred, projects they've worked on, specific experiences they've had," he says. "They should be able to talk about that in detail and be very specific. They should reread that term paper...A lot of it is just common sense."

Behaviour-Based Questions	Key Competencies
1. Describe a situation in which you had to use reference materials to write a research paper. What was the topic? What journals did you read?	a) ***commitment to task***
2. Give a specific example of a time when a co-worker or groupmate criticized your work in front of others. How did you respond? How has that event shaped the way you communicate with others?	b) ***decision making***
3. Give a specific example of a time when you ***sold*** your	c) ***time***

166

supervisor or professor **on** an idea or concept. How did you proceed? What was the result?	*management*
4. Describe the system you use for **keeping track of** multiple projects. How do you track your progress so that you can meet deadlines? How do you stay focused?	d) *research/ written communication*
5. Tell about a time when you **came up with** an innovative solution to a challenge your company or group was facing. What was the challenge? What role did others play?	e) *teamwork*
6. Describe a specific problem you solved for your employer or professor. How did you approach the problem? What role did others play? What was the outcome?	f) *assertiveness*
7. Describe a time when you got co-workers or groupmates who dislike each other to work together. How did you accomplish this? What was the outcome?	g) *goal setting*
8. Tell about a time when you failed to meet a deadline. What things did you fail to do? What were the repercussions? What did you learn?	h) *flexibility*
9. Describe a time when you put your needs aside to help a co-worker or groupmate understand a task. How did you assist them? What was the result?	i) *oral communication*
10. Describe two specific goals you set for yourself and how successful you were in meeting them. What factors led to your success in meeting your goals?	j) *creativity and imagination*
11. Give an example of a situation that could not have happened successfully without you being there.	k) *leadership*
12. Describe a situation when you had many projects due at the same time. What steps did you take to get them all done?	l) *planning and organization*
13. Give an example of when you involved others in making a decision.	m) *initiative*

Task 5 *Read questions and decide what competency/competencies from Task 4 they refer to.*

1. How do you ensure that someone understands what you are saying?
2. Give an example of a time you had to make a difficult decision.
3. What did you do to prepare for this interview?
4. Tell about a time when you had to present complex information.
5. How do you determine priorities in scheduling your time? Give an example.
6. Give an example of when taking your time to make a decision paid off.

7. Describe a time where you were faced with problems or stresses that tested your coping skills.

8. Tell about a time in which you had to use your written communication skills in order to *get across* an important point.

9. Tell about a time when you influenced the outcome of a project by taking a leadership role.

10. Tell about a time when you were particularly effective in prioritizing tasks and completing a project on schedule.

Task 6 *Discuss with your partner/team which competencies interpreters/translators need. Justify your opinion.*

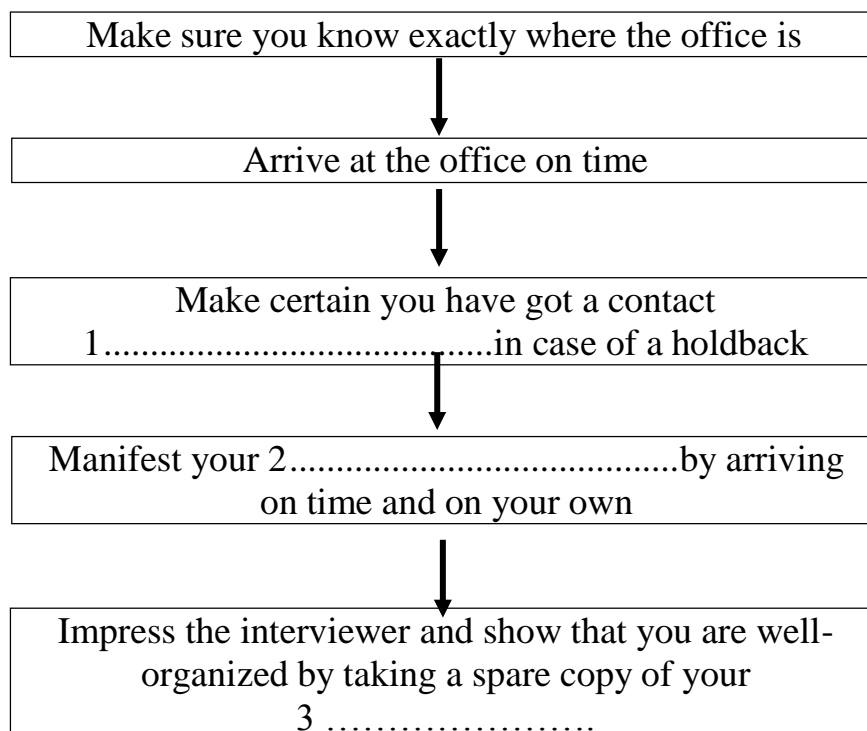**Task 7** *Work with new lexical units in your vocabulary notebook.*

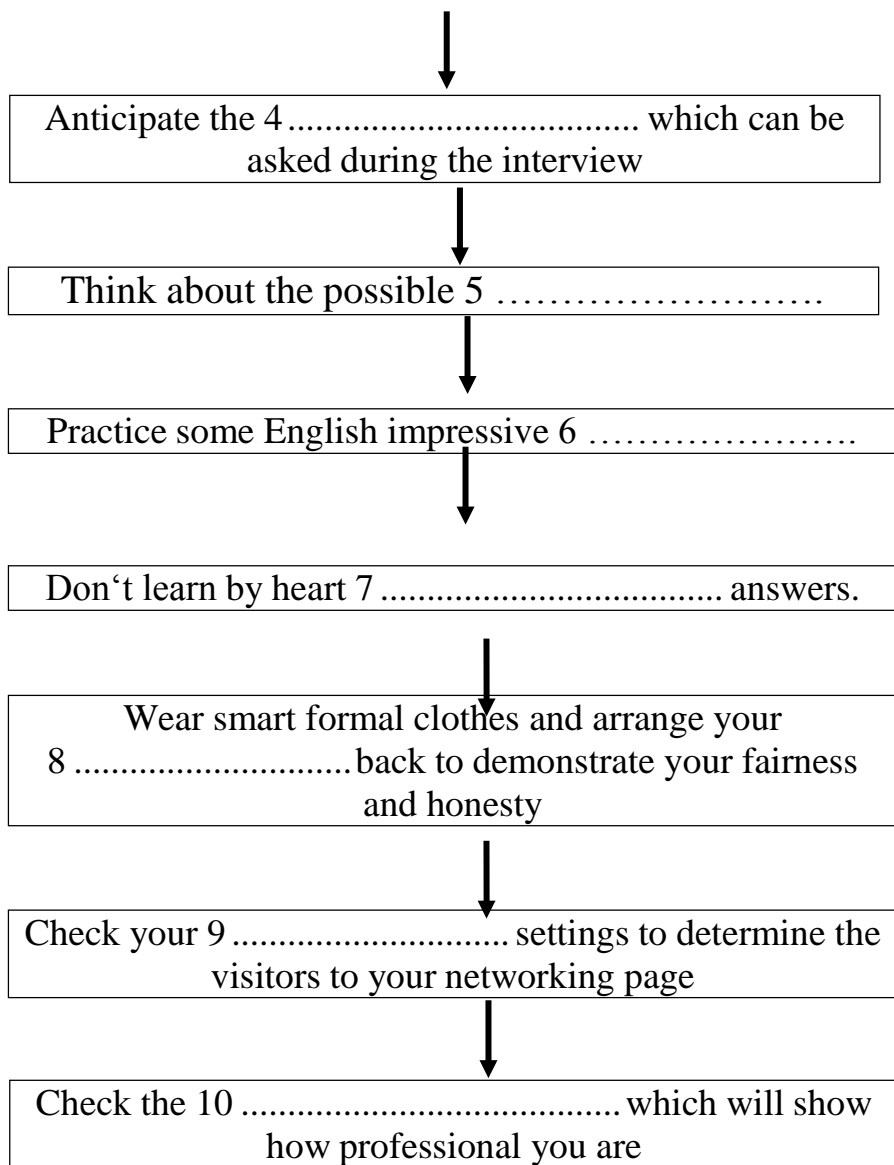**Task 8** *Render the ideas into English using active vocabulary.*

1. Перше враження про людину формується лише за кілька секунд спілкування. Зовнішній вигляд, жести, поведінка свідчать про те, наскільки людина надійна, безпечна, поступлива тощо. "Тому щоб не нашкодити самому собі та запобігти поганому враженню про себе з перших секунд бесіди, потрібно розуміти мову свого тіла. Особливо це стосується важливих зустрічей. Якщо ви прийшли на співбесіду вимагати більшої зарплати або зустрічаєтеся з новими колегами, ретельно стежте за мовою свого тіла. Підсумок зустрічі буде залежати від сприйняття вас співрозмовником", - радить бізнес-фахівець Бернард Марр. 2. Час, витрачений на те, щоб дістатися до роботи і назад, впливає на здоров'я, продуктивність праці і навіть на кар'єру працівника. У цьому впевнені фахівці по роботі з кадрами, лікарі та самі працівники. Так, недавні дослідження Міжнародного кадрового порталу hh.ua, показали, що звичайний офісний працівник з великого міста в середньому витрачає годину в день на дорогу в одну сторону. Час, витрачений на дорогу до роботи, має вважатися частиною робочого дня. Таке рішення прийняв Європейський суд, повідомляє «Independent». 3. До особливостей роботи перекладача можна віднести нові знайомства, змогу поспілкуватися з цікавими та відомими людьми, постійне перебування в епіцентрі подій, можливість стати очевидцем важливих заходів. 4. Корпоративна культура має складатися із навчання на власних помилках, визнання основних цінностей, пошуку людей, які доповнюють та кидають виклик один одному, відкритого спілкування, веселощів та командної роботи. Втім, корпоративна культура також повинна давати можливість вести здорові суперечки, щоб люди могли дискутувати щодо певних цінностей і норм та висловлювати різні думки. Саме коли культура припиняє підтримку

різноманіття та інакомислення, вона перетворюється на культ. 5. Перекладач повинен заздалегідь знати стиль одягу тієї людини, з якою працює та підбирати свій одяг відповідно. Це важливо для подальшої оцінки вашого клієнта партнерами, а також більш серйозного ставлення до вас. Ви будете виглядити не просто перекладачем, а повноцінним помічником. 6. Серед найпоширеніших та найбільш дієвих методик проведення поведінкових інтерв'ю спеціалісти виділяють STAR. Це методика виявлення поведінкової реакції людини, сенс якої полягає в тому, що кандидату на вакантне місце в компанії ставлять тільки ситуаційні питання. Наприклад, не питають про наявність лідерських якостей, а просять навести приклад із його минулого досвіду, коли він був ініціатором якогось проекту, або розповісти про свою поведінку в конфліктній ситуації. У процесі співбесіди кандидата запитують про конкретні ситуації. Відповіді зможуть продемонструвати ступінь розвитку його компетентностей. Варто просити розповісти про реальні приклади, коли людина знаходила вихід із нестандартної ситуації. Кандидат повинен спочатку описати ситуацію, потім визначити завдання для її вирішення, а також вказати конкретні дії, які призвели до певного результату.

Task 9 🎧 *Silvia has been invited for an interview at the communications agency. Before her interview, she meets a human resources manager for some interview preparation tips. Listen to the conversation and complete the flow-chat below.*

Interview Preparation Tips

Make sure you know exactly where the office is

↓

Arrive at the office on time

↓

Make certain you have got a contact 1..in case of a holdback

↓

Manifest your 2...by arriving on time and on your own

↓

Impress the interviewer and show that you are well-organized by taking a spare copy of your 3 …………………

169

```
                           ↓
    ┌──────────────────────────────────────────────┐
    │   Anticipate the 4 ...................... which can be │
    │           asked during the interview          │
    └──────────────────────────────────────────────┘
                           ↓
    ┌──────────────────────────────────────────────┐
    │     Think about the possible 5 ……………………       │
    └──────────────────────────────────────────────┘
                           ↓
    ┌──────────────────────────────────────────────┐
    │   Practice some English impressive 6 …………………   │
    └──────────────────────────────────────────────┘
                           ↓
    ┌──────────────────────────────────────────────┐
    │   Don't learn by heart 7 ..................... answers. │
    └──────────────────────────────────────────────┘
                           ↓
    ┌──────────────────────────────────────────────┐
    │     Wear smart formal clothes and arrange your │
    │   8 ..............back to demonstrate your fairness │
    │                  and honesty                   │
    └──────────────────────────────────────────────┘
                           ↓
    ┌──────────────────────────────────────────────┐
    │   Check your 9 ........................ settings to determine the │
    │           visitors to your networking page     │
    └──────────────────────────────────────────────┘
                           ↓
    ┌──────────────────────────────────────────────┐
    │   Check the 10 ....................... which will show │
    │              how professional you are          │
    └──────────────────────────────────────────────┘
```

Task 10 🎧 *You will hear five people speaking about bad impressions in interviews. Number the problem in the order you hear them. Then match each problem (1 – 5) to the advice (A – F) on how to avoid it. There is one extra problem and advice you do not need to use.*

Trembling voice, sweating, shaking hands, no eye contact, invading interviewee's —personal space‖, bad posture

Problem 1 …………………………

Problem 2 …………………………

Problem 3 …………………………

Problem 4 …………………………

A) Make eye contact, but remember not to stare.

B) Politely decline tea or coffee.

C) Sit up straight and lean forward when speaking.

D) Make sure you know in advance

Problem 5 ……………………… how to find the interview venue.

E) Be aware of the distance between you and the interview.

F) Breathe slowly and deeply.

Focus on Language

Words Easily Confused

Task 11 *Study the following words and difference in their meaning.*

Competencies and Competences: Quick Facts

What are **competencies**, why are they so important nowadays? How are competencies used in HR and how can individuals use them to their advantage?

1. Some years ago when executives and managers talked about the type of employees they wanted to contract for their businesses they spoke of skills and qualifications. These words are still used but have been overshadowed by the term competencies. Competencies are a concept taken on board by HR departments to measure a person's appropriateness for a particular job.

2. In simple terms a competency is a tool that an individual can use in order to demonstrate a high standard of performance. Competencies are characteristics that we use to achieve success. These characteristics or traits can include things like knowledge, aspects of leadership, self-esteem, skills or relationship building. There are a lot of competencies but they are usually divided into groups. Most organisations recognise two main groups and then have numerous subgroups which competencies can be further divided into.

   There has been a lot written about competencies. It is easy to see how people can become easily confused by what a competency actually is. It is also essential that people in the world of business have a clear understanding of what different competencies are and, in particular, which competencies are of interest to them – either as an individual interested in self-development – or as an employer looking for the best candidate for a job.

3. Competencies can be divided into two distinct types; technical competencies (sometimes referred to as functional) and personal competencies. As the name suggests, technical competencies are those which are related to the skills and knowledge that are essential in order

for a person to do a particular job appropriately. An example of a technical competency for a secretary might be: ‒Word processing: able to word process a text at the rate of 80 words per minute with no mistakes.‖ Personal competencies are not linked to any particular function. They include characteristics that we use together with our technical competencies in order to do our work well. An example of a personal competency is: ‒Interpersonal Sensitivity: Demonstrates respect for the opinions of others, even when not in agreement.‖

4. As can be seen from the examples above there is a particular way of expressing a competency. First, the competency is given a title; for example ‒word processing‖. Then a brief indicator or explanation is given as an example of the person's aptitude in that competency; for example ‒able to word process a text at the rate of 80 words per minute with no mistakes.‖

Many organisations identify a set of generic competencies which they require in all or selected groups of their staff. These are personal attributes and behaviours required in the workplace.

The recruitment and selection of professionals and managers is one of the most significant and costly investments an organisation can make. Risks can be high, and the cost of a bad hire can have a tremendous impact on time, money and company culture.

A **competence** and competency-based approach to recruitment and selection of professionals and managers can help your organisation make it an effective and successful investment of time, money and expertise.

Such an approach will help ensure that:

- the organisation is clear regarding the competencies and skill sets required by the job
- the selection processes encourage a good fit between individuals and their jobs
- managers and staff have the required skills and competencies
- individual competence and competencies are matched to the requirements of the position, the fit of the person with the immediate team, the overall cultural fit, and the particular challenge
- a good process can also support and sell the decision internally if it is determined that an external candidate is the best choice for the position.

This topic examines examples of different competencies and competences, competency frameworks and analysis techniques.

- Competencies and competences can have different meanings in the world of modern learning and management, although the two terms are often used interchangeably.
- Competencies are the personal attributes or behaviours of an employee which result in effective or superior performance in a job.
- A competence is the ability to do a particular activity to a prescribed standard and is dependent on the employee's knowledge and skills.
- Knowing which competencies are required by an organisation can help inform decisions relating to recruitment, reward, promotion and personal development.
- Competencies are particularly useful for assessing the requirements of service or management jobs where employers need to measure employees' behaviours or soft skills.
- Competences need to be defined in order to identify knowledge and skills gaps and plan for training provision.
- Competences can be defined by analysing the knowledge and skills required for each job.

https://app.croneri.co.uk/topics/competencies-and-competences/quickfacts

Task 12 *Choose the correct word. Explain your choice.*

1. Teaching faculty carries a tremendous responsibility to guide resident and student charges on related matters of ethics, professionalism, interpersonal skills, and multicultural *competency/competence*.

2. The case is made for promoting and supporting communication as key skills and *competencies*/*competences* for care workers.

3. Her *competence/competency* as an interpreter is unquestionable.

4. We need objective standards to assess the *competency*/*competence* of our workforce.

5. Students can prove their *competency*/*competence* by performing well in the exam.

6. Research into semantic skills focuses less on the qualitative aspects of linguistic *competence/competency* than does research into phonological and morphosyntactic skills.

7. In addition, a further matrix was designed, with a weighting applied, to show the order of importance for each *competence*/*competency*.

8. The goal of the task is to assess a person's language *competence/competency*, language expression (production/performance), and proficiency.

9. In order for cooperation to be rational, participants must have a certain degree of confidence in each other's *competency*/*competence* to complete their assigned tasks.

10. The authors note that attempts to apply research-based evidence on protective factors frequently tend to be oversimplified, targeting individual skills or *competencies/competences*.

Prepositions

Task 13 *Complete the blanks with the prepositions.*

by, with, in, through, on, across, to, about

1. If you use more than one email address to *communicate ......* us, please notify us of each email account you use.
2. Management can *communicate ......* the personnel what the important objectives are.
3. Once you have established web-based customers or prospects, it is important to *communicate ......* them regularly.
4. Even those that were able to *communicate ......* English were not able to communicate well.
5. So it exists in the brains of people because concepts can be *communicated ......* language.
6. She often says that if a non-English speaking diplomat or statesman visits Ghana, he *communicates ......* an interpreter.
7. The Reddit community is one of the most active on the internet, allowing you to *communicate ......* a vast number of topics.
8. Those at the top of one of the world's greatest communications businesses seem to find it impossible to *communicate ......* a personal level with those who work for them.
9. At the heart of either role in corporate communications lies a challenge to learn and *communicate ......* complex topics whilst retaining a 'man in the street' view.
10. He shared his tips for *communicating ......* a 'group' and steps taken to ensure that company culture is reflected across multiple sites.
11. Your posture *communicates ......* the interviewer whether you are an interested, alert, energetic person or a tired, unsure, nervous person.
12. The interviewer`s body language can also *communicate information ......* you.

Word Formation & Derivatives: **Agent and Receipient Nouns**

An **agent noun** denotes a person who performs an action. Most agent nouns end in either *-er* (standard) or *-or* (for words derived directly from Latin).

174

A **recipient noun** denotes a person who receives an action. Recipient nouns usually have the suffix *-ee*, which technically means *one to whom*.

Agent nouns are more common than recipient ones simply because recipients need agents while agents do not need recipients. Here are just a few of the thousands of agent nouns in English: *debtor, director, employer, flyer, lecturer, payer, performer, prosecutor, runner, server, teacher.*

There are far fewer established *-ee* words. Here are a few of the more common ones: *employee, evacuee, honoree, lessee, payee, trustee*

Creating words with the -er, -or, and -ee suffixes

Each of these suffixes are living, which means they may be attached with no hyphen. Your spell check may catch coinages such as *condemnee*, *directee*, and *lecturee*, but these are perfectly good words if used well.

When creating recipient nouns, keep in mind that a recipient is one to whom something is given or one for whom something is done. So, for example, the relatively new word *attendee*, indicating one who attends, is questionable because one does not receive attendance. The word technically should be *attender* (but, of course, it's not).

Creating *-er* and *-or* words can be tricky in a different way. The *-er* suffix is safer, as it can be applied to any solidly English word. The suffix *-or* is reserved for words that come directly from Latin. For example, *prosecute* comes from the Latin *prosequi*, so the English agent noun is *prosecutor*. Words that are further removed from their Latin roots often take the *-er* suffix. When in doubt, consult a dictionary.

Task 14 *Complete the sentences with the correct form of the words given in brackets. Explain the meaning of them.*

1. Even when we are not the ……………….. (address) but a later …………………. (read), they make us feel that we are members of a fortunate audience. 2. The amount of compensation paid to the ………………… (employ) may also have a bearing on the amount of skill the ………………... (employ) has a right to expect. 3. Many ………………….. (employ) consider hands-on experience to be just as useful as academic qualifications. 4. If an ………………. (assign) of a copyright fail to print a proper notice he will have no remedy even against his ………………. (assign) for infringement. 5. In fact, one ………………. (attend) went so far as to describe the event as ‒super awesome.‖ 6. Years ago, as an .... (escape) of the George W. Bush administration, I wrote a whole book about it. 7. But if you're a

………………… (stand) yourself you feel free to look any of 'em in the eye. 8. Today, she and her family are among the 13,500 Syrian ………………… (refuge) families living in Concern-supported housing in northern Lebanon. 9. Every match must be assigned a rule ……………….. (keep) known as a ……………… (refer), who is the final arbitrator. 10. Fixed terms for …………….. (appoint) and party-balancing requirements for ………………… (nominate), however, have little relationship to the costs of agency termination. 11. The ………………… (nominate) was also responsible if the ………………… (nominate) was charged with corruption, and could be punished if he refused to nominate qualified individuals. 12. The ………………… (nominate) submit names of artists they believe should be considered for an award. 13. Perhaps because the 'experiences' are not collective, but instead extremely personal and individual, most ……………… (devote) devotees are keen to share their 'experiences' with others. 14. He is a ……………….. (biography) in CONTEMPORARY AMERICAN AUTHORS, and has been featured twice in "The Writers Almanac" with Garrison Keillor, as well. 15. We are forced to read between the lines – the ……………….. (biography) rarely pauses to give his opinion on behaviour or character.

Phrasal Verbs & Expressions

Task 15 *Match the phrasal verbs and idiomatic expressions on the left with their definitions on the right.*

1. Say you didn't **get along well with** a previous employer.

2. **Turn up** at the interview a couple of minutes early.

3. **Make up** information about yourself.
4. **Make out** you understand something when you don't.
5. **Take down** notes during the interview.
6. Give a specific example of a time when you **sold** your supervisor or professor **on** an idea or concept.
7. Tell about a time when you had to use your written communication skills in order to **get across** an important point.
8. Tell about a time when you **came up with** an innovative solution to a challenge

A) to pretend

B) invent something, sometimes in order to deceive people

C) have a friendly relationship
D) suggest or think of an idea or plan
E) arrive
persuade someone thatsomething is good, valuable, or useful
G) make certain that you know what is happening or has happened to someone or something
H) direct attention towards something or someone

F)

176

your company or group was facing.

9. The final step is to start comparing different jobs and see how they **measure up** against the "ideal" career.

I) to communicate an idea or message successfully

10. Describe the action you took and be sure to **keep the focus on** you.

J) write

11. Describe the system you use for **keeping track of** multiple projects.

K) to be good enough, or as good as someone or something else

Speaking Skills

Task 16 *Look at the following common interview questions. Think of a job you would like to apply for. Prepare your answers to all the questions using words and phrases from this unit.*

1. Can you tell us something about yourself?
2. Why did you choose to study your degree subject?
3. What skills did you develop at university?
4. What was the most challenging aspect of your degree course?
5. How will your degree help you in this position?
6. What do you know about our company?
7. What do you consider to be the key skills necessary for this position?
8. Why do you want this job?
9. Why should we hire you?
10. What will you do if you don't get this job?
11. Tell me about a time when you had to make a difficult decision.
12. Where do you see yourself in five years' time?
13. How do you hope to develop your career further?
14. Do you have any questions you would like to ask us?
15. What do you like doing in your spare time?

Task 17 *In groups of three roleplay a job interview.*

Student A is the interviewer. He should ask a selection of questions from Tasks 4, 5 and 12.

Student B is the candidate. He should answer the questions honestly.

Student C is the observer. He should make notes on the candidate's answers in the table below.

If possible, record the interview, as this will help you to identify your individual strengths and weaknesses. When you have finished, the observer should give feedback on the candidate"s performance. Swap roles and practise again.

Question	Audible	Concise	Truthful	Explicit	Body language	Grammar mistakes
1. Can you tell us something about yourself?						
2. Why did you choose to study your degree subject?						
3. …						

Communicative Situation 1: You are a human resources manager. What interview preparation tips can you give to a candidate?

Communicative Situation 2: You are a recruiter. Give some tips on how to behave during the behaviour-based interview.

Communicative Situation 3: Give the feedback on the job interview roleplayed in Task 17.

Test Yourself Section

Task 18 *Read about the mistakes a hiring manager can make during his/her first interviewing a candidate and the advice on how to avoid them. Match the mistakes (1–10) with the pieces of advice (A–G) on page 288. There are three extra mistakes you do not need.*

1. Not putting the candidate at ease from the start
2. Appearing disinterested
3. Being too quick to judge
4. A poor questioning technique
5. Speaking negatively

6. Poor timekeeping
7. Not being ready for their questions
8. Not reading the candidate's CV before the interview
9. Not asking about their ambitions
10. Giving a robotic introduction

First Time Interviewing A Candidate? Avoid These Mistakes

Christine Wright
Senior Vice President, Hays US

As a manager of a growing team, interviewing other people properly is essential. For the most part, a good interview technique will help you to put the candidate at ease, get the very best out of them and ultimately make a fair and educated assessment of their suitability. Not only this, interviewing effectively will ensure that you make the right hiring decisions throughout your career, guaranteeing the success of your teams going forward.

However, this skill is too often overlooked and not given the attention it deserves. Most first-time hiring managers simply aren't taught the basics of interviewing, or reminded of the fact that this is a two-way process, and that they too are being assessed by the candidate. As a result, many hiring managers tend to make similar mistakes when conducting their first interview. In this blog, I hope to highlight what these common mistakes are, so that you can avoid these ahead of time:

-A-

Schedule half an hour before each interview to familiarize yourself with the candidate you are about to see. Review any projects and examples of their work which are of interest, and take a look at their LinkedIn profile. Doing so will help you feel prepared, and allow you to start building a rapport with the candidate.

-B-

During your preparation for the interview, be mindful not to form any preconceived ideas or opinions about the candidate's suitability for the role. Perhaps, after reading their CV, you are concerned about a possible skills gap or career decision that they made. Whilst these concerns may well be justified, don't rule any candidate out or make any snap judgements before interviewing them, or even during. Keep an open mind and give the candidate a fair chance.

-C-

Turning up late to the interview is poor form and will only serve to worsen the candidate's nerves. Likewise, hurrying the candidate out of the door once the interview has ended because you have another meeting to attend is discourteous, and can damage your reputation as an employer. Whilst, of course, your role is demanding and you don't often have the luxury of time, do try to make a concerted effort to clear at least 30 minutes either side of the interview. Treat the candidate and the entire hiring process as your priority, because at this point in time, it is.

-D-

Being on time to the interview may help keep the candidate's nerves at bay for a brief moment, but this can soon be undone if you don't make a concerted

179

effort to make the candidate feel comfortable from the beginning of the interview. Be sure to greet the candidate warmly. Smile, shake their hand, and make conversation as you walk to the interview room. Make sure you are in a private area. As I said, the candidate will already be nervous, and distractions such as ringing phones, curious employees peering into the room as they walk past, or people knocking on your door to ask you a question, certainly won't help.

-E-

When interviewing a candidate, always start with brief information about yourself, the company, as well as the vacancy you are hiring for. This may sound like a simple task, but it can be surprisingly easy to slip up here. Avoid simply rattling off information in the job description and company website. Instead, bring the opportunity to life for the candidate, and give them an insight that they wouldn't have been able to find during their preparation for the interview. Explain how the role has evolved, why it is important to the company's purpose and objectives, and what a typical working day might look like. Talk about the company culture, the team dynamic, and your favourite aspects of working here. Ultimately, make the candidate feel excited about the opportunity and able to picture themselves in the role.

-F-

Another big red flag for a candidate is an interviewer who appears completely impartial in what they have to say. Hopefully, you know to put your phone away during the interview and refrain from checking it. However, your subconscious behaviours could let you down if you aren't paying attention; from not making eye contact to fidgeting and looking around the room. Make a conscious effort to adjust your behaviour when interviewing a candidate; sitting up straight, leaning in when they speak, maintaining eye contact, smiling and nodding as they answer, and taking notes. Above all, listen intently to them. If you are truly paying attention and are engaged with what the candidate has to say, this will naturally be conveyed in your body language and behaviour.

-G-

On the subject of questions, the candidate may well ask you how the role came about. Whatever you do, do not say anything negative about the predecessor for this role. Even if they left on bad terms, there's no need to share this information. The candidate may also ask you about some of the challenges you face as a business or within your team, after all, challenges at work are inevitable. But again, this type of question still demands a positively and professionally phrased answer. Yes, you can talk about the trials you are sometimes up against, but place the emphasis on how you work to overcome them.

Wordlist

1. *Interview Thank You Letter*
2. *the STAR approach*
3. *nonverbal communication*
4. *Job evaluation matrix*
5. *body language*
6. *commuting time*
7. *work hours*
8. *career features*
9. *corporate culture*
10. *professional job*
11. *dress code*
12. *behaviour-based interviewing*
13. *key competencies*
14. *commitment to task*
15. *decision making*
16. *time management*
17. *research/written communication*
18. *teamwork*
19. *assertiveness*
20. *goal setting*
21. *flexibility*
22. *oral communication*
23. *creativity and imagination*
24. *leadership*
25. *planning and organization*
26. *initiative*
27. *Interview Preparation Tips*

Use of English

Words Easily Confused: *competency vs competence*

Prepositions

communicate by language
communicate with sb
communicate in language
communicate through sb/sth

communicate on sth (topic)
communicate across a group
communicate sth to sb
communicate about sth (topic)

Phrasal Verbs* & *Idiomatic Expressions

get along well with
turn up
make up
make out

take down
sell sb on sth
came up with
get across

measure up against
keep the focus on
keep track of

181

MODULE 3
WELCOME TO THE ACADEMIC WORLD

UNIT 8
What is a University Education Worth?

! Learning Goals

Skills	*Language*
! *Listening* for specific information **Comprehension:** multiple choice Recordings: *What is a University Education Worth? Value of university education* Text: *University Education Makes You a Better Citizen* ! *Speaking*: expressing opinion, comparing higher education in Ukraine and UK	! *Vocabulary*: higher education, types, roles, functions of universities. ! *Use of English*: words easily confused on *education*; verbs with prepositions; phrasal verbs/idiomatic expressions; word formation & derivatives: *-hood/-dom/-ship/-ness.*

Warming up

Task 1 *Work in pairs/groups. Discuss the following issues.*

✓ Every year thousands of excited and anxious, young and mature students arrive at the institution of their choice to embark upon a new phase in their life – as a university student. *Ask your partner what it is like for him/her to be a university student. Then be ready to tell the information you get. What can you say about your university? Use all your knowledge about KNLU and the life of a uni student, give the definition to university.*

Listening Skills

Task 2 🎧 *Listen to the recording about university education in the UK. Choose the correct answer.*

1. According to the speaker
a) more and more British students are getting higher education
b) higher education in the UK is getting more and more expensive
c) a university diploma is really worth large debts

182

2. Many students in England and Wales have to take a student loan as
a) the interest on student loans is not high
b) more than 80 % of students want to get higher education
c) universities charge them payments for instruction and other services

3. The average British graduate has a debt of
a) £12,000   b) £20,000   c) £15,000

4. Graduates start paying back
a) when they leave parents' home
b) when their income is more than £15,000
c) in the April after they leave the course

5. British employers look for people
a) in white collars   b) with skills and knowledge
c) with university education

6. A lot of graduates are dissappointed and frustrated as
a) they have more knowledge and skills that their work requires
b) their work requires more knowledge and skills
c) the universities promised them exciting and challenging job

7. The number of those who want to study at university has declined recently since
a) British people are sure that a degree is not worth money
b) there are certain difficulties in getting the loan
c) loan companies aren't available

8. The problem which is considered to be the worst is
a) fewer university applicants   b) student poverty
c) students breaking the law

9. The growing number of foreigners entering British universities is caused by
a) the rate of the British currency
b) the high level of their wealth
c) the reputation of British universities

10. The universities in the UK prefer foreign students because
a) they can pay more
b) more of them come to the UK every year
c) British people fear to go to university

Focus on Content

Task 3 🎧 *Listen to the recording again and put the ideas in the logical order.*

_____ They use it to pay for educational and other services as well as for living expenses.

_____ It can be explained by the fact that most people in ‗white-collar jobs' seem to have a degree which leads to severe competition.

_____ It means that graduates cannot afford to buy a house, and they struggle to pay a rent on a flat or have to live with their parents.

_____ More than that, the British universities offer more and more of the available places to richer international students rather than poorer British students.

_____ The student loan has to be paid back in the April after the graduation and when a person earns over £15,000 a year, the government takes repayments directly from the monthly salary.

_____ The issue under consideration is about higher education in the UK and problems university students and graduates face.

_____ In addition, British companies tend to value work experience over a piece of paper.

_____ Although the interest on student loans is quite low, it begins as soon as the student receives it.

_____ As a result, the number of British students at UK universities has fallen recently.

_____ Since the tuition fee British universities charge is rather high, the majority of the university applicants have to take out a student loan.

_____ That is why by the time the average student graduates from the university, his or her debt is rather big.

_____ Studying at university students dream about exciting and challenging job while in reality they start at the bottom and work their way up like everyone else.

_____ Therefore, life after university ends up being quite disappointing for a lot of graduates since they are often overqualified for the work they are doing.

_____ The factors which make the situation worse are: loan companies refuse to give loans to some students; to support themselves financially most students have to combine study with part-time or summer job or even turn to crime.

_____ All of the above is beginning to make British people question whether a university degree is really worth the money.

Vocabulary & Use of English

Focus on Vocabulary

Task 4 *Match the words and phrases in the box with their definitions. Give their context from the recording.*

> 1) **attend university**   2) **tuition fee**   3) **student loan**   4) **loan repayment**
> 5) **university applicant**   6) **degree**   7) **the crunch**   8) **interest**
> 9) **graduate (n)**   10) **white-collar job**   11) **overqualified.**

A) a difficult situation that forces you to make a decision or do something.
B) having more knowledge, skill, and/or experience that is needed for a particular job.
C) an amount of money that is borrowed, often from a bank used to pay for educational services, and has to be paid back, usually together with an extra amount of money that you have to pay as a charge for borrowing.
D) to be present at an institution where students study after they have left school.
E) a person who formally requests to study at university.
F) money that a student pays to a university for instruction, educational and other services.
G) qualification that you get after completing the course.
H) the act of making payments towards a loan or the payments themselves.
I) an extra amount of money that you have to pay as a charge for borrowing.
J) a person who has a first degree from a university or college.
K) relating to people who work in offices, doing work that needs mental rather than physical effort.

Task 5 *Fill in the blanks to complete the sentences below with the phrases from the box. You may use some phrases more than once.*

> financial support, available study places, student poverty, to be disappointing for sb, life after university, to get an exciting and challenging job, to be overqualified for the work, to start at the bottom, work one's way up, to value work experience over a piece of paper, white-collar jobs, to leave parents' home, student debt.

1. Students can get⎯⎯⎯⎯⎯⎯for extra study-related costs due to a disability.
2. ⎯⎯⎯⎯⎯⎯, try to go on a positive note, cause, hopefully, your parents are happy about your plans and support your decision.

3. The impact of higher education drop out on_____.
4. _____is a hot conversation topic among lobbyists, politicians, and college graduates.
5. University offers_____at programmes that are not fully booked.
6. One of the best_____is applications software developer
7. _____can be confusing leaving you wondering what to do and _____.
8. More than one in every four graduates are_____they take on after completing their degrees and have_____in order_____.

Task 6 *Work with a partner. Tell him/her about what you expect to gain from university. Report about your groupmate"s expectations.*

Task 7 *Read the article about the role of universities in changing societies. Some sentences have been removed. Choose from the sentences A-F the one which fits each gap (1-5). There is one extra sentence that you do not need to use.*

University Education Makes You a Better Citizen

We often think about what young people can expect to gain from university, or what universities contribute to society. But it's not often that we talk about how higher education (HE) can change society beyond the shaping of individuals.

As tuition fees rise, and universities are cast in increasingly intense competition for students and staff, their cultural and civic role has become ever more important. Now, universities need to prove that they do more than just teach students to pass their degree courses.

We already know that individuals' active participation in the organizations, clubs and societies which make up civil society help foster trust and well-being – all of which are also essential for the formation of a democratic and harmonious society. But what is it that UK universities do for society in this regard?

Membership

According to a recent survey, graduates, on the whole, are more likely to be members of associations, organizations and societies such as trade unions. They are also more likely than non-graduates to join environmental groups, residents' associations, religious organizations and sports clubs. However, the difference in likelihood of graduates and non-graduates joining a trade union was greater for the mass cohort compared to the elite cohort. 1..........

Meanwhile for environmental groups, religious organizations, and tenants and residents' associations, the reverse is true. For the elite cohort, going to

186

university is more important to their likelihood of joining one of these organizations compared to mass graduates. Put simply, the beneficial effect of going to university on the likelihood of joining these organizations is stronger for elite graduates compared to mass graduates. 2. …………..

Experiences

We also wanted to know how important particular university experiences were for equipping graduates with the skills, knowledge or attributes needed for civic participation. One of the most interesting things we learned from the interviews of graduates was the role of degree subjects in amplifying civic participation. This often occurred indirectly, through the way it intensified social and political attitudes and values.

Perhaps unsurprisingly, the effect was most striking for social science, and arts and humanities graduates. 3. …………. Many told us that their university experience amplified pre-existing social and political attitudes and values. It also encouraged them to participate in certain social and political activities.

4. …….. . The tutorial system at Oxford and Cambridge – where students meet once or twice a week with a tutor to discuss their subject – seems to provide some graduates with critiquing, debate and discussion skills. And this is especially so for former social science, and arts and humanities students. For a few, their own personal and intellectual confidence combined with these university-learned abilities gave them the abilities and confidence to take part in civic activities.

Participation

If HE provides individuals with the skills and knowledge needed for civic participation, there is strong justification for getting more students involved, far beyond an economic rationale. Yet HE's effect on civil society does not appear to be equal for all graduates. For students graduating from particular universities, and with particular degrees, their gained skills, credentials and knowledge may give them an advantage in terms of their capacity to participate in civic society. 5. …….. .

Overall, what we have found is that universities do far more than just teach students in a specific discipline, or increase an individual's job prospects. The skills that are built by students have the potential to fundamentally change society for good.

A) This distinction between systems matters because it changes the ‒effect‖ of being a graduate or non-graduate of either cohort, and varies what the students gained in terms of skills that would change their likelihood of participating in civil society.

B) This means that they will have a better opportunity to develop their social capital, which includes their social networks with friends, neighbours and

acquaintances through participating in organizations and associations, compared to other graduates.

C) They were most likely to reflect on how their subject had given them a deeper and broader understanding about politics and social issues.

D) This means that the beneficial effect of going to university on a person's likelihood of joining a trade union is stronger for people who went to university in a mass system compared to an elite system

E) These findings are irrespective of whether they studied in an ‒elite‖ higher education system – before the end of the 1980s when under 15% of the population went to university – or a ‒mass‖ system, as now when more than 15% attend.

F) Distinct teaching practices also seem to play a role in fostering civic participation.

Task 8 *Read the article again and answer the questions.*

1. What do universities need to prove nowadays and why?
2. What is essential for the formation of a democratic and harmonious society? What do UK universities do for society in this regard?
3. How do universities benefit membership?
4. How important are particular university experiences for equipping graduates with the skills, knowledge or attributes needed for civic participation?
5. What role do distinct teaching practices play in fostering civic participation?
6. What important skills does the tutorial system at Oxford and Cambridge provide?
7. How does HE's effect on civil society differ depending on a university?
8. What conclusion does the writer come to? Do you agree with it? Why? Why not?

Task 9 *Work with all unknown words from the article in your vocabulary notebook.*

Task 10 *Think about "What are universities for?". Put the words in the correct order to compose the sentences. Give your comments on the issues.*

1. is to do with / a university / engaged in / of scholars and students / the "whole" community / a common search for truth /
2. advancement / the future of / of a common culture / instruction / in skills, / has four objectives: / higher education / of the general powers of the mind / of

learning / and transmission / and common standards / of citizenship / promotion /

3. Students are / and having a successful career / to go to university – / and for the vast majority, / getting a better job / fairly clear about / it is about / why they want /

4. As tuition fees / about what universities do / the need for clarity / from one institution to another / begin to differ substantially / is essential /

5. What we are all / for what / looking for / might look like / is a greater vision / the end product /

Extra Vocabulary

Task 11 *You have decided to do a postgraduate programme abroad. How to choose a university? Study the main types of higher education institutions in Europe. Where would you like to study? Why?*

State universities or **public universities** have their funding provided by the government. Public universities in Europe are often either free to students from countries in the EU, or have capped tuition fees, meaning they are usually cheaper than private universities.

Private universities are less common than public universities, and the number of them varies from country to country. Private higher education institutions can charge much higher fees, but often specialise more than public universities. Many of them focus on particular subject areas, such as business or finance. Within private universities there is still a lot of variation – some are for-profit, whereas some are non-profit; some are church-run, others are not.

Specialised institutions, sometimes referred to as **colleges**, include: **Medical Colleges/Universities/Schools** which can be stand-alone or attached to a particular university or linked to a hospital and not only train doctors/nurses, but also often have scientific-based courses; **Science/Technical Colleges** that provide courses in theoretical sciences, engineering and technology and **Technical Schools,** sometimes known as **Polytechnics,** focusing on more practical subjects such as IT, Health and Beauty Care, and Agriculture; **Art Schools** focusing on the visual arts, most often painting, photography, fashion.

General Universities are the sort of higher education institutions that most students are familiar with – an institution offering a variety of courses in a broad range of subjects. These are the most common types of university in most countries. Within Europe, the tradition of these universities dates back

centuries, which means that one major distinction between many of them is their age – although this doesn't necessarily reflect quality.

Task 12 *Study the words and phrases used to describe different types of universities and their functions in the box. Give their definition and Ukrainian equivalents. Practice the vocabulary in the sentences of your own.*

vast diversity, the elite research university, research powerhouse, research-focused university, academic (n), degree of autonomy, produce exciting or worthwhile results, academic freedom, a sense of shared commitment to scholarly enquiry, university community, a long-term research project, train students to fulfil professional functions, universities on a mass scale, produce graduates, collaborative learning platform, MOOCs, trends in learning patterns, tertiary education, successful higher education system, push forward the frontiers of knowledge, contribute to the health and wealth of the nation, Bachelor of Arts (BA), Bachelor of Science (BS), Master of Arts (MA), Master of Science (MS), Doctor of Philosophy (PhD).

Task 13 *Render the following ideas into English. Use active vocabulary.*

1. Ще з дитинства ми слухаємо лекції батьків про те, що вища освіта – це те, без чого людина не зможе стати успішною. 2. Вирішити чи йти в університет достатньо складно. Передусім не зважайте на тих, хто говорить про те, що «всі повинні отримати вищу освіту» та навпаки тих, хто каже «ніхто не повинен навчатися в університеті». Жодна з таких думок не враховує вашу особисту ситуацію, таланти, навички та амбіції, які ви ставите перед собою. 3. Якщо ви все ж хочете вступати до університету, то вам потрібно поспілкуватися з випускниками факультетів, де ви плануєте навчатися. Чи задоволені вони своєю зарплатнею? Чи отримали вони того, що очікували від системи освіти в цьому закладі? Чи допомагає університет в працевлаштуванні? Як вони шукали роботу? 4. Середньо статичний американський студент за 5-6 років проходить програму бакалавра. Після закінчення університету випускники залишаються з кредитом на п'ятизначну суму та працюють не за спеціальністю. Загальний борг на навчання в Америці складає $1,3 трильйона. 5. Я почну з нуля і наполегливою працею пройду шлях на гору. 6. Здобути вищу освіту у Великій Британії – це дуже престижно, а також затребуване в усьому світі. Вищі навчальні заклади об'єднаного королівства мають масу переваг і привабливих перспектив: найдавніша система освіти і колосальний досвід, накопичений за століття; різноманіття напрямків підготовки: економіка, управління, технічні та гуманітарні спеціальності; впровадження ефективних сучасних методик в класичну освітню схему.

Чи варто говорити, що вища освіта в Великобританії, - це пропуск для працевлаштування практично в будь-яку вітчизняну і зарубіжну компанію. І це цілком резонно, адже навчання в університетах Англії робить майбутнього фахівця самостійним, зібраним і стійким до нестандартних ситуацій, а також розвиває мислення. 7. Останнім часом багато хто вважає, що основною метою університетів є надання ними різноманітних освітніх послуг. Є й інша думка, згідно з якою місія університетів полягає в підготовці висококваліфікованих фахівців для різних галузей економіки. 8. На початковому етапі університети займалися підготовкою управлінців, лікарів, священиків, юристів та нотаріусів. Але згодом все важливішим напрямом їхньої діяльності стають дослідження в сфері природничих та суспільних наук. 9. Дослідницькі університети є великими установами, що мають значну автономію з основних питань їхньої діяльності. Поряд з підготовкою фахівців вони виконують великий обсяг наукових і прикладних досліджень та розробок у багатьох галузях. 10. Стенфордський університет є приватним вищим навчальним закладом, що належить до класичних дослідницьких університетів. Місією Кембриджського університету є внесок у розвиток суспільства через прагнення досягти найвищого світового рівня в освіті, навчанні й дослідженнях.

Focus on Language

Words Easily Confused

Task 14 *Study the following words and difference in their meaning.*

education – the process of teaching or learning, especially in a school, college or university, or the knowledge that you get from this. Eg.: *The issue under consideration is about higher education in the UK and problems university students and graduates face.*

tuition – teaching, especially when given to a small group or one person, such as in a college or university. Eg.: *Learning e-learning – a comprehensive investigation of course developers' and language teacher trainees' views regarding the usefulness and effectiveness of a multimedia self-tuition course.* money paid by students for courses at universities, etc. Eg.: *Many students take jobs to pay the tuition for their courses.*

study – the act of learning about a subject, usually at school or university. Eg.: *Most British students combine study and part-time summer job.*

instruction – the teaching of a particular skill or subject. Eg.: *The trainee learns by carrying out real work tasks under instruction from a more experienced colleague.*

teaching – instructing or training someone or giving someone knowledge of something; giving lessons/classes. Eg.: *A number of techniques for teaching peer review are suggested.*

learning – the activity of obtaining knowledge. Eg.: *Some students have a more analytical approach to learning.*

training – the process of learning the skills you need to do a particular job or activity. Eg.: *In some cases, junior doctors still in training have been enlisted to teach.*

schooling - education at school. Eg.: *Without formal schooling, you cannot enter the university.*

Task 15 *Choose the correct word. Explain your choice.*

1. ***Education/Tuition*** is the process of giving you the information to learn. 2. ***Studying/Training*** is the process of analyzing the information you are being educated on in order to understand and remember it. 3. ***Learning/Schooling*** is the understanding of the ***learning/education***. 4. When you get ***study/education***, you are attached to a college/university to obtain some degree. 5. After ***studying/schooling*** in college/school/university you get certified in some course and pass the exam to get a degree. 6. ***Training*/*Learning*** by means of ***self-studying*/*self-learning*** with or without the aim to get a degree, basically to get expertise in something. 7. ***Learning*/*Schooling*** means you are not bound to any college, degree, exam and certificate. you are preparing yourself to face any real-world challenge at your workplace. 8. The educated younger generation understands the value of ***education*/*training*** and voluntarily supporting the student community by organizing workshops, ***tuitions/studies***, scholarships and monetary support.

Prepositions

Task 16 *Complete the blanks with the prepositions where necessary.*

graduate ………   specialize ……..   linked …….
interest ………   limited ……..   course ………
rent ………   attached ……..   contribute ……..
turn ……..

192

Task 17 *Choose the correct item.*

1. Technical College rather than a Science College provides courses **in/of** science, engineering and technology.
2. Worse than that, however, is the fact student leaders report there are increasing numbers of students turning **down to/to** crime to support themselves financially.
3. Technical School usually specializes **in/at** the more practical subjects, rather than the academic ones.
4. Although the interest **on/of** student loans is quite low, it begins as soon as the student receives the loan.
5. The average student in England and Wales now graduates **of/from** university with debts of around £12,000.
6. They conclude that self-management strategies contribute **for/to** an increase in learners' self- and contextual knowledge which can assist in reducing anxiety.
7. They even struggle to pay rent **on/for** a flat, because they have to start paying back the student loan when they reach the April after graduating (or after leaving a course).
8. Sometimes medical schools are attached **to/with** a particular university. In some cases, they may be linked **to/up to** a hospital too.

Word Formation & Derivatives

Formation of nouns with the suffixes: -hood/-ness/-dom/-ship

Task 18 A) *Find how each group of words is formed, grammatically*

-hood	-ness	-dom	-ship
likelihood	awareness	boredom	scholarship
brotherhood	darkness	freedom	friendship
manhood	happiness	wisdom	professorship
priesthood	illness	kingdom	membership
childhood	kindness	stardom	championship
adulthood	weakness	martyrdom	partnership

For **-hood**: ……………………………………………………………………………

For **-ness**: …………………………………………………………………………..

For **-dom**: ……………………………………………………………………………

For **-ship**: ……………………………………………………………………………

B) Find which group represents

- A quality / a state: ……………………………………………………….
- A skill / an occupation / an ability: ………………………………………….
- A rank / a state / a condition: ………………………………………….
- A group pf people / a type of people: ………………………………..

C) Explain the words and give their Ukrainian equivalents.

likelihood	awareness	apprenticeship
likeness	consciousness	internship
loveliness	leadership	martyrdom
scholarship	wisdom	serfdom
adulthood	brotherhood	sainthood

D) If you had to create new words, what suffixes would you use?

Teacher	*Elf*	*Fee*
Student	*Hobbit*	*Art*
College	*Troll*	*Master*
Elite	*Mass*	*Public*

Phrasal Verbs & Expressions

Task 19 *Match the phrasal verbs and expressions on the left with their meaning on the right.*

1. During the two hours, a lot of ground was covered. But a commonly recurring theme was the importance of recognizing the vast diversity of institutions which come under the term ‗university' – **in terms of** size, scope, priorities, mission and relationship to the wider public.

a) to be careful to notice someone or something interesting

2. Choosing your ideal type of university, firstly, will depend on subject, next, both expertise and financing **come into play**.

b) to reach a particular place or achieve a situation after other activities

3. But what is it that UK universities do for society **in this regard**?

c) used to describe which particular area of a subject you are discussing

4. These two types of university often overlap in name, and this can be something to **watch out for**.

d) generally

194

5. Like everyone else, graduates usually have to start at the bottom and **work their way up**.	e) to have a plan or intention
6. Private higher education institutions can **charge** much higher **fees**, but often specialise more than public universities.	f) starts to have a use or an effect in a particular situation, and if it is brought into play, it is given a use or an effect
7. Life after university **ends up** being quite disappointing for a lot of graduates.	g) to ask an amount of money for something, especially a service or activity
8. **On the whole**, what we have found is that universities do far more than just teach students in a specific discipline, or increase an individual's job prospects.	h) to make progress in a process or structure
9. These schools are particularly good for students who already **have** a career **in mind** and wish to develop the practical skills required.	i) in this particular way

Speaking Skills

Communicative Situation 1 *Compare the situation with getting higher education in the UK and Ukraine.*

Communicative Situation 2 *Should everybody get university education in Ukraine?*

Communicative Situation 3 *Speak about the role of universities in changing society.*

Communicative Situation 4 *What would you change in Kyiv National Linguistic University?*

Test Yourself Section

Listening Comprehension

Task 20 🎧 *Listen to a radio show about the value of university education. Choose the correct answer.*
https://www.examenglish.com/B2/b2_listening_education.htm

1. Caller 1
a) University education should remain free so that everyone can benefit from it.
b) The cost of university education nowadays is greater than its value.
c) She attributes her success in her career to her university education.
d) In her experience, going to university was a mistake which she regrets.

2. Caller 2
a) University gives intelligent people the opportunity to prove their worth above others.
b) University is only suitable for intelligent people, as only they can engage fully in debates.
c) University provides opportunities to delve deeply into a subject with peers and experts.
d) University gives you excellent study skills which will help you in your career.

3. Caller 3
a) Apprenticeships and college courses should be valued as highly as university degrees.
b) University provides little in the way of practical skills and financial security.
c) Young people choose university because apprenticeships are no longer available.
d) Attending university would have allowed him to progress further in his career.

4. Caller 4
a) A university education improves your career chances and broadens your horizons.
b) In many parts of the world, a degree is a necessary pre-requisite in finding a decent job.
c) University gives you the chance to meet interesting people who might offer you a job.
d) University allows young people to leave their home towns, but live in a safe environment.

5. Caller 5

a) University is only available to the privileged, and that is unfair to poorer members of society.

b) Too many people are going to university these days not everyone can be a professional.

c) University education has given us politicians and inventors who have made this country great.

d) The insight that professionals developed when they were at university affects the whole society.

Wordlist

1. *university education*
2. *higher education (HE)*
3. *tertiary education*
4. *instruction*
5. *tuition*
6. *tuition fee*
7. *attend university*
8. *student loan*
9. *loan repayment*
10. *applicant*
11. *degree*
12. *Bachelor of Arts (BA)*
13. *Bachelor of Science (BS)*
14. *Master of Arts (MA)*
15. *Master of Science (MS)*
16. *Doctor of Philosophy (PhD).*
17. *the crunch*
18. *interest*
19. *graduate (n)*
20. *white-collar job*
21. *overqualified*
22. *arts*
23. *humanities*
24. *tutorial system*
25. *credential*
26. *teaching practice*
27. *scholar*
28. *scholarship*
29. *state / public university*
30. *private university*
31. *specialised institution*
32. *college*
33. *Medical College / University / School*
34. *Science/Technical College*
35. *Technical School / Polytechnic*
36. *Art School*
37. *elite research university*
38. *research powerhouse*
39. *research-focused university*
40. *academic (n)*
41. *collaborative learning platform*
42. *learning patterns*
43. *frontiers of knowledge*

Use of English

Words Easily Confused

education	*teaching*
tuition	*learning*
study	*training*
instruction	*schooling*

Prepositions

graduate from	*limited to*
interest on	*attached to*
rent on	*linked to*
turn to	*course in*
specialize in	*contribute to*

Phrasal Verbs & Idiomatic Expressions

in terms of	*come into play*
in this regard	*watch out for*
on the whole	*work sb"s way up*
charge fees	*end up*
have in mind	

UNIT 9
Joining the Academic Community

! Learning Goals

Skills

! **Reading** for specific information
Comprehension: gaps filling
Texts: article *Joining the Academic Community;* article *Students Bring Their Own Technology to Lectures*
! **Speaking**: sharing experience in learning

Language

! **Vocabulary**: roles of students; ways of studying.
! **Use of English**: words easily confused on *achievements*; verbs with prepositions; phrasal verbs & idiomatic expressions; word formation & derivatives: *-ment*.

Warming up

Task 1 *Recollect the expectations, feelings and impressions you had on the day when you arrived at university to embark upon a new phase in your life – as a university student. Which ones have come true and which ones have not? Talk and listen to your partner. Compare your expectations and impressions.*

Task 2 🎧 *Listen to two people talking about their being at university. Match the speakers with the problems they had when they started and which took some time/effort to overcome.*

Speaker 1
a) University teachers were not like school teachers.
b) He was too shy to communicate with other students.
c) He was too concentrated on his study and grades.

Speaker 2
a) It was difficult to focus on study.
b) She spent evenings studying because of lack of money.
c) The time went very fast.

Reading Skills

Task 3 *Read the article about the role of university students in creating knowledge. Some sentences have been removed. Choose from the sentences A-F the one which fits each gap (1-5). There are two extra sentences that you do not need to use.*

Joining the Academic Community – Making a Contribution to Understanding the World

Questions are always asked as to whether students are simply increasing their knowledge and developing their skills while they are at university; is university simply an extension of school and college or do higher education students play a role in creating the knowledge that universities contribute to society?

Students starting at university might not fully realise that they will learn to become part of the **academic community**, adding to the **body of knowledge** and understanding in their chosen subject. 1. …………. **Apart from** trying to combine study with other aspects of life such as paid work, leisure, family and community responsibilities, first year students are realising what it is that is expected of a learner in higher education.

At university, students learn about the important theories and ideas in the subject they have chosen to study, and about the **key academic community body of knowledge research findings** in their subject. They might be taught by **academics** who may be authors of the text-books that the students used at school or college, or of the books that the students find on the reading list for their university course. Some of the lecturers may also be researchers who do the kind of research that the students are learning about in their course. 2…………..

One problem that students can encounter when they start to work on their first university assignments is to **fall into the trap** of **plagiarism**, which is copying or stealing other people's ideas. Of course, copying or stealing another student's work can be a deliberate action in order to avoid the effort of writing the essay or report. 3 ………….. . Until it is carefully explained to them, small numbers of students seem not to be able to see why it is unacceptable to **gloss over the details** of who it was that first **came up with** the ideas or proposed the theory, or who **carried out** the research that they mention in their assignment.

A September 2009 report on Communicating Knowledge: How and why UK researchers publish and disseminate their findings concludes that ―researchers are driven by a desire to enhance our knowledge and understanding of the world we inhabit, and to communicate their findings to others‖. This desire to develop and communicate knowledge is also accompanied by a desire to be credited by name and recognised as the researchers and authors for the work they have done. 4 …………… .

On most **undergraduate degree** courses, students work on an extended piece of written work, or dissertation, as part of their final year of study. 5 ……………. Within a couple of years of starting to study at university, students themselves become members of the academic community, having the

opportunity to make a personal contribution to the creation of knowledge and understanding.

A) By learning about research findings and the process of doing research, undergraduate students are helped to understand that knowledge is created and developed by academics and researchers: it is under construction.

B) Plagiarism, therefore, **robs researchers and writers of** the **credit** and **recognition** they are due, and is seen to be an extremely serious issue in higher education.

C) They see that new theories and ideas are constantly created and developed by the academic community, many of whom work in universities.

D) A few weeks ago, thousands of excited and anxious, young and mature students arrived at the institution of their choice to embark upon a new phase in their life – as a university student.

E) They may be in the form of a small-scale **research project**, and may be linked to the student's current or future profession or field of employment, or some aspect of their course that the student has found particularly compelling.

F) However, some students are judged to have plagiarised, not because they copied from one of their fellow students, but because they fail to make sure that they explain, in their work, where the ideas that they are writing about originated.

G) Within a month or so of starting their course, first year university students realise that learning in higher education is different from learning in school or further education college.

Focus on Content

Task 4 *Read the article again and answer the questions.*

1. What is the issue under discussion about?
2. What are the usual expectations of those w h o start their new life as university students? What things do they not realise at the beginning?
3. What do first year university students realise within a month or so of starting their course?
4. What do they learn about important theories and ideas, key research findings and academics?
5. What problem can students encounter when they start to work on their first university assignments?
6. What is the reason for copying or stealing another student's work?
7. Why are some students judged to have plagiarized?

8. Why is it unacceptable to gloss over the details of who it was that first came up with the ideas or proposed the theory, or who carried out the research that they mention in their assignment?

9. What are researchers driven by? What is it accompanied by?

10. Why is plagiarism seen to be an extremely serious issue in higher education?

11. What do students work on most undergraduate degree courses? What form may it be in?

12. Who do students become within a couple of years of starting to study at university? What opportunity do they have?

Vocabulary & Use of English

Focus on Vocabulary

Task 5 *Explain the meaning of the words and phrases in the box. Give their context and Ukrainian equivalents.*

key research findings   undergraduate degree   credit and recognition   academic   academic community   plagiarism research project   body of knowledge

Task 6 *In the last two decades in the higher education research different roles of university are noted. Some authors analyse university as a service provider while others insist on its function as an academic community. Study the characteristic features of universities below, decide which university they refer to, justify your choice. Can you add any other characteristics to the list? Summarise the features to give the definition of each type of university.*

Eg.: obtains feedback from students - both

- obtains feedback from students
- consists of individuals who participate in the process of studies and have common aims and try to achieve them
- professional consultant
- creates new knowledge and emphasises the art of teaching and development of student's personality
- focuses on market needs and satisfies not only students' but also other clients' (employers, state, society) needs
- centre of intellectual culture and criticism

202

- acts independently from society
- creates new services in order to attract more students
- focuses on results that customers require
- provides quality assurance
- educates an individual who can make important decisions independently and to anticipate their consequences, reform thinking and activity methods
- creates economic profit
- process of learning focuses more on student relations with teachers
- process of learning focuses more on student interactions
- students are treated as clients, consumers of educational service
- highlights the importance of partnership and cooperation
- industrial company that produces knowledge and skills
- develops high-level knowledge, objective truth, dialogue, rationalism, critical reflection, personal development and other values that reflect cultural priorities that it wants to settle in the society

Task 7 *Use the characteristic features from Task 6 to describe KNLU. Which features do you think our university should get rid of and which ones do you think it should obtain?*

Task 8 *Construct a model of an ideal university.*

Task 9 *Conduct a survey among your groupmates and other students to find out their opinion about the role of a student and factors which influence it. Make a list of questions to ask your respondents. The words and phrases in the box can help you to organize your ideas.*

service consumer/client
member of the academic community
have the right to get higher education services
need knowledge and skills
develop the need to know/ability to find knowledge
contribute to the development of the university
assess critically
aware/unaware of what service s/he needs and what service s/he would like

take responsibility for the results
want to get a certain education note
expectations to be employed after graduation
consumer (student) is always right
participate in/ influence the development of learning process
determine outcomes of learning process
interested in the process results
enter a university with his/her own needs, expectations, understanding,

203

to get	previous experience and knowledge
creator of service value	contribute to the creation of value
involved in the academic community activities	think about and aim to acquire relevant skills
respect an institution where they study	create new experiences and knowledge
academic achievements	curriculum & syllabus

Task 10 *Report on the results of the survey.*

Task 11 🎧 *Listen to the part of research on student academic achievements. Make a list of factors influencing them. Do you agree with the theories mentioned? Why? Why not? What other factors can you add to the list? Which of them do you think are the most important?*

Task 12 *The system of assessment of students" achievements is based on giving grades. To what extent are the grades important for you? Why? How fare are the grades the teachers give students?*

Task 13 🎧 *Listen to the report about the grading system some schools have applied recently. Choose the correct summary of the report.*

A) Increasing the students' grades by only ten per cent by some schools made academic achievements of their graduates more successful automatically.

B) Some schools have increased graduates' grades in order to make them more attractive for the employers despite the fact that the grades do not reflect true abilities of students.

C) A new grading system applied by some schools means that a _C'grade automatically becomes a _B' and a _B'grade automatically becomes an _A'.

D) Many academic and business communities have not approved the adjustments to the students' grades made by some schools.

E) Some schools have lifted the students' grades by ten per cent in order to make good business which was not approved by many academic and business communities.

Task 14 *Listen to the report again and discuss the following issues.*

1. Why have some business schools decided to increase the students' grades?
2. What does this change mean?
3. Why do you think academic and business communities criticised such adjustments?
4. Do you agree that giving the students the higher grades than they deserve is damaging for them? Why? Why not?

Task 15 *The academic achievements depend on the approach to learning and the way of studying. Listen to students talking about the best way of studying. Match the speakers with the pieces of advice (a-g) they give. Use the letters only once. There are two extra options you do not need to use.*

Speaker 1	a) avoid a relaxing atmosphere
Speaker 2	b) designate a study area
Speaker 3	c) study with a group
Speaker 4	d) have a relaxing atmosphere
Speaker 5	e) set yourself up for the process
	f) remove distractions to improve focus
	g) avoid eating too much before studying

Task 16 *Speak with your partner. Share your ideas about efficient ways to study.*

Task 17 *The approach to learning and the level of involvement in the academic community define the role of a student and influence his/her academic achievements. Read the research thesis statements focusing on two approaches to learning. To what extent do they reflect the reality, in your opinion?*

Deep Approach	Surface Approach
When learning and analysing material students try to understand it and not to simply remember all details. Students feel the need to know, to find something new about what has been known and their aim is not always limited to a better evaluation.	Students, first of all, try to satisfy requirements set in the curriculum, provided by a teacher, evaluation system etc.

205

Students are highly involved in the academic community activities as deeper knowledge can be acquired and skills can be developed only through interactions with other academic community members.	A majority of students simply want to pass their exams, although some of them focus on better results.
Knowledge and understanding are shared in the process of partnership and cooperation. Thus mental models are shared and common understanding is formed as well as new skills and abilities are developed. Student discussions and cooperation helps them to not only master curriculum but also to create additional value when studying.	Students believe that retrieving more information will ensure better evaluation. Thus students can only ‖enumerate, define and describe‖ and are not willing to create new knowledge, acquire new automatic skills and participate in academic discussion; their level of involvement in the academic community is very low.
Students are willing to get actively involved in the academic community and create value.	Students are not willing to involve in the academic community and do not create service value.

Task 18 *Render the following ideas into English. Use active vocabulary.*

1. Академічна спільнота – усі члени університетської спільноти, які беруть участь в освітній та науковій діяльності Університету. 2. Останнім часом багато хто в Україні вважає, що основною метою університетів є надання ними різноманітних освітніх послуг. Є й інша думка згідно з якою місія університетів полягає в підготовці висококваліфікованих фахівців для різних галузей економіки. З цією думкою охоче погоджуються і чимало роботодавців. Але обидва підходи занадто звужують реальну роль університетів у сучасному суспільстві. 3. Здобуваючи вищу освіту, молода людина прагне до самовдосконалення, реалізації свого покликання, мріє стати фахівцем, затребуваним як на національному, так і на міжнародному ринку праці. Тож у рідних alma mater студентам мають забезпечити належні умови навчання та комфортного перебування. У такому сенсі студент є споживачем освітніх послуг. І перше право таких споживачів – отримання якісних послуг. 4. Студент є завжди найбільш зацікавленою стороною в освітньо-науковому процесі. Він не пасивний споживач

знання, а активний і вмотивований співучасник формування всієї системи науково-педагогічного процесу. 5. Академічні досягнення залежать від ступеня залученості студента до навчального процесу та способів навчання. 6. Коли ми думаємо про навчання, одразу виникають певні асоціації: нескінченні години сидіння на одному місці, ‒пережовування‖ одного й того ж матеріалу, відчайдушні спроби зазубрити нову інформацію. 7. Згідно з науковими дослідженнями до ефективних методів навчання відноситься планування часу та регулярна практика. Дослідники не радять намагатися прочитати чи вивчити весь матеріал за один раз, а розбити його на дрібніші частини і розподілити час на їх опанування. Метод практичного тестування можна ще охарактеризувати як «самоперевірка», коли невеликі обсяги вивченого матеріалу регулярно перевіряються самостійно шляхом запитань та відповідей. 8. Дослідження показали, що невеликі перерви на фізичні вправи чи прогулянки під час навчання можуть допомогти вам залишатися у формі і поліпшити пам'ять. 9. Замість того, щоб вчитися тільки самому, спробуйте вчитися з наміром поділитися цими знаннями з кимось іншим. Навчаючи когось іншого матеріалу, який ви вивчили, ви дійсно закріплюєте цей матеріал у пам'яті, а не просто пасивно повторюєте його. Пам'ятайте про це, подумайте про те, як його пояснити іншому, і попросіть друга або родича пройти з вами невеличкий урок.

Focus on Language

Words Easily Confused

Task 19 *Study the following words and difference in their meaning.*

achievement – a result gained by effort; the quality and quantity of a student's work. Eg.: *They saw academic achievement as within reach if they put forth the necessary effort, and they were willing to make good grades a primary goal.*

accomplishment – a successful result brought about by hard work. Eg.: *Her family is proud of her academic accomplishments.* A quality or ability equipping one for society; a special skill or ability acquired by training or practice. Eg.: *Her knowledge of foreign languages is one of her many accomplishments.*

outcome – something that follows as a result or consequence. Eg.: *We do have clear evidence that a teacher's expectation of a student's potential achievement is a crucial determinant of learning outcomes.*

result – something obtained by calculation or investigation. Eg.: *The understanding that only through good examination results can one succeed has long been outdated.*

success – favourable or desired outcome. Eg.: *Free schools have been a great success – now let's keep up the momentum for education.*

performance – how well a person, machine, etc. does a piece of work or an activity. Eg.: *These schools are often heavily oversubscribed, and award places in rank order of performance in their entry tests.*

a feather in one's cap (idiom) – an achievement to be proud of. Eg.: *The award was another feather in his cap.*

Task 20 *Choose the correct word. Explain your choice.*

1. The rankings reflect how education systems manage to raise the ***achievement/success/outcomes*** of less able students. 2. These very highly selective schools also tend to dominate the top positions in ***result/success/performance*** tables. 3. We need to bridge the gaps of academic ***success/achievement/outcomes*** among all student groups. 4. So the Harvard diploma is now, more than ever, a golden ticket to a certain kind of ***success/performance/result***. 5. All of these factors contribute significantly to their high dropout rates and poor academic ***accomplishment/achievement/success***. 6. The student celebrated his exam ***success/performance/outcomes*** by drinking heavily and finally was arrested for being drunk and disorderly. 7. Facilitators must relate ***success/performance/result*** to accomplishment of training objectives. 8. Self-assessment is defined as the process by which students make judgements about their learning, particularly their learning ***performance/results/outcomes***. 9. The focus on learning is group ***accomplishment/outcome/success*** of tasks, with individual contributions sent to the teacher and the student.

Prepositions

Task 21 *Complete the blanks with the prepositions where necessary*

on the list	acceptable to
work on	irrespective of
relate to	make a contribution to

Task 22 *Choose the correct preposition.*

1. At Eton he did no more work than was acceptable *for/to* him, but he had an inborn love of literature, and he laid the foundation of that knowledge of the classic languages which in after years was the delight of his life. 2. Plagiarism is *on/in* the list of extremely serious issues in higher education. 3. The examinations are open to candidates irrespective *from/of* where they have studied, but under the Higher Education Act grants are paid to seven colleges that specially devote themselves to preparing students for the graduation courses. 4. What do students work *above/on* most undergraduate degree courses? 5. Students become members of the academic community, having the opportunity to make a personal contribution *to/on* the creation of knowledge and understanding. 6. Many even of these readings merely relate *to/with* variations of spelling, pronunciation or grammatical forms; others substitute a more decent expression for the coarser phrase of the text, but in some instances the suggested reading really affects the sense of the passage.

Word Formation & Derivatives

Formation of nouns with the suffixes: **Verb+ment=Noun**
(state, act, condition)

Task 23 *Rewrite the sentences replacing the verbs with the nouns derived from them so that they have the same meaning.*

1. Beyond the employment, career, and financial opportunities afforded by a university degree is the satisfaction **of what you achieved personally**. 2. When you learn how to manage your time better, **you'll be able to accomplish more tasks** and experience less stress without having to give up the activities you love. 3. The graduates should be ready to respond to **anything required** on the job market. 4. Popular universities have lately **developed considerably**. 5. You will also be able to enhance the profile of the academic group through **your desire to commit to** research activities. 6. The teacher **assigned a coursework to the students to complete** at the end of each module studied. 7. Methods **to assess alternatively** are not, of course, solely used for classroom purposes.

Phrasal Verbs & Expressions

Task 24 *Match the phrasal verbs and expressions on the left with their meaning on the right.*

1. Several of the members have **come up with** suggestions of their own.

A) to treat something in a way that fails to recognize its importance or its faults

2. More research on the subject needs to be **carried out**.

B) to suggest or think of an idea or plan

3. When you have something painful, boring or unpleasant to do, do you prefer to do it all **in one go** or a little bit at a time?

C) something one has accomplished and should be proud of

4. Popular writing sometimes **glosses over** important facts.

D) in one action

5. Admittedly, Dr. Ross proved that those things don't guarantee strong leadership, but one still might think that having some expertise in your chosen field might be **a nice little feather in one"s cap.**

E) to do or complete something, especially that you have said you would do or that you have been told to do

Speaking Skills

Communicative Situation 1 *Speak about the role of a university student.*

Communicative Situation 2 *What are the most efficient ways of learning? Which ones do you usually use? Why?*

Communicative Situation 3 *What do the academic achievements depend on?*

Communicative Situation 4 *How can you contribute to the creation of knowledge and understanding?*

Communicative Situation 5 *What is the system of assessment at KNLU based on? What would you change?*

Reading Comprehension

Task 25 *Read the article about the use of technology in university lectures. Some sentences have been removed. Choose from the sentences A-F the one which fits each gap (1-5). There are two extra sentences that you do not need to use.*

Students Bring Their Own Technology to Lectures

A trend known as Bring Your Own Device (BYOD) has swept across countless universities and institutions. The idea is that technology can allow students to access online learning tools and interactive resources: students will no longer sit passively in the lecture hall, but instead will be engaging with complementary material online. While supplying (and routinely upgrading) enough technology so that all students can access virtual learning environments is too costly, building a network that allows them to use online resources via their personal devices is less of a financial burden. The practice also allows students to use technology that they're familiar with, according to Jason Lodge, lecturer in higher education in learning futures at Griffith University in Brisbane. 'BYOD eliminates quite a bit of the cognitive load associated with learning. For example, any activity requires multiple levels of understanding in order for students to engage effectively. 1 .... '

Lodge admits that the BYOD trend does have a number of problems. His biggest concern? It encourages students to use technology during teaching time: The major downside of BYOD is the potential for distraction. Students' own devices are likely to include all the applications they use on a regular basis. 2. ……………' Tim Cappelli, a senior project manager at Manchester Medical School, disagrees. He explained: '93% of our students said they use their Pads for accessing social networks. I'm surprised it's not higher. Are they doing this in lectures? Probably. But is this any different from me reading a novel at the back of the lecture theatre, or doodling on my notepad, when I was a student?' 3. …………..

You don't have to look far to find studies warning that constant access to technology can damage an individual's concentration. A study by Professor Lany Rosen, California State University, found that people could only focus on a given task for six minutes before utilising some form of technology. 4. ……………. The other aspect which can waste time is the issue of compatibility. Students utilise a multitude of laptops, mobiles and tablets, all of which may have different operating systems. Consequently, lectures and seminars can be dominated by struggles to make everything work properly. Not

only does this take up valuable time to sort out, but most professors lack the specialised knowledge to resolve these issues

While technology is undoubtedly changing the way students learn, there's still some way to go before students' mobiles and tablets are seamlessly interwoven into the classroom environment, says Lodge. The emphasis of BYOD thus far has been more on infrastructure, i.e. making sure there is sufficient wireless bandwidth, rather than incorporating students' own devices into the learning activities they do. 5. …………. To my knowledge, designing effective courses, subjects and activities that incorporate the students' devices happens in pockets at the moment.' Professor Steven Furnell, head of Plymouth University's school of computing and mathematics, points out another possible obstacle to universal access. Relying on students to buy their own devices could 'result in a situation of the "haves" and "have nots" amongst the student population'.

A) However, of course the difference is that iPads offer a multitude of distractions far exceeding those of a novel or a biro.

B) This cannot be controlled like it can be with computers provided by the institution.

C) The iPads are used to annotate lecture slides with additional information while the lecturer is talking, as well as for recording lectures and taking notes.

D) This of course is particularly problematic at universities, where deep, analytical thinking is highly valued.

E) By using devices, they are already familiar with, they have more resources available to understand what they are being asked to do and what the actual content of the task is.

F) Teaching practice is notoriously slow to change in a university setting.

G) They also help when students are working in groups, he adds: 'They use mind-mapping apps to map out the discussions from given cases, and they will share papers, documents and other resources before, during and after the session using a shared Dropbox folder.'

Wordlist

1. mature student
2. undergraduate student
3. peer student
4. service university
5. university service
6. key research findings
7. undergraduate degree
8. credit and recognition
9. academic
10. academic community
11. plagiarism
12. research project
13. body of knowledge
14. consumer of university service
15. learning outcomes
16. academic achievement
17. problem solving methods
18. approach to learning
19. deep approach
20. surface approach
21. curriculum
22. syllabus
23. subject
24. grade
25. grading system

Use of English

Words Easily Confused

achievement	result
accomplishment	success
outcome	performance

Prepositions

on the list	acceptable to
work on	irrespective of
relate to	make a contribution to

Phrasal Verbs & Idiomatic Expressions

carry out
come up with
gloss over sth
a feather in one"s cap

UNIT 10
From an Undergraduate to an Esteemed Professor

! Learning Goals

Skills

! *Listening* for specific information *Comprehension:* Matching; answering the questions
Recording: *What makes a good teacher*
Videos: *What does good university teaching look like? Steps to become a professor*
! *Speaking*: expressing opinion; reporting on the survey results

Language

! *Vocabulary*: traits, qualities of a good university teacher; university teacher career; university officials.
! *Use of English*: words easily confused *mentor*, *advisor*, *supervisor*, *monitor*; verbs/nouns with prepositions; phrasal verbs/idiomatic expressions; word formation: *revision*.

Warming up

Task 1 *Work in pairs. Discuss the following issues.*

1. Do/Did you have (a) favourite teacher(s)? What is/was s/he like?
2. What makes a good teacher?
3. How important is a teacher for you? Why?

Listening Skills

Task 2 🎧 *Listen to students talking about what makes a good teacher. What does each speaker say a good teacher should do? Choose the answers from the list (A-H). Choose the letter only once. There are three extra letters which you do not need to use.*

Speaker 1	A) be entertaining
Speaker 2	B) direct and supervise
Speaker 3	C) be helpful and available outside the classroom
Speaker 4	D) reflect on how good s/he are
Speaker 5	E) be demanding and praise effort
	F) focus on a student
	G) be hardworking and responsible
	H) do their qualification

214

Task 3 🎧 *Listen again. Make a list of qualities a good teacher should have. To what extent do you agree or disagree with the speakers?*

Focus on Content

Task 4 🎥 *Watch the video with university teachers talking about what good university teaching looks like. Answer the questions below.* https://www.youtube.com/watch?v=km0b5RIr9Dk

1. What three things does Charles Knight associate with good university teaching?
2. What is the way for a university teacher to be on top of his/her craft?
3. What do the students have to feel when the teacher is in the classroom with them?
4. What gap does Charles Knight think the students have to step into? Why?
5. What qualities of good teaching does Julia Prest consider to be similar within universities and across them?
6. What other things does she think a good teacher should do?
7. How can good teaching vary within the same teacher?
8. What is a group dynamic?
9. What is the top quality of a university teacher in Julia Prest's opinion?
10. What according to Rebecca Bushel should good teaching involve besides teaching students the subject knowledge they need?
11. What does she mean saying about preparing the students for the real world?
12. What skills should students be taught to be ready to make advances to the economy and the industries they go into?
13. What does Rebecca Bushel try to do when teaching? Why?
14. What is her attitude to students challenging what she is saying? What are the best answers for her?
15. What does Sara Wolfson think good teaching should prioritise?
16. How can teaching develop the individual?

Task 5 🎥 *Watch the video again. Make the list of qualities of a good university teacher discussed. Compare it with the list of qualities mentioned by the students. Do you have anything to add to the lists?*

Vocabulary & Use of English

Focus on Vocabulary

Task 6 *Explain the meaning of the words and phrases in the box. Give their context and Ukrainian equivalents.*

teaching qualification   end of term/year report   research-informed practice-informed   underpin   degree of parity   student cohort subject knowledge   employability skills   higher order thinking (HOT) prioritise   sense of partnership   skillset   academia

Task 7 *Complete the sentences with the words and phrases in the correct form from Task 6.*

1. It's becoming more common for lecturers to have or to be working towards a …………….. 2. …………… teaching, which refers to the practice of linking research with teaching in Higher Education, has led to a new interest in undergraduate research, where university students enrolled on bachelor's degrees are given the opportunity to participate in research projects or undertake their own research. 3. Students are always prepared with .... , but nowadays they also need to be able to be innovative, and they need to be creative and to do that they need more than just that subject knowledge. 4. In order to select among and ……………. the many possible scientific projects, critical analysis is recommended. 5. A tutor is responsible for writing a(n) ……………. which must provide information on general progress of a student, results of exams, vocational qualifications or credits, brief particulars of achievements, highlighting strengths and developmental needs. 6. Critical evaluation of varied sources ……………. his commentaries, while religious beliefs and spiritual mysticism proved their enduring themes across his academic oeuvre. 7. Among the ……………… you need in HE lecturer job are expertise in your subject area, enthusiasm for your specialist research area and the ability to pass this passion on to your students and peers. 8. I think good teaching should really prioritise the ……………. between the student and the lecturer. 9. The report highlights the positive impacts that......................learning models can have for students, by making their work more engaging, challenging them to think in new ways, grounding theoretical understanding in ‗real- world‘ contexts, and providing skills and networks that will improve their employment prospects. 10. We need a.................. within universities, and across universities, and again up to a point. I think good teaching is going to be similar because good teachers are likely to have some of the same qualities like the

knowledge of the subject, their enthusiasm for the subject, their ability to communicate that enthusiasm and knowledge to others clearly and so on. 11. …………… takes thinking to a whole new level. Students using it are understanding higher levels rather than just memorizing math facts. They would have to understand the facts, infer them, and connect them to other concepts. 12. I think, that as an educator, good university teaching should really be about developing the whole person and educating the individual, not only educating them in terms of the subject content, but to helping develop their....................., their socio-cultural skillset and their moral skillset as well. 13. Good university teaching is not just about informing them about the subject, which is of course really important, but it's about making sure they have skills to take that beyond the ivory towers of..................... into the wider world as well.

Task 8 *Work with the words and phrases from Task 6 in your vocabulary notebook.*

Extra Vocabulary

Task 9 🎥 *Watch the video about how to rise from being a lowly undergraduate to an esteemed professor. Put the steps to become a professor in the correct order. Do you think they are really easy?*

1. Do postdoctoral research
2. Get a senior lecturer position
3. Become an esteemed professor
4. Do a university degree
5. Get a junior lecturer position
6. Finish A-levels
7. Get promoted to an associate professor and reader
8. Do postgraduate studies for MSC and PhD degree

Task 10 *Match the steps from Task 9 with the activities they involve. There are activities that belong to more than one step. Watch the video again and check.*

do experiments or theoretical studies	apply for a research fellowship
work with a professor/an academic	three or four years of study
write papers and read about the area of research	do research full-time
	apply to university
tell what research you want to do why	supervise master and PhD students
it's important to do that research and	develop your profile from national to

why it's important that you're the person to do that research deliver lectures to undergraduates develop your own research interest start building, planning, funding and managing your own research group	international take part in international meetings have a good reputation among colleagues to be the head of the division/school write and defend thesis to be internationally leading in your research

Task 11 *Give the meaning and the context of the words and phrases from the video below.*

postgraduate studies	academic ladder	Vice Chancellor
Master of Science (MSC)	probationary period	Pro-Vice Chancellor
junior lecturer position	byzantine procedure
Doctor of Philosophy (PhD)	senior lecturer position	referee
research group	external referee
thesis	Head of the	promotion
postdoctoral researcher	division/school	professor
research fellowship	Dean	esteemed/merited professor

Task 12 *Match the university officers with their responsibilities. Give their Ukrainian equivalents.*

Chancellor	an academic who takes on additional managerial responsibilities for a limited time, alongside their regular teaching and research; may be in charge of areas such as administration, research and development, student affairs, and academic and education affairs.
Vice-chancellor	an official in an academic institution who handles student records; schedules classes and maintains class lists, enforces the rules for entering or leaving classes, and keeps a permanent record of grades and marks.
Pro-Vice Chancellor (PVC)	the leader of a university or a college, often just a ceremonial figure. This means he or she does not make many decisions inside the University. He/She is just a person who is chosen to represent the University at official events and with other organizations.
Registrar	An appointed postholder who has responsibility for either an academic department or school; appointed by and is responsible to the Pro-Vice Chancellor
Head of	the chief executive of a university or a college. He/She is the one

Academic Division	that makes all the decisions, goes at regular meetings and has the day-to-day duties to do; is often very closely linked to the University: for example, he/she might be a fellow there, who decides to take on additional responsibilities; might also represent the university at important events if the chancellor is not available.

Task 13 *Translate into English. Use active vocabulary.*

1. Кожне покоління студентів має своє уявлення про те, яким повинен бути їхній викладач. 2. Ще років двадцять-тридцять тому вважали, що педагог знає все. Тепер думка щодо того змінилася, адже ми дійшли слушного висновку – усього знати неможливо, ніхто не знає всього і не повинен до цього прагнути, але ми повинні працювати в тому напрямку, який обрали. Отож, сучасний викладач – це той, хто розвиває себе й до цього спонукає своїх студентів. 3. На думку студентів, сучасні викладачі повинні використовувати новітні методи викладання. Студенти цінують професіоналізм викладача, його вміння вивести слухачів за межі підручника-посібника, створити інтерес до свого предмета, зацікавити реальною справою, спільними діями, у яких вони могли б бути нарівні. 4. Навчальний процес розглядається як спільна діяльність, діалог рівноправних учасників. Викладач є посередником між студентами та навчальним матеріалом, тому викладач повинен бути готовим до виконання ролі порадника, помічника, консультанта, комунікатора, партнера. 5. Ректор – керівник закладу вищої освіти. В епоху Відродження ректорами називалися головні вчителі і завідувачі багатокласних шкіл. У Франції ректором називається також людина, яка очолювала навчальний округ («академію»). 6. Декан – голова факультету в освітній установі вищої професійної освіти; безпосередньо керує навчальною, виховною і науковою роботою на факультеті. Він підпорядковується безпосередньо ректору, проректору з навчальної частини. 7. У закладах вищої освіти України вища освіта здобувається за освітньо-кваліфікаційними рівнями бакалавра, спеціаліста та магістра. 8. Післядипломну освіту можуть отримати особи, котрі вже мають вищу освіту. За змістом вона являє собою науково-дослідну роботу, за результатами якої присуджується науковий ступінь кандидата наук або доктора наук. 9. Професор – вчене звання і посада викладача закладу вищої освіти чи наукового співробітника науково-дослідної установи. Для кожної країни визначення терміна «професор» має свої особливості. Так, у більшості «англомовних» країн професор – це титул, призначений для вченого, який займає керівну

посаду (як правило, для завідувача кафедри, лабораторії, відділу, відділення тощо), або персональна посада, яка надається (за заслуги в науці) спеціально певній людині. 10. Доцент в Україні - вчене звання викладачів закладів вищої освіти, що виконують функцію університетських лекторів. Вони читають лекції, керують курсовими та дипломними проектами, проводять практичні та лабораторні заняття. 11. У закладах вищої освіти старший викладач – посада, що займає проміжне положення між асистентом і доцентом. Старші викладачі можуть читати курси лекцій та приймати заліки та іспити. Як правило, ними стають викладачі (асистенти), що не мають наукового ступеню, але мають достатній досвід, або викладачі-кандидати наук, які не обіймають посаду доцента.

Task 14 *Conduct a survey among your groupmates and other students to find out their opinion about a good university teacher. Make a list of questions to ask your respondents.*

Focus on Language

Words Easily Confused

Task 15 *Study the following words and difference in their meaning.*

Advisor – In graduate school an advisor often serves as the person who advises the student regarding courses that are required and other issues that may arise with University policies. Eg.: *You will see on this site that there is great communication between students and their advisors and program coordinators, with information at your fingertips.*

Mentor – A wise and trusted counsellor or teacher; the qualities found in a mentor often include involvement in the same field of study as the graduate student, similar research and career interests, involvement in networking circles the graduate student is interested in, and most importantly a relationship between the two that allows the graduate student to feel comfortable discussing their goals, interests, and concerns. Eg.: *It's unfortunate you don't have a mentor to show you more about your talents.*

Supervisor – An official in charge of the courses of study for a particular subject and of all teachers of that subject. A supervisor makes sure everybody complies with rules or other requirements set for them. Supervisors have the

responsibility of informing and directing. Eg.: *Each external project has a second academic supervisor directly involved in the course.*

Monitor – A student appointed to assist a teacher. A person or machine engaged in monitoring an activity is not generally expected to deal directly with a problem, but to alert a person in charge. Monitors observe without instructing. It's the monitor's job to warn someone that some activity is not proceeding according to plan. Eg.: *Monitor! Where is the register?*

Task 16 *Complete the sentences with the words from Task 15. Justify your choice.*
1. Students complete their self-designed coursework from their home communities with the support of faculty and graduate.........................2. The student should agree with his/her …………… on a program of training to develop his / her research skills. 3. They will support you and consult with your …………… about your work-based assignments. 4. It is important for the …………… to set behavioural standards for other students to consider him or her as a role model. 5. Young boys with lots of energy often will love having an older…………… who can help them learn to pitch tents or teach them to fish. 6. If you're not sure which to choose, it's helpful to speak with trusted faculty…………… 7. They must also maintain regular contact with their dissertation…………… 8. The…………… should foster a relationship that is conducive to learning. 9. Depending on the nature of the thesis, students may also be allocated an additional thesis…………… 10. Students will also be asked to nominate a .... for personal support.

Prepositions

Task 17 *Complete the blanks with the prepositions where necessary*

respond to	count on
make advances to	course on
regard sb as	at random
typical of	

Task 18 *Choose the correct preposition*

1. Good university teaching is about preparing students for the real world so that they can actually make some advances **to/in/for** the economy and to the

industries that they go into. 2. Throughout my education, though, the teachers I responded **to/with/of** best were the ones that tried to push me along a bit by getting me to try a little bit harder. 3. Noam Chomsky is regarded **as/-/to** the father of modern linguistics. 4. In the summer of 1998, I taught a course **in/on/for** theoretical approaches to historical syntax at the summer school of the Linguistic Society of Germany. 5. As a historian, he was most typical **for/to/of** the times in which he lived. 6. However, even if one hadn't had a chance to give him written drafts ahead of time, one could **count for/on/of** in-depth, valuable comments full of general perspective, while presenting new material and hypotheses to him. 7. The teacher might suddenly address individual students **in/at/on** random.

Word Formation & Derivatives: Revision

Task 19 *Complete the gaps in the text with the correct derivative forms of the words on the right.*

Linguistics Professor Jaklin Kornfilt, a member of the Languages, Literatures and Linguistics (LLL) faculty, specializes in syntactic theory, theoretically informed linguistic typology, and the syntax-morphology interface recollects her being a student of Noam Chomsky.

I should say a few more words about the experience of being one of his students, especially of working on one's dissertation with him as an **1............................**During the dissertation year, the student meets with him typically once a week. Obviously, this is an amazing **2. ……………...** of time and energy for someone like Chomsky, who has so many **3. ……………...** on his time; back then, he was also teaching, and so had even less time – not to mention all his other **4. ……………...,** i.e. all **5. ……………...** candidates in their last year. An **6. ……………...** was typically an entire hour. In order to benefit from that **7. ……………...** hour, the best thing to do was to write a draft of a section and submit it to him ahead, so that his comments could be very detailed during the face-to-face **8. ……………...** However, even if one hadn't had a chance to give him written drafts ahead of time, one could count on in-depth, **9. ……………...** comments full of general perspective, while presenting new material and hypotheses to him. I have rarely encountered anyone who can focus on a conversation at one	1. advise 2. invest 3. commit 4. advise 5. doctor 6. appoint 7. week 8. discuss 9. value

hundred percent, and be with you with his or her entire attention. Thus, it was not **10.** …………….... for him to raise criticism and to see novel repercussions to one's ideas and **11.** ...., even if it was the first time that he was presented with those ideas.	10. type 11. propose
He was wonderful with seeing **12.** …………….... between one's ideas and present as well as past work, directing you not only to published or unpublished literature, but also to other students and **13.** …………….... with whom he had talked and from whose ideas or **14.** …………….... and materials he thought you might profit (or who might profit from your proposals).	12. connect 13. school 14. observe
His **15.** …………….... with respect to his time and energy also showed itself with respect to **16.** –…………….... property‖: In your question, you referred to him as the father of modern linguistics. I think you are correct; however, he would deny this. He has stressed, time and time again, in print and **17.** ……………..., that modern linguistics has been a joint effort and joint success from its start until now, and that he has benefited from the work of his colleagues and students, just as they have benefited from his work. As you see, he has been, and still is, a **18.** …………….... model in terms of not only the details of one's work, but as an ethical and moral **19.** …………….... and as a generous human being, as well.	15. generous 16. intellect 17. oral 18. role 19.profession

Phrasal Verbs & Expressions

Task 20 *Match the phrasal verbs and expressions on the left with their meaning on the right.*

That brings me on to a top quality of a good university teacher and that is flexibility and an ability to **think on her or his feet**.	give time/effort
It's about making sure they have skills to take that beyond **the ivory towers** of academia into the wider world as well.	to make a quick decision or give an answer quickly
There has always got to be **a gap** for the students **to step into** and come up with their own answers.	to apply pressure to move someone or something along
The teacher needs to **put in** the hours, to mark the homework, to prepare lessons carefully.	to find something that is missing

223

Throughout my education, though, the teachers I responded to best were the ones that tried to **push me along** a bit by getting me to try a little bit harder.	to leave
So, it's about preparing them for when they **get out** into the real world so that they can actually make some advances to the economy and to the industries that they go into.	to live or be in this place means not to know about or to want to avoid the ordinary and unpleasant things that happen in people's lives

Speaking Skills

Communicative Situation 1 *Speak about the role of a teacher in the life of a student. To what extent do you think the teacher is a contributive factor to his/her learning achievements/progress?*

Communicative Situation 2 *What traits, in your opinion, a teacher should not have?*

Communicative Situation 3 *What attitude should a teacher have to his/her students?*

Communicative Situation 4 *What does the career of a university teacher involve? Would you like to be a university teacher? Why? Why not?*

Communicative Situation 5 *Report on the results of your survey on what a good university teacher should look like.*

Test Yourself Section

Listening Comprehension

Task 21 🎧 *You will hear five young people talking about what makes a good teacher. For the following question, choose from the list which of the opinions each speaker expresses. https://www.esleschool.com/b2-first-listening-test-part-3-exercise-1/*

Speaker 1	A good teacher knows the subject well
Speaker 2	A good teacher is available outside the classroom
Speaker 3	A good teacher has experience
Speaker 4	A good teacher is entertaining
Speaker 5	A good teacher praises effort
	A good teacher is strict

224

Wordlist

teaching qualification
end of term/year report
research-informed
practice-informed
underpin
degree of parity
student cohort
subject knowledge
employability skills
higher order thinking (HOT)
prioritise
sense of partnership
skillset
academia
postgraduate studies
Master of Science (MSC)
Doctor of Philosophy (PhD)
thesis
postdoctoral researcher

research fellowship
academic ladder
probationary period
junior lecturer position
senior lecturer position
research group
Head of the division/school
Dean
Chancellor
Vice Chancellor
Pro-Vice Chancellor (PVC)
Registrar
byzantine procedure
referee
external referee
promotion
professor
esteemed/merited professor

Use of English

Words Easily Confused: *advisor mentor supervisor monitor*

Prepositions

respond to   *count on*
make advances to   *course on*
regard sb as   *at random*
typical of

Phrasal Verbs & Idiomatic Expressions

to step into a gap   *think on her or his feet*
put in   *the ivory towers*
push sb along
get out

225

UNIT 11
Academic Integrity

! Learning Goals

Skills	*Language*
! ***Reading*** *for gist* **Comprehension**: *True, False, No information* Texts: *What can universities do to stop students cheating?* ! ***Speaking***: Discussing the problem of cheating and plagiarism in universities	! ***Vocabulary***: academic integrity and honesty ! ***Use of English***: words easily confused: *forms of academic dishonesty*; nouns, verbs with prepositions: *revision*; word formation & derivatives: *revision.*

Warming up

Task 1 Work in pairs. Discuss the following questions with your partner.

- What is your definition of cheating?
- Have you ever cheated on an exam?
- Have you ever been caught cheating on an exam?
- Describe a time when you cheated and it helped you.
- Do you consider cheating to be very bad or normal thing to do?

Reading skills

Focus on Comprehension*: *Yes, No or No Information task

Task 2 *Read the text about the problem of cheating in the university. Do the following statements agree with the information you read? For questions 1-10 write*

True	if the statement agrees with the information;
False	if the statement contradicts the information;
No information	if there is no information on this.

1. There was a higher level of cheating among students than it is nowadays.
2. Top universities were also involved in academic misconduct.
3. According to the author of the article, cheating is a problem that might be failed to consider without serious consequences.

4. We do not really know all about the real situation of cheating in universities.
5. There should be the equal assignments and assessment criteria for all students.
6. Text-matching software is widely used in many Eastern European countries.
7. Anti-cheating programs can be too expensive for some universities.
8. It is easy to discover professional ghost-writing.
9. New student unions are going to be opened in many universities for students to have the right to appeal and explain their behaviour.
10. Universities have to set an example of academic honesty and integrity.
11. Failure to lessen corruption and other forms of academic misconduct by university authorities may influence student's professional lives.
12. Cheating students could not affect economic and social development in their countries.

What can universities do to stop students cheating?

Elena Denisova-Schmidt, 20 April 2019

Cheating among students has reached unprecedented levels worldwide. Even top universities have raised the alarm: the 2012 Harvard cheating scandal; a significant increase in academic misconduct among Britain's Russell Group universities from 2014 to 2017; ongoing cheating among student athletes to enter or to stay at universities in the United States; unauthorised exam assignment sharing in Switzerland; contract cheating in Australia; and plagiarism in many Eastern European countries are just a few examples of a problem that is becoming harder to ignore.

It should be noted, however, that all of these cases of academic misconduct were caught and identified as such, so this might only be the tip of the iceberg – and the real situation might be dramatically worse.

Some remedies at the exam level

Faculty members should consider the heritage of students and take into account their previous educational backgrounds, especially those of international students, when designing assessments.

International students – who are often required to have B2 (CEFR) or mid-advanced (ACTFL) language proficiency for enrolment – should be given some allowances compared to native speakers; even the usage of a single language dictionary or just a note to a grader would be helpful.

Some affordances should also be granted to domestic students who have reading or writing disabilities. Several versions of the same exam or randomised seating may prevent copying from a neighbour; a large number of external proctors to supervise examinations might be an effective remedy as well. Courses on academic learning and writing as well as on academic integrity might increase students' awareness of ethical issues significantly.

Text-matching software, already widely used at many universities, is a useful tool to protect standards of academic integrity. It should be mentioned, however, that even modern software tools can identify only some forms of plagiarism, such as verbatim copying.

Plagiarism from other languages and-or professional ghost-writing often remain undetectable. In some academic cultures, exam assignments might be shared or sold before the exams, which might also remain undetected.

Universities should develop codes of conduct and other internal policies and procedures that clearly describe areas of academic misconduct and possible consequences of violations such as a reduced grade, a classification of ‚inadequate' or other disciplinary actions, ranging up to removal from the university.

Students, however, should always have the right to appeal and explain their behaviour. In many universities, student unions, ethical commissions or other committees with student representatives often play the role of ombudsmen.

Why are some universities successful, but some not?

Some universities are successful in preventing and controlling academic corruption among students, while others are less so.

The reasons for this might vary. Some measures might require additional financial resources, such as the use of text-matching software, which might be too costly for some universities, that might only utilise it at the final thesis level when it may be too late to deter students from cheating. Too many regulations and too much control might not be appreciated by already overloaded faculty members and university administrations.

In order to implement all these measures successfully, however, universities should serve as role models. If they just declare their integrity, but do not practise it, they might not be able to expect it from students.

What is necessary to combat corruption among students?

Combating corruption might be a challenge, but especially with regard to student education, it is crucial. Young people in their last formative years spend the majority of their time in educational institutions: what they learn, hear and observe about corruption, real or perceived, its acceptance and the inability of leadership to mitigate it, will highly likely affect their professional lives.

Cheating students might grow to become cheating employees and may even ‚encourage' corruption at the organisational level. Cheating students will hamper economic and social development in their countries and globally.

By acknowledging the severity of academic misconduct involving students, and by allocating all the resources necessary to mitigate it,

universities might succeed in preventing corruption on their own campuses and beyond.

Focus on Content

Task 3 *Read the text above and translate it into Ukrainian. Work with unknown words in your vocabulary notebook.*

Task 4 *Answer the questions below. Work in pairs.*

1. Why is the problem of cheating becoming harder to ignore?
2. Why have top universities raised the alarm?
3. What should faculty members take into account when designing assessments?
4. What allowances should be given to international students?
5. What are the remedies against cheating at the exam level?
6. What is the purpose of text-matching software?
7. Why are some universities successful at the anti-cheating campaign, but some not?
8. What are the methods of fighting against cheating? Are they effective?
9. Who plays the role of ombudsmen in the student community?
10. What are the consequences of academic misconduct?
11. Why can cheating students hamper economic and social development in their countries?
12. What is your attitude towards cheating among students?
13. Why should we mitigate cheating globally?
14. What is the main idea of the article?

Vocabulary & Use of English

Focus on Vocabulary

Task 5 *Translate into English*

1. академічна доброчесність; 2. академічне правопорушення; 3. виділяти ресурси; 4. ефективний засіб ("ліки"); 5. оцінювання; 6. обізнаність з етичних питань; 7. правила (кодекс) поведінки; 8. освітня база (студента); 9. зовнішні спостерігачі (на екзаменах); 10; перевантажені члени факультету; 11. робити певні поблажки; 12. запобігання та контроль

академічної корупції; 13. професійний літературний раб ("негр"); 14. серйозність академічного правопорушення; 15. програмне забезпечення; 16. досягнути успіху в чомусь; 17. вершина айсберга; 18. перешкоджати економічному та соціальному розвитку; 19. успішно запровадити (імплементувати) всі заходи; 20. зменшувати, скорочувати, послаблювати; 21. виконувати роль уповноваженого з прав людини (омбудсмена); 22. залишатися невизначеним; 23. слідкувати за проведенням екзамену; 24. брати до уваги; 25. несанкціоноване поширення екзаменаційних завдань; 26. університети підняли тривогу; 27. нечуваний рівень; 28. дослівне копіювання; 29. щодо/стосовно/відносно; 30. боротьба з корупцією.

Task 6 *Read the article from The Guardian about the investigation on academic misconduct in universities. Complete the sentences with the words and word combinations from the box. There are two words you do not need to use.*

excellent	*cheating*	*surprise*
misconduct	*university*	*profitable*
cheating	*period*	*academic*
investigation	*undermine*	*succeed*

More University Students are Cheating – but it's not because they're lazy

Rather than an unhealthy fixation on final exams and coursework, universities should instead focus on the intellectual development of their students.'
Photograph: Martin Godwin for the Guardian

A Guardian 1)_____ published last week into academic 2) _____ revealed that the number of students caught 3)_____ at Russell Group universities has risen by 40% from 2,640 to 3,721 between the 4) _____ years 2014-15 and 2016-17. This phenomenon though is not unique to Russell Group universities, with The Times reporting on more than 50,000 cases of

cheating at British universities in a three-year 5)_____ between 2013 and 2016.

Based on the current state of higher education in this country though, this should come as no 6)_____. For students, the pressure to 7) _____ has never been greater due to the increased cost attached to learning as well as the seeming necessity for students to get jobs as soon as they 8)_____. Both of these factors have led to an environment where results and grades are more important than scholarship and intellectual development and ultimately 9) _____the entire purpose of universities, turning them into nothing more than exam factories with degrees seen as little more than a route into a 10) _____job.

Task 7 *Match these words and word combinations from two previous texts numbered with their definitions lettered.*

1)	misconduct	a)	someone who writes a book or other published work instead of the person who is named as the author;
2)	to undermine	b)	in exactly the same words as were used originally;
3)	undetectable	c)	make (something bad) less severe, serious, or painful;
4)	ghost-writer	d)	an invigilator at a university or college examination;
5)	verbatim	e)	unacceptable or improper behaviour;
6)	unprecedented	f)	act dishonestly or unfairly in order to gain an advantage;
7)	cheating	g)	a person looked to by others as an example to be imitated;
8)	role model	h)	not able to be perceived, noticed, or discovered;
9)	integrity	i)	make smth less strong or less secure than it was before, often by a gradual process or by repeated efforts;
10)	mitigate	j)	never done or known before;
11)	proctor	k)	an agreement on rules of behaviour for the members of that group or organization;
12)	plagiarism	l)	make sure that the activity is done correctly or that the person is doing a task or behaving correctly;

13) assessment	m) the practice of taking someone else's work or ideas and passing them off as one's own;
14) supervise	n) the quality of being honest and having strong moral principles;
15) code of conduct	o) a consideration of someone or something and a judgement about them;

Extra Vocabulary

Task 8 *Read the text about academic fraud among politicians. Choose from sentences (A - E) the one which best fits each space (1 - 5):*

Putin's Plagiarism, Fake Ukrainian Degrees and Other Tales of World Leaders Accused of Academic Fraud

April 5, 2019, Author - Ararat Osipian,
Visiting Professor, George Mason University

A There, such criminal acts bring professional disgrace, a likely conviction in court and possibly even jail time.
B All of the five presidents that have run Ukraine since its independence from the Soviet Union in 1991 have had their PhD's – at least in theory.
C Twelve years later, the Russian strongman found himself defending against accusations that his dissertation had been ghostwritten.
D But in 2006, he decided to add the title of ‖Dr‖ to it, completing his doctorate of law at Germany's University of Beyrouth.
E Putin has held top office, as either president or prime minister, since 1999.
F I am ready to account for any day in my life, but don't ask me how I made my first million.
G It did.
H Don't ask me how I earned my degree.

A recent college ***admissions scandal*** in the United States, which revealed that wealthy parents had bribed officials at ***elite universities***, exposed the price some people are willing to pay to say, ‖I went to an Ivy League school.‖ But ***academic fraud*** is nothing new – and it wasn't invented in the United States. In certain countries, some public officials have built their entire political careers on the false ***pretense*** of ***scholastic achievement***.
Lying leaders
You'd think that former German Minister of Defense Baron Karl-Theodor Maria Nikolaus Johann Jacob Philipp Franz Joseph Sylvester Buhl-Freiherr von und zu Guttenberg already had a long enough name. 1. Or so he said. It

232

turns out that Guttenburg, then widely seen as the *successor to* Chancellor Angela Merkel, had plagiarized large sections of his PhD dissertation comparing US and European legal systems. The *internet sleuths* who *outed* his fraud in 2011 gave Guttenberg yet another name – the *sobriquet* ‒Googleberg.‖ He was *forced to resign*, fled possible criminal prosecution in Germany and, in the United States, landed an honorary position at the Washington-based Centre for Strategic and International Studies *think tank*.

Denial: The strongman"s tactic

Russian President Vladimir Putin has been far less *receptive to repeated allegations* that he was not the *intellectual brain trust* behind his 1997 dissertation, ‒Mineral and Raw Materials Resources and the Development Strategy for the Russian Economy.‖ *Accusations against* Putin first surfaced in 2006, when an investigation by the Brookings Institution *alleged,* he copied about 16 pages of his 200-page PhD dissertation from other sources. 2.__. According to the former Russian legislator Olga Litvinenko, Putin's dissertation was written by her father, Vladimir Litvinenko, Putin's academic advisor and the rector of Saint Petersburg Mining University. Also helpful in ‒writing‖ Putin's dissertation, says Litvinenko: a photocopy machine. Employing the only *cut-and-paste technology* available in the late 1990s, she says her father helped Putin cheat by using scissors to snip paragraphs from various sources, glued them together and copied them to create new pages in his dissertation. Putin has never *responded to the allegations*.

Models of cheating

Leaving office, or even fleeing the country, after allegations of academic corruption, as Guttenburg did, is a rational response in his situation. Germany ranks sixth of 129 countries worldwide in terms of *adherence to the law*. 3.___. And in a *well-established autocracy* like Russia, frankly, top politicians can afford the luxury of simply ignoring allegations of a falsified resumes. 4._____. His grip on power is so *all-encompassing* that he is *immune to the negative consequences* of *academic scandal* – or pretty much any scandal.

Ukraine"s dissertation factories

The same holds true in Ukraine, another struggling young democracy. In Ukraine, it is traditional for top politicians *to hold doctorates*. 5._____. But since the country has dozens of private firms that offer *ghostwritten dissertations for sale*, it has also become a Ukrainian tradition *to expose politicians* with *unearned doctorates*. President Victor Yanukovych's doctorate and professorship was *called into doubt* when people noticed that his 2004 application to run for president contained numerous grammatical errors – including the misspelled word ‒proffesor.‖ Yanukovych followed Putin's model: ignore the scandal and hope it will just *go away*. 6._____. Yanukovych became president on his *second try* in 2010.

Don't ask me about my degree

When asked about how they ***made their fortune***, billionaires often cite Henry Ford's ***quip***: „7.____.‖ The car manufacturer's ***bon mot*** hints at the shady – sometimes illicit – origins of great wealth. For some European and Russian politicians – or even American college graduates – today, the modern equivalent might be, „8.____.‖

Task 9 *Answer the following questions. Work in pairs.*

1. What did the recent college admissions scandal reveal?
2. What is the career of some politicians based on?
3. What name was given to Guttenberg by the internet sleuths**?** And why?
4. Describe the only cut-and-paste technology available in the late 1990s.
5. Who had used this technology? What was the purpose of its usage?
6. Compare Putin's and Guttenberg's model of cheating.
7. Why was President Victor Yanukovych's doctorate called into doubt?
8. Interpret the famous Henry Ford's quip.
9. What might be the modern equivalent to it for some politicians or college graduates?
10. What is the message of the article?

Task 10 *Match the collocations with their Ukrainian translation*

1. Admissions scandal	a) всеохоплююча, влада / всеосяжний контроль;
2. Bon mot	b) друга спроба;
3. Called into doubt	c) кіберполіція;
4. To expose politicians	d) міцно встановлене самодержавство;
5. Second try	e) гостре слівце;
6. To hold doctorates	f) зникнути;
7. Ghostwritten dissertations for sale	g) фальшиві претензії на наукові досягнення;
8. To respond to the allegations	h) звинувачення проти;
9. Well-established autocracy	i) викривати політиків;
10. All-encompassing grip	j) скандал під час зарахування (до вузу);
11. False pretense of scholastic	k) писати дисертацію на замовлення

achievement	(продаж);
12. Internet sleuths	l) поставити під сумнів;
13. Accusations against	m) відповідати на звинувачення;
14. Unearned doctorates	n) престижні університети;
15. Made their fortune	o) мати імунітет до негативних наслідків;
16. Academic advisor	p) незаконне, протиправне походження;
17. Immune to the negative consequences	q) розбагатіти;
18. Flee the country	r) дотримання законів;
19. Intellectual brain trust	s) обіймати ключову посаду;
20. Elite universities	t) незаслужений ступінь доктора наук;
21. Plagiarized one's PhD dissertation	u) розкрити обман;
22. Adherence to the law	v) покинути країну (в т. ч. незаконно);
23. To be less receptive to repeated allegations	w) кримінальне переслідування;
24. To be forced to resign	x) бути обвинуваченим у академічному шахрайстві;
25. To out one's fraud	y) сплагіатити дисертацію;
26. To be accused of academic fraud	z) бути змушеним піти у відставку;
27. To hold top office	aa) інтелектуальний мозковий центр;
28. To go away	bb) мати докторський ступінь;
29. Criminal prosecution	cc) бути менш вразливим до постійних обвинувачень;
30. Illicit origin	dd) науковий консультант;

Task 11 *Render the following ideas into English. Use active vocabulary.*

1. Питання забезпечення академічної доброчесності останнім часом привертають підвищену увагу науковців та освітян не лише в Україні, але й у всьому світі. 2. Розвиток сучасних технологій розширив можливості для плагіату, фабрикації, фальсифікації, списування, інших порушень академічної етики. 3. Найбільш поширеною формою списування є використання друкованих і електронних джерел інформації при виконанні письмових робіт, зокрема, екзаменаційних та контрольних робіт, без дозволу викладача. 4. Хабарництво - «надання (отримання) учасником освітнього процесу чи пропозиція щодо надання (отримання) коштів, майна, послуг, пільг чи будь-яких інших благ матеріального або нематеріального характеру з метою отримання неправомірної переваги в освітньому процесі». 5. Майстерно списати зі "шпор" (crib) і дати списати товаришу, не здати того, хто списує, вправно скачати з Інтернету чужі реферати і зліпити з них свій – ці "героїчні" традиції важко викоренити з наших вишів. 6. Відверте використання чужих текстів (цитування без вказівки на авторство, скачування з безплатних сайтів рефератів і контрольних) визнає плагіатом більшість студентів. А от такі "безневинні" дії, як копіювання чужих текстів з легким переінакшенням (зміна порядку слів, переклад, переписування власними словами), вважають недоброчесністю набагато менше опитаних. 7. Найменш толерантні студенти до купівлі готових курсових або дипломних робіт і хабарництва (домовленості з викладачем, адміністрацією університету про послугу або оцінку за винагороду). Цілком припустимим це вважають лише 7% і 4% респондентів відповідно. Але серед університетів, що брали участь у дослідженні, є такий, де близько 30% студентів вважають хабарництво припустимим. 8. Як показало опитування, далеко не всі студентські роботи перевіряють на плагіат. Найчастіше перевіряють курсові й дипломні — про це повідомили близько 66% опитаних студентів. А от про перевірку на плагіат проміжних письмових робіт (есе, рефератів, рецензій тощо) розповіли значно менше респондентів – у межах 35-55%. 9. Щоб студенти не списували і не вдавалися до плагіату, вони мають бути мотивовані отримати якісні знання і стати фахівцем з обраної спеціальности.

Focus on Language

Words Easily Confused: **Forms of Academic Dishonesty**

Task 12 *Study the following words and difference in their meaning.*

Forms of AD	Definition	Methods/Examples
Cheating	receiving or giving unauthorized assistance, collaborating with another person(s) without authorization on a quiz, test, exam, paper or project or unauthorized use of materials to complete such; taking a quiz, test or exam for someone else or allowing someone else to do the same for you.	crib notes; looking over someone's shoulder; any forbidden sharing of information between students regarding an exam or exercise; hiding notes in the bathroom toilet tank, in the brims of baseball caps, up the sleeves, along the thighs or in the cleavage; storing of information in electronic devices; secretly signalling the right answer (coded sneezes, pencil tapping, high-pitched noises, hand movements, foot jerking)
Deception	providing false information to a teacher/instructor concerning a formal academic exercise	taking more time on a take-home test than is allowed; giving a dishonest excuse when asking for a deadline extension; falsely claiming to have submitted work
Fabrication	falsification of data, information, or citations in any formal academic exercise.	making up citations to back up arguments; inventing quotations; making false claims about research performed, including selective submitting of results to exclude inconvenient data; generating bogus data; referring to works whose titles look relevant but which the student did not read; making up bogus titles and authors;
Contract cheating	hiring a third party to complete work on behalf of a student	purchasing essays from essay mills
Plagiarism	submitting work in which words, facts or ideas from another source are used without acknowledging that the material is	borrowing without attribution a particularly apt phrase; paraphrasing someone else's original idea without citation; wholesale contract cheating

237

	borrowed, whether from a published or unpublished source	
Professorial misconduct	improper grading of students' papers and oral exams which can be done for reasons of personal bias towards students (favouritism) or a particular viewpoint (intellectual dishonesty), for a bribe, or to improve the teacher's own perceived performance. It is still occasionally done for matters of ego or to procure sexual favours (sexual harassment).	grade fraud; deliberate negligence towards cheating; assistance in cheating; increasing the passing rate
Sabotage	when a student or professor prevents others from completing their work	cutting pages out of library books; deleting data off of classmate's computer; willfully disrupting the experiments of others

Task 13 *Complete the sentences with words from Task 12. Justify your choice.*

1. All assignments, exams, theses and reports that are submitted can be checked for ……………… 2. …………….. on exams can result in you being banned from university and having your examination results annulled. 3. Results of the survey revealed the methods of students ………………: they deceived their instructors by engaging in academic misconduct and lying or making up excuses for late work and attendance issues. 4. Examples of …………… include, but are not limited to, the following: citation of a primary source which the student actually obtained from a secondary source; or invention or alteration of experimental data without appropriate documentation such as statistical outliers. 5. It is not clear how widely sites for paid-to-order essays, known as ………………… in higher education circles, are used. A 2005 study of students in North America found that 7 percent of undergraduates admitted to turning in papers written by someone else, while 3 percent admitted to obtaining essays from essay mills. 6. Grading an essay or webpage or student's choice of project, requiring criteria which specifically apply to something else, like a scientific hypothesis and argument, is ……………… 7. The University operates a zero-tolerance policy in relation to …………… in examinations. 8. Examples of ……………… include, but are not limited to, the following:

238

submitting a research paper obtained from a commercial research service, the Internet, or from another student as if it were original work; or making simple changes to borrowed materials while leaving the organization, content, or phraseology intact. 9. Educational ……………….. is a form of coercive control that directly affects a survivor's efforts to obtain educational credentials, said Rachel Voth Schrag, assistant professor in the School of Social Work. Tactics include disruption of financial aid or academic efforts, physical violence and inducing guilt related to academic efforts. 10. ……………… also occurs in a group project if one or more of the members of the group does none of the group's work and participates in none of the group's activities, but attempts to take credit for the work of the group.

Prepositions

Task 14 *Complete the blanks with the prepositions where necessary. Translate these sentences into Ukrainian.*

1. Teachers should take _____ account students' previous educational backgrounds.
2. You are required to have B2 language proficiency_____enrolment into this university.
3. A teacher never expects_____their students to know everything.
4. I am writing_____regard to an article in your November edition.
5. The University of Melbourne succeeded _____ preventing plagiarism among students.
6. The news article is only the tip_____the iceberg, hidden is a serious situation.
7. Universities should focus _____ the intellectual development of their students.
8. International students should be given some allowances compared _____ native speakers during exams.
9. There is a significant increase_____academic misconduct_____students in Ukraine.
10. The lecture given_____professor Johnson increased awareness_____the importance of academic integrity.
11. Removal_____the university could be a consequence of violations university code_____conduct.
12. Students in Kyiv National Linguistic University always have the right _____appeal and explain their behaviour.
13. Taking everything _____ account, we must admit that very often plagiarism remains undetectable.

14. Students unions could play the role_____ombudsmen.
15. It is necessary_____combat corruption_____students.

Word Formation & Derivatives: Revision

Task 15 *Complete the gaps in the text with the correct derivative forms of the words in brackets.*

Academic …………… (honest) and Academic …………… (integrate) are key concepts that are the …………… (found) of what it means to ‗be academic'. Like it or not, as students at University we must ……………. (aspiration) to be academic! We need to practise being academic in our …………. (think), our ways of ………….. (work) and …………… (present) and ....(define), in our academic ………….. (write). It does take practice to get it right and a lot of learning is involved. No one can be academic without being taught how and introduced to the concepts. Universities are.............................(increase) highlighting just how important it is – for both students and staff.

The connection between promoting …………… (aware) and ……………..
(understand) of ‗academic good conduct' that makes up Academic Honesty and Integrity increase awareness of it and reduce all forms of academic ……………. (conduct) has become a..(prior) for many Universities and teaching staff.

In the past, much …………… (emphasise) was placed on making students aware of the perils of academic misconduct and students were simply told: Don't do this! Don't do that! There was no ……………. (discuss) of …………… (explain) of what constitutes good academic.....................(practise) or – very importantly – WHY it is necessary to be academic.

Academic integrity is a fundamental value upon which colleges and universities are built. Students, faculty and staff are expected to.......................(contribution) candid opinions, reviews and …………… (assess) of research and other academic exercises that are vital to sustaining the discussion and ……………. (change) of ideas. This conversation stimulates intellectual.....................(grow) and …………. (develop) among the community and its members. For learning and ………… (scholar) to thrive, academic communities cannot tolerate acts of academic …………… (honest) such as cheating, misrepresentation or plagiarism.

<div align="right">

Empire State College, New York
(http://www.esc.edu/academic-integrity/)

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Phrasal Verbs & Expressions

Task 16 *Match the phrasal verbs and expressions on the left with their meaning on the right.*

Even top universities **1. have raised the alarm**: the 2012 Harvard cheating scandal; a significant increase in academic misconduct among Britain's Russell Group universities from 2014 to 2017.

It should be noted, however, that all of these cases of academic misconduct were caught and identified as such, so this might only be **2**. **the tip of the iceberg** – and the real situation might be dramatically worse.

In order to implement all these measures successfully, however, universities should serve as **3. role models**.

The same **4. holds true** in Ukraine, another struggling young democracy. In Ukraine, it is traditional for top politicians to hold doctorates.

President Victor Yanukovych's doctorate and professorship was **5. called into question** when people noticed that his 2004 application to **6. run for** president contained numerous grammatical errors – including the misspelled word ‒proffesor.‖

A. a small, noticeable part of a problem, the total size of which is really much greater

B. a person who someone admires and whose behaviour they try to copy

C. cause doubts about something

D. make people understand the danger of something

E. continue to be true

F. compete as a candidate in an election

Speaking Skills

Communicative Situation 1 Speak about the importance of academic honesty and integrity.

Communicative Situation 2 Speak about the forms and methods of academic dishonesty/misconduct.

Communicative Situation 3 How would you react to the academic fraud/misconduct practice? Why?

Communicative Situation 4 What are the ways to assure/promote academic honesty and integrity?

Communicative Situation 5 Speak about the key concepts of being academic.

Test Yourself Section

Reading Comprehension

Task 17 *Read the text about the problem of cheating in the university. Do the following statements agree with the information you read? For questions 1-10 write True; False or No information.*
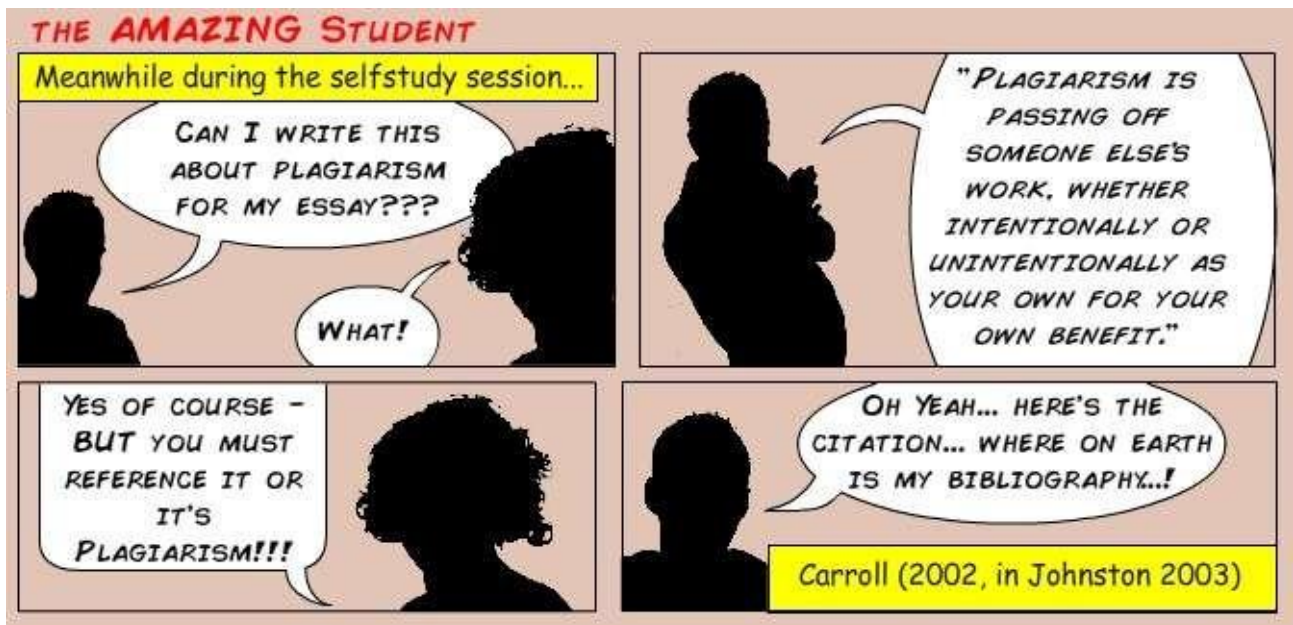
1. Most students plagiarise on purpose.
2. Lack of consideration, attention and time are the main factors of plagiarism among students.
3. We can't reduce the level of plagiarism by educating students of its risks.
4. Plagiarism is the practice of using or copying someone else's idea or work and pretending that you created it.
5. The information technology has helped students to plagiarise and can be perceived as a bad role model.
6. The internet can't be seen as a good example.
7. Both students and university staff agreed that plagiarism is dishonest act.
8. Anxiety about plagiarism in higher education has become greater recently.
9. Academic institutions are obsessed with acquiring smart students.
10. The appropriate penalty for students who cheat and plagiarise is an expulsion from university.

Few students set out to deliberately plagiarise. Misunderstandings over the nature of what constitutes plagiarism, lack of care and attention to detail, an unrealistic sense of the time required to do justice to our assignments and poor consideration of the expectations of thinking academically when engaging with our studies, can all contribute to risks of committing plagiarism unintentionally.

When it comes to the issue of plagiarism and how to avoid it, it isn't just a case of forgetting to insert references to evidence used (though this can be a major factor). Here we explore the complexities surrounding what education, and how we can – through enhanced awareness and better understandings of ‗being academic' – reduce the risk of it in our work.

What is it?

Plagiarism, in essence, is the passing-off of others' ideas as our own. What that means is using someone else's ideas – thought, argument, theory, summary, evidence or words – without giving them credit.

THE **AMAZING** STUDENT

Meanwhile during the selfstudy session...

CAN I WRITE THIS ABOUT PLAGIARISM FOR MY ESSAY???

WHAT!

"PLAGIARISM IS PASSING OFF SOMEONE ELSE'S WORK, WHETHER INTENTIONALLY OR UNINTENTIONALLY AS YOUR OWN FOR YOUR OWN BENEFIT."

YES OF COURSE – BUT YOU MUST REFERENCE IT OR IT'S PLAGIARISM!!!

OH YEAH... HERE'S THE CITATION... WHERE ON EARTH IS MY BIBLIOGRAPHY..!

Carroll (2002, in Johnston 2003)

A growing problem?

There's no doubt that concerns about plagiarism in higher education have greatly increased in recent years and Johnston notes that there is a substantial increase of plagiarism in student work, although precise figures of this increase are hard to come by (Johnston, 2003).

The internet age, with information readily available at our fingertips, and the ease with which information can be acquired via ‗copy and paste', the proliferation of ‗copy and paste' across the internet (where information can be found replicated across the web, often with no attempt to cite the origin of the source), have been seen to contribute to the far greater capacity to commit plagiarism if one wishes. In more than one sense, therefore, the internet can be seen as a poor role model.

Recent studies examining staff and student attitudes to plagiarism, saw shared views among staff and students that plagiarism was wrong, and merited penalties, yet there's a split between what staff feel is appropriate penalty for this and what students feel is appropriate.

So why are academic institutions so obsessed?

Naturally, there is concern. Qualifications are an intangible thing, dependent on perception of their value in the wider world. The maintenance of standards is of paramount importance and at stake is nothing less than an institution's reputation: ‗ultimately the value of the awards that an institution gives ... is dependent on those awards being seen to have been gained by honest and fair means.' (Johnston, 2003)

Wordlist

academic integrity
academic honesty
academic misconduct
academic corruption
academic dishonesty
awareness of ethical issues
code of conduct
external proctor
professional ghost-writer
ombudsmen
supervise examination
unauthorised assignment sharing
unauthorized assistance
unauthorized use of materials
verbatim copying
admissions scandal
academic fraud
false pretense
scholastic achievement
internet sleuth
sobriquet
think tank

allegation
intellectual brain trust
adherence to the law
dissertation factory
bon mot
bribe
Common European Framework of
Reference for Languages (CEFR)
The American Council on the
Teaching of Foreign Languages
(ACTFL)
crib notes
bogus data
essay mill
apt phrase
favouritism
intellectual dishonesty
sexual harassment
grade fraud
negligence towards cheating

Use of English

Words Easily Confused: academic dishonesty

cheating
deception
fabrication
contract cheating

plagiarism
professorial misconduct
sabotage

Phrasal Verbs & Idiomatic Expressions

raise the alarm
the tip of the iceberg
role model

hold true
run for
call into question

244

UNIT 12
Academic Research

! Learning Goals

Skills

! *Reading for specific information*
Comprehension: correcting statements
Texts: *How to Begin Basic Academic Research; Is University Research Good for Teaching?*
Recording*: Advice on Writing a Dissertation*
! *Speaking*: giving advice

Language

! *Vocabulary*: academic research
! *Use of English*: words easily confused mostly related to the topic of *academic writing*; nouns, verbs, adjectives with prepositions, mostly *on*; phrasal verbs and expressions: mostly with *take* word formation & derivatives: *revision.*

Warming up

Task 1 🎧 *Listen to the teacher talking about the problems undergraduates can have while writing an academic paper. What are the problems? Why do you think these problems occur?*

Reading Skills

*Focus on Comprehension***:** *Put the tips for correcting statements in the correct order.*
1. When you find the relevant part of the text, scan it – read it carefully.
2. Skim the text – read the text quickly from the beginning up to the end to get the general idea.
3. Correct the statements.
4. Compare the information in the sentence and the text and spot the difference.
5. Read the sentences from the task carefully and find the passages in the text with the relevant information.

Task 2 *Read the text about the process of academic research and the skills one needs for it and correct the statements.*

1. The Internet has made the process of research easier shifting the focus from analytical skills to creative ones.
2. Many students prefer approved topics to appropriate ones.
3. Libraries on the ground have more advantages because of the skills and expertise of librarians.

4. Boolean operators define the information you need and conduct searching online successfully.
5. Google Scholar is the only reliable search engine tailored to academic research.
6. If the information you find on the internet is interesting, it will be useful for your research.
7. Among the ways to evaluate the credibility of your source is a quick understanding of the kind of source you are using.
8. To provide balanced and verified information many authors offer the information that supports their political or ideological agenda.
9. Citations and quotations are included by "cut and paste" method.
10. You can easily avoid plagiarism without appropriate citation.

How to Begin Basic Academic Research

https://www.onlineuniversities.com/articles/students/how-to-begin-basic-academic-research/

One of the most important aspects of college or university work is *research*. In any course, you will need to gather information, assess it, and present it in your own work. For many students, research is an intimidating and overwhelming process. But another way to look at the prospect of conducting research is that it is *your turn* to delve into a new and interesting subject and present your own ideas about what it means. There is creativity in the research process because you can often choose your own topic and sources, and use your ability to *synthesise* and *analyse* information to create something entirely new, whether it is a paper, report, or presentation. The advent of the Internet simplified research in many ways, making it more convenient and comprehensive, but the search for appropriate sources among the vast amount of information available means you need to refine your *research skills*.

Choose a Topic

A professor will often assign a topic, or provide you with a list of approved topics from which you can choose the one that interests you most. That makes choosing a topic easy. However, some professors, often in more advanced courses, suggest a general subject area and allow students to narrow their focus on their own within that general subject. This is when many students worry that they won't choose an appropriate topic because they want to make sure they complete the assignment correctly.

The most important thing to remember in this situation is that the topic you choose should be clearly related to the general subject of the assignment or the course. If you have questions, it is always best to consult with your professor, who can provide further guidance on the assignment.

Gather Your Resources

College-level research involves sophisticated *scholarly* sources. *Libraries*, *archives*, *databases*, and other online materials are all considered appropriate and even necessary sources of information for this work. Here are a few places where you can begin your hunt for data:

Libraries. A library, either online or on the ground, may be the best place to begin gathering the sources you will need to learn about your topic. Libraries contain *in-depth* catalogues of their *on-site* and online *holdings*, including books, journals, and archival materials such as document collections. Also, do not forget to *take advantage of* the skills and expertise of librarians. All academic librarians are extensively trained in *library science* and can suggest research avenues that may not *occur to* you. You don't even have to be in a physical library to reap the benefits of librarian help. When you use an online library, there are librarians available to you in real-time, meaning that you can email a question and receive a response in a reasonable amount of time.

Databases. In addition to the online catalogue of a library's holdings, databases are searchable electronic lists of all the articles, reviews, and scientific results published in professional scholarly journals. *EBSCOhost* and *Lexis/Nexis* are two of the more well-known databases. There are also searchable newspaper databases like the International Coalition on Newspapers, which can include centuries-old newspapers and popular publications in addition to their book catalogues. Once you find your materials in a database, you can then download the material directly to your computer and read it *at your convenience.* The trick to using online resources successfully is to understand how to use *search terms*. The basic Internet search method is called *Boolean searching* and is conducted by using terms called *Boolean operators* to define exactly what it is you are searching for. The three main Boolean operators are OR, AND, and NOT. For example, if you want to find information on colleges and universities, the phrase you would use to search for course material in a database is "colleges AND universities." There are useful tutorials on Boolean searching available on the Internet if you want to refine your skills.

Websites. The Internet can provide a wealth of resources for researchers, but it can also *lead you down a false path* if you do not know how to search efficiently. There are many *search engines* besides *Google Scholar*, one of the most well-known search engines tailored to academic research, including search engines focused on specific academic fields or professional disciplines, and the Search Engine List offers a list of such search tools. Once you select a search engine, it is important to type in the most effective search terms to find the sources you need. To do this, use Boolean operators in website searches, just as you do in database searches, to get accurate information. Also, make sure to

note the *hyperlinks* in any article you read and click on them to find additional information.

Evaluate Your Sources

After you have gathered a number of potential sources to *peruse*, *take the time* to determine whether they are beneficial or not. Unfortunately, some sources are far less helpful than others, so it is important to evaluate the research and articles you have uncovered before launching your project.

Determine Usefulness. There are so many interesting resources that it is easy to get distracted while conducting research. Because of this, not everything you find interesting will actually be useful for your research. This is especially true when it comes to finding information on the Internet, where you can find hundreds of websites that are only tangentially connected to your research topic. It is absolutely necessary to remain focused on your research topic, and assess the usefulness of each of your sources. If the source does not deal directly with your topic, it might not be the best material for your research.

Evaluating Credibility. Not all books, articles, websites or other pieces of information possess *credibility*, which is the term used to describe the quality or value of the resources you use. Credibility can be established by learning about the author of the source. Are they an expert in their field? For example, a manual on brain surgery written by a biology researcher who has never conducted surgery would have less credibility than a manual written by an experienced brain surgeon. It is also important to evaluate the sources the author used by reading the bibliography. In addition, pay attention to the kind of website on which you find the source by noting the domain name of the site. If the source is from a *.edu* website, for example, it is sponsored by a school, and usually possesses high academic quality. However, if it is from a *.com* address, the site may be more interested in selling you something than in providing credible and unbiased information. There are many different ways to evaluate the credibility of your sources, and knowing the different kinds of websites is a helpful way to get a quick understanding of the kind of source you are using.

Detecting Bias. Not all sources are equal in their ability to provide balanced and verified information. Many times, authors have a political or ideological *agenda* they wish to promote, and in their books, articles or websites offer only the information that supports that agenda. This is a form of *bias*, and it is important to ensure that your research sources are free of bias, in order to produce the most effective academic work. Check out a list of *red flags* and other clues that your source is biased.

Use Your Sources

Once you have determined that your research materials are worth digging into and working with, you can approach the data in different ways to get most

out of your researching. Taking notes on all of your materials is essential, as the number of sources you consult in your research might be quite numerous. Note-taking is a varied and inexact science because there are many different methods. It is important to find the method that works best for you so that your research is organized and useful when you are ready to write. By taking notes, you'll be able to keep better track of what information you've gathered from each source.

The end product of all your research should reflect the main points of your sources and support the argument you present in your paper, report, PowerPoint presentation, or oral presentation. The end result should not be a simple summary of your research, but instead, it should be an ***analytical assessment*** of the topic that is supported by your research. The best way to use your research is to refer to it through ***citation*** and ***quotation***:

Citing Your Sources. For any source, you get ideas from, paraphrase, or directly quote, you must cite the source of that information. Citations include ***endnotes*** or ***footnotes***, as well as your bibliographic information, which you can include in a ***Works Cited page***, ***Bibliography*** or list of ***References***. Citation format also depends on which ***citation form*** your professor specifies. The most common citation forms are ***MLA***, ***APA***, ***Chicago*** and ***Turabian***.

Using Quotations. Students can include too many quotations because they are not familiar with the ***citation rules*** regarding how and when to quote directly from your research sources. With online sources, it is easy to "cut and paste" information, but it is almost always better to paraphrase unless there is no other way the information can be stated or the quote you are using is directly discussed in your work.

Once you have compiled your research and used it to support the arguments you make in your academic assignment, the final step is to edit and proofread your work. The best students remember that all writing involves rewriting to achieve a polished final product. Also, the whole point of any research assignment is to allow students to demonstrate their ability to compile, assess, and analyze information and come to a new conclusion. This cannot be accomplished if students rely on sources without citing them appropriately. Any time someone else's words, ideas, or interpretations are used without appropriate citation is plagiarism, and plagiarism is a serious academic offence that can result in failure of the assignment, course failure, or expulsion from the college. However, plagiarism is easy to avoid if you follow the rules regarding appropriate uses of sources.

In addition to the process outlined above, it is a good idea to stop your research periodically and check to make sure you are still focused on your topic, aware of deadlines, and on schedule to complete your project or assignment. Also, do not be afraid to show your research to your professor and get his/her insight into ways you can improve, refine or expand upon what you

have done. The best research is not rushed, so that you have time to evaluate what you have done, make sure that you are using your source notes effectively, and that you have understood all of your source material. Achieving this balance can sometimes be difficult if your topic is new and challenging. Above all, remember that you are the researcher and that you are in control of the project. You can take your work in any direction, as long as you support your assertions, cite your materials appropriately, and meet the requirements of your assignment.

Focus on Content

Task 3 *Read the text above and translate it into Ukrainian. Work with unknown words in your vocabulary notebook.*

Task 4 *Answer the questions below.*

1. What is the topic under consideration about?
2. What is the aim of the research? What does it involve?
3. How can a topic be chosen? What is important to remember? What is best to do if you have questions?
4. What scholarly sources are considered appropriate and necessary for the research?
5. Why may libraries be the best place to begin gathering the sources you will need to learn about your topic? How to take advantage of the skills and expertise of librarians?
6. What are databases? How to use online resources successfully? What are Boolean operators?
7. What are search engines? Which of them are tailored to academic research? How to use them efficiently?
8. Why is it important to evaluate the research and articles you have uncovered before launching your project? How to determine their usefulness, evaluate their credibility and detect bias?
9. What are the ways to use your sources? Why is taking notes on all of your materials essential?
10. What should the end product of all your research reflect? What should the end result be like?
11. What is the best way to use your research?
12. What do citations include? What are the most common citation forms? When and how are quotations used?
13. What is the final step of your research? How is a polished final product achieved?
14. What is plagiarism? How to avoid it?
15. How to do the best research?

Vocabulary & Use of English

Focus on Vocabulary

Task 5 *Match the definitions below with the words in bold from the text. Give their Ukrainian equivalents.*

1. To put separate facts, etc. together to form a single piece of work. 2. A building, room, or organization that has a collection esp. of books, music, and information that can be accessed by computer for people to read, use, or borrow. 3. A large amount of information stored in a computer system in such a way that it can be easily looked at or changed. 4. A structured search process that allows the user to insert words or phrases such as AND, OR, NOT to limit, broaden and define the search results. 5. A link from a hypertext document to another location, activated by clicking on a highlighted word or image. 6. Done carefully and in great detail. 7. One of the most heavily used databases in higher education which provides access to full-text news, business, and legal publications, using a variety of flexible search options. It is available at over 1,800 libraries serving over nine million students and faculty. 8. A detailed study of a subject, especially in order to discover (new) information or reach a (new) understanding. 9. A phrase or short piece of writing taken from a longer work of literature, poetry, etc. or what someone else has said. 10. Assets such as property, shares, or cash that a government, company, or person owns. 11. The fact that someone can be believed or trusted. 12. A word or piece of writing taken from a written work. 13. To study something in a systematic and careful way. 14. A note placed at the end of the text. 15. Existing or happening in the place where people are working or involved in a particular activity. 16. A note printed at the bottom of a page that gives extra information about something that has been written on that page. 17. An interdisciplinary or multidisciplinary field that applies the practices, perspectives, and tools of management, information technology, education, and other areas to libraries. 18. The leading provider of research databases, e-journals, magazine subscriptions, e-books and discovery service to libraries of all kinds. 19. Containing a serious, detailed study of a subject. 20. A word or combination of words or characters entered into a search engine in order to specify a particular thing to be searched for on the World Wide Web, over a computer network, or in a database. 21. Simple words (AND, OR, NOT or AND NOT) used as conjunctions to combine or exclude keywords in a search, resulting in more focused and productive results. 22. A particular program of action, often one that is not directly expressed. 23. A writer or a book, article, etc. that is mentioned in a piece of writing, showing you where particular information was found. 24. The American Psychological Association, which is an organization that focuses on psychology. They are

responsible for creating this specific citation style. 25. The action of supporting or opposing a particular person or thing in an unfair way, because of allowing personal opinions to influence your judgment. 26. A specific way to cite, following the Modern Language Association's guidelines. 27. To read through something, especially in order to find the part you are interested in. 28. A list of the books and articles that have been used by someone when writing a particular book or article. 29. A sign of danger. 30. A web-based tool that enables users to locate information on the World Wide Web. Popular examples of search engines are Google, Yahoo!, and MSN Search. 31. A system used by researchers to structure their written work and references preferred by those working in history and other social sciences. 32. The name of an educator who created a spin-off style, specifically for students and others who are using the style for assignments, not to get professionally published.

Task 6 *Complete the sentences with the correct form of the words form Task 5.*

1. The purpose of students' talk is not to simulate activities in contexts of use, but to investigate, explore and …………… content. 2. At every stage, there are …………… directing the interested reader to possible sources of more information and a good …………… 3. These models are then analyzed using external structural analysis programs, and the results are compared with data collected from …………… measurements. 4 .... utilize automated software applications (referred to as robots, bots, or spiders) that travel along the Web, following links from page to page, site to site. 5. The findings from five separate studies have been …………… in the report. 6. A total of approximately 2000 potentially interesting studies were identified and …………… with respect to potential predictors and inclusion criteria. 7. School librarians often are required to have a teaching credential; however, an additional …………… …………… degree is not generally required. 8. One shortcoming – the bibliography does not contain all the …………… in the notes and therefore full …………… are sometimes unavailable. 9. Specialised …………… maintain whole collections of scientific and technical periodicals and books; this is the case for large university ones and research institutions. 10. …………… …………… can be done on any search engine across the Internet using certain symbols and there is no restriction on how many you use in one search string. 11. Verification of the research findings was sought via monitoring of the …………… (trustworthiness) of the collected data. 12. A detailed search included multiple electronic ……………, bibliographies of found papers and review articles. 13. Her research was published in a …………… journal. 14. There are some questions here which remain unanswered and belong to future research …………….. 15. He has dedicated

his life to scientific ……………. 16. A ....often contains (or is itself) a keyword: a word or phrase search marketers bid on in their search campaigns and try to rank for in the organic search results. 17. The author, along with other research colleagues and representatives from the industry, carried out an .... analysis in relation to information management.

Task 7 🎧 *Listen to two students talking. An older student, called Howard, is giving advice to a younger student, called Joanne, on writing her dissertation. For questions 1–10 choose the correct answer, **A, B** or **C**. The recording is available at https://mini-ielts.com/690/listening/advice-on-writing-a-dissertation*

Advice on Writing a Dissertation

1. What does Howard say about his experience of writing the dissertation last year?

   A) *It was not easy.*　　B) *He really enjoyed it.*　　C) *It helped understand the course he studies at university.*

2. What is Joanne's main worry?

   A) *Writing too much.*　　B) *Meeting the deadline.*　　C) *Finding enough information.*

3. What did Howard worry about most of all while writing his dissertation?

   A) *His reading speed.*　　B) *Taking a lot of time to make notes.*　　C) *Forgetting the information he read.*

4. What should NOT Joanne do in the first month of tutorials?

   A) *Review a list of the books on the topic.*　　B) *Meet her tutor every week.*　　C) *Make a plan of the chapters.*

5. What is NOT true about the library?

   A) *Students can rely on librarians" recommendations.*　　B) *The staff are always helpful to visitors.*　　C) *Students writing a dissertation can take more books than usual.*

6. What is true about the library?

   A) *It has old dissertations.*　　B) *It is difficult to access electronic resources.*

   C) *ou can assess their help positively.*

253

7.   What can the tutor help Joanne with?

A) Find electronic journals.	B) Decide what to start with.	C) Decide how much time to spend on each chapter.

8. What CAN'T the tutor help Joanne with?

A) Time management.	B) Support in case of worries.	C) Advise where to find help during holidays.

Extra Vocabulary

Task 8 *Read through the infographic introducing the main differences between MLA and APA citation styles. Answer the questions.*
https://www.easybib.com/guides/mla-vs-apa-infographic/

1. What do MLA and APA stand for?
2. Which disciplines use the styles?
3. How are the names of authors and titles displayed?
4. Which citation style would you rather use? Why?

SUBJECT MATTER

Language, Literature, Humanities

MLA is the style most often used in **literature, language, history, art**, and **theater** subjects. Other disciplines may use MLA as well.

Sciences

APA is the style most often used in **science** subjects. Other disciplines may use APA as well.

TITLE PAGES

Miguel Marcus

Professor Lipson

English Lit 201

8 August 2019

Shakespeare Plays

Shakespeare's views on the

ake him a new figure

ading through the

Deforestation Today

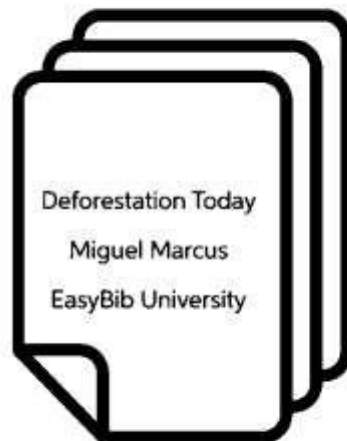Miguel Marcus

EasyBib University

Header Required

MLA style does not require a standalone title page. Instead, create a **header**, and place it on the first page.
The header includes the:
- name of the writer
- name of the instructor
- course information
- date of submission

Title Page Required

APA style requires a **standalone title page**.
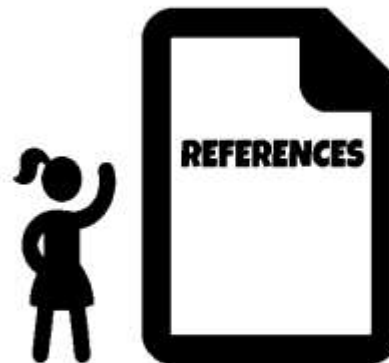On the title page, you place the:
- title of the research paper
- name of the writer
- name of the institution

TITLE OF SOURCE PAGES

WORKS CITED

Works Cited

The source page of an MLA research paper is titled as "Works Cited"

REFERENCES

References

The source page of an APA research paper is titled as "References"
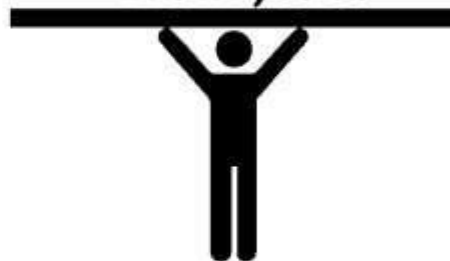
NAMES ON THE SOURCE PAGE

Brown, Jasmine

Full Names

Full names are displayed on an MLA Works Cited page. A middle initial is acceptable to use.

Brown, J. G.

Initials

Full last names are displayed on APA Reference pages, but first and middle initials are used.

CAPITALIZATION OF TITLES

The Complete Stories of Franz Kafka

Title Case

On MLA Works Cited pages, titles are written in "Title case" form. A capital letter is used at the beginning of each major word.

The complete stories of Franz Kafka

Sentence Case

On APA Reference pages, titles are written in "Sentence case" form. Capitalize the first letter of:

- the first word of a title
- the first word of a subtitle
- any proper nouns

IN-TEXT CITATIONS

"Wingardium Leviosa" (Rowling 224).

Name & Page Number

MLA in-text citations include the last name of the author and a page number.

"Wingardium Leviosa" (Rowling, 1997, p. 224).

Name, Year, & Page

APA in-text citations include the last name of the author, the year the source was published, and a page number.

Task 9 *Play the Information Literacy Game. Work with new active vocabulary in your vocabulary notebooks. The game is available at* https://www.easybib.com/guides/try-this-information-literacy-game-and-become-a-better-writer/

Task 10 *Render the following ideas into English. Use active vocabulary.*

1. Курсові роботи студенти починають писати починаючи з третього курсу. 2. Часто цей процес і довгий, і болісний. Потрібно виконати ряд вимог. Курсова робота повинна бути оформлена належним чином. Вона повинна включати титульну сторінку, зміст, вступ, основну частину, висновок, список використаної літератури, додатки. 3. У написанні роботи ви не самі. У вас є науковий керівник. Науковий керівник, це не просто викладач, що має перевірити і контролювати вашу роботу. Це ще й людина, що має вам допомагати, консультувати. 4. Коли ви вже знаєте, яка у вас тема, в якого саме викладача ви пишете, тоді настає другий найголовніший етап – це розподіл часу на виконання роботи. 5. Розрахуйте час так, щоб на кожен розділ у вас було не менше двох тижнів. (приблизно 1-2-години кожного дня). 6. Після детального планування йдіть у бібліотеку. Відразу ретельно записуйте всі джерела інформації. 7. Більшість викладачів підказують основні праці, на які потрібно спиратися при написанні курсової (це ще один привід прийти на консультацію, а не відразу вручати науковому керівнику готову курсову). 8. Студент повинен сам провести роботу з пошуку підходящої літератури. Список підручників та енциклопедій не пройде (хоча їх теж можна вказати), у списку повинні бути дослідження - статті у наукових журналах та збірниках, монографії. 9. На жаль, не всі книги і журнали можна знайти в мережі. Наприклад, через боротьбу з піратством деякі нові книги можна тільки купити. Так що не забувайте про існування вузівських, обласних та загальноукраїнських бібліотек – вони, як не дивно, ще працюють. І основні їхні відвідувачі - студенти. 10. А деяким студентам доводиться ще й ритися в архівах, підшивках старих газет ... Ця доля може спіткати, наприклад, майбутнього історика (особливо на кафедрі краєзнавства), журналіста, юриста. 11. Виноска – це пояснення чого-небудь, що зустрічається в тексті для того, щоб читачеві було зрозуміло, про що йде мова. А посилання – це вказівки на джерело інформації, про яку йде мова в тексті (наприклад, автор і назва статті, на яку посилається автор). Виноски і посилання поміщаються або внизу сторінки безпосередньо під основним текстом, або в кінці книги або статті в порядку їх розташування в тексті. Те місце в тексті, до якого адресована посилання або виноска, позначається знаком (найчастіше зірочкою) або номером (якщо посилань або виносок багато).

Focus on Language

Words Easily Confused: **Genres of Academic Writing**

Task 11 *Study the following words and difference in their meaning.*

Prospect vs *Perspective*	
A future possibility; the possibility of being successful, especially at work. Eg.: *She's hoping the course will improve her career prospects.*	A particular way of considering something; a way of thinking; a point of view. Perspective on sth, from sb's perspective. Eg.: *You're approaching the problem from a completely different perspective.*

	Thesis vs		*Dissertation*
US	Shorter than a dissertation and involves preliminary research; helps earn a Master's degree Eg.: *In a thesis, you need to do all your research work by yourself as your mentor will only guide you with limited bandwidth.*	**US**	Constitutes an original research project and helps obtain a doctoral degree. Eg.: *If students are writing a dissertation, they need to use theory to research a particular subject.*
EU & UK	An original research work that helps obtain a PhD degree. Eg.: *The student desiring to proceed to the doctorate is free from examinations thereafter until he presents his thesis for the doctor's degree.*	**EU & UK**	Part of a Master's degree involving a broader research project Eg.: *To achieve a consistent argument throughout the dissertation, you should create a plan of what you want to say.*

Thesis & Dissertation vs	*Research Paper*
Written for a university degree or diploma / to obtain an academic degree or qualification *Eg.: In comparison to a thesis, in a dissertation, you refer to others" research as guidance. You need to prove your own unique hypothesis,*	A piece of academic essay writing, generally done as a requirement for a class. In research, you have to do independent research. After the research, you have to write a description of the findings. Moreover, you present your evaluations and

theory or concept.	arguments on the topic under consideration. Eg.: *One of the major reasons that you write a research paper is that you get to learn a lot about your chosen subject.*

Magazine *vs* ***Journal***	
A periodical aimed at the general public, which contains news, opinion and personal narratives Eg.: *Magazines have eye-catching articles, including illustrations and photographs.*	A scholarly periodical aimed at researchers or specialists Eg.: *An article in a journal begins with an abstract of the contents. It contains a conclusion, bibliography, charts, graphs, but rarely contains photographs.*

Task 12 *Choose the correct variant.*

1. She had an interesting ***prospect/perspective***, and she made him think about things differently. 2. Another way to look at the ***prospect/perspective*** of conducting research is that it is your turn to delve into a new and interesting subject and present your own ideas about what it means. 3. A Doctorate is awarded on the basis of defending a ***thesis/dissertation/research paper*** as in the UK. 4. A postgraduate diploma option can be obtained after completion of the core and optional modules or a master's degree after an additional research project ***thesis/dissertation/research paper*** (UK). 5. The Master's degree requires the preparation of a ***thesis/dissertation/research paper*** not exceeding 80,000 words, which must be worthy of publication by a learned society (US). 6. To get a doctor's degree you had subsequently to write a doctoral ***thesis/dissertation/research paper***, which had to be a printed book (US). 7. If you have a unique ***prospect/perspective*** on life, your career, or anything else, a blog is a perfect place to share your thoughts and ideas. 8. One major aspect you need to emphasize on is that a ***thesis/dissertation/research paper*** writing usually takes place when you reach the last two years of your student life (while doing a Ph.D.) (US). 9. Given that those ***magazines/journals*** live by advertising, that may be too much to expect. 10. He also encouraged researchers to continue publishing in ***journals/ magazines*** about their own areas of expertise.

Prepositions

Task 13 *Complete the blanks with the prepositions where necessary.*

delve ………   *guidance* ………   *free* ………
search ………   *notes* ………
stand ………   *manual* ………
occur ………   *information* ………
click ………   ………*control*

Task 14 *Choose the correct answer.*

1. All academic librarians are extensively trained in library science and can suggest research avenues that may not occur **for/to** you. 2. If you have questions, it is always best to consult with your professor, who can provide further guidance **for/on** the assignment. 3. It is your turn to delve **into/upon** a new and interesting subject and present your own ideas about what it means. 4. The basic Internet search method is called Boolean searching and is conducted by using terms called Boolean operators to define exactly what it is you are searching **of/for**. 5. For example, a manual **on/about** brain surgery written by a biology researcher who has never conducted surgery would have less credibility than a manual written by an experienced brain surgeon. 6. Make sure to note the hyperlinks in any article you read, and click **on/-** them to find additional information. 7. If you want to find information **about/on** colleges and universities, the phrase you would use to search **for/-** course material in a database is "colleges AND universities." 8. Above all, remember that you are the researcher and that you are **under/in** control of the project. 9. This is a form of bias, and it is important to ensure that your research sources are free **of/from** bias, in order to produce the most effective academic work. 10. Taking notes **on/about** all of your materials is essential, as the number of sources you consult in your research might be quite numerous.

Word Formation & Derivatives: Revision

Task 15 *Complete the gaps in the text with the correct derivative forms of the words in brackets.*

Undergraduate Working Papers in Linguistics
University of Rochester
Department of Linguistics

PAPER....................... (SUBMIT)
Please plan accordingly, seek a professor's …………… (nominate), and submit as early as …………….. (possibility). Once your paper is accepted you will have time before the November deadline to revise. Linguistics professors also have the opportunity to nominate a student work from a course of their own.

QUALITY ....(CRITERION)
Papers are selected based on …………… (deep) of research, ... (strong) of ………………. (analyse), and …………… (effect) of style, in …………….. (according) with the nominating professor's experience in the field. The paper may be a short squib or a full-length paper. It may be .... (theory), ………………. (analyse), empirical, etc. The paper may be from any class in the department, and it can also arise from a research group or other …………….. (curriculum) study. The paper must be .... (relevance) to the field of linguistics.

EDITING STAGE
A ……………. (voluntary) committee of at least three undergraduate students from the Linguistics Undergraduate Council will read, discuss, and comment on the paper. Ideally, students will have their submissions reviewed by a Writing Fellow or a Writing Consultant through the Writing Speaking and Argument Program. A professor can also assist in the editing process if it is wished.

FORMATTING
Each paper should include APA-style …………… (cite), size 12 Garamond font, and 1-inch margins. Each paper should have a brief, 100- to 400-word abstract. There is no ………….. (minimize) or …………….. (maximise) page …………… (long). A style sheet can be found on the Linguistics Department website.

FINISHED PRODUCT
The ……………… (publish) will be released each December. All submissions must be in their final version before the deadline in early November.

JOURNAL PUBLICATION
The ……………. (digit) version of the journal will be posted on the Department of Linguistics for viewing and download. A nice quality, spiral-bound copy of the journal will be available in the department library and for purchase.

ANNUAL SYMPOSIUM
The Linguistics Undergraduate Council will plan and hold a …………… (celebrate) party-symposium in the month of release to which anyone can attend.

ACADEMIC......................... (HONEST)
All research, analysis, and writing must be the student's own or …………….. (appropriate) cited. If the paper is a ………………. (collaborate) effort by, all ……………… (contribute) must be given credit and must be involved in the …………… (revise) process.

Phrasal Verbs & Expressions

Task 16 *Match the phrasal verbs and expressions on the left with their meaning on the right.*

What do MLA and APA *1 stand for*?   *A) a sign of danger*

This is especially true when it *2 comes to* finding information on the Internet, where you can find hundreds of websites that are only tangentially connected to your research topic.   *B) to deceive, or give false information that causes sb to waste time*

Check out a list of *3 red flags* and other clues that your source is biased.   *C) to represent*

Do not forget to *4 take advantage of* the skills and expertise of librarians.   *D) when you want*

After you have gathered a number of potential sources to peruse, *5 take the time* to determine whether they are beneficial or not.   *E) to make the effort to do something*

264

The Internet can provide a wealth of resources for researchers, but it can also **6 lead you up a garden path** if you do not know how to search efficiently.

F) to reach a particular point or state

Once you find your materials in a database, you can then download the material directly to your computer and read it **7 at your convenience.**

G) to use the good things in a situation

Speaking Skills

Communicative Situation 1 *Speak about the process of academic research.*

Communicative Situation 2 *Speak about the skills one needs for academic research.*

Communicative Situation 3 *Speak about the main differences between MLA and APA citation styles.*

Communicative Situation 4 *What advice can you give on writing a research paper?*

Communicative Situation 5 *What should one know if s/he wants to publish his/her research paper in a scholarly journal.*

Test Yourself Section

Reading Comprehension

Task 17 *Read about the results of the study on the effect of research on teaching in Australian universities. Correct the statements below.*

1. Australian universities debate which mission teaching or research is more important.
2. Academics involving students in their research projects get more awards than those only teaching.
3. Students who are not happy with the way of teaching have better employment opportunities.

4. Two out of three students responded that they do not see a big difference between the high and low research groups.
5. Students of the universities which are more focused on the teaching mission complain about the feedback they receive on their work.
6. Academics doing research complain that they spend more time on students and less time on their own projects.
7. Students who attend high-research universities ask more questions where their universities come out ahead.
8. Many Australian universities have similar approaches to teaching because their staff do not have the skills they need.
9. Universities try to hire researchers who would like to develop their teaching skills.
10. Teams of casual staff and over-worked researchers can provide all students with a chance to succeed in higher education.

Is University Research Good for Teaching?
https://theconversation.com/is-university-research-good-for-teaching-16225

Australian higher education is dominated by its universities, and therefore by institutions that have dual teaching and research missions. There is a long debate about whether these two activities complement or contradict each other.

Many believe in a ‒teaching-research nexus‖ – that is, ways in which an academic's research can inform their teaching and vice-versa.

Among the suggested benefits are more opportunities for students to engage with research findings and literature, academics sharing their enthusiasm for research through their teaching, and students collaborating with academics on research projects.

While these benefits are plausible, there are also potential disadvantages. We know that academics tend to prefer research to teaching, and think that research rather than teaching is rewarded in promotion. With only a limited number of hours in the day, it would not be surprising to find that academics favour their research over their teaching.

The limited Australian empirical evidence supports a sceptical view of how research affects teaching. One study found that students at universities with high research ratings tended to be less satisfied with teaching. However, these students also had better employment outcomes.

Overall, the level of research activity does not seem to have a major influence on the student experience in Australian universities. In more than two-thirds of results, there was no statistically significant difference between the high and low research groups.

Examining results for particular questions gives some nuance to the general finding of little difference between the high and low research groups.

Students in low research environments were more likely to agree that they received prompt feedback on their work. That provides some support for the hypothesis that academics doing less research have more time to spend on students. However, other time-use results found no difference between the high and low research groups.

Students in high research environments gave more favourable responses to questions about studying with others. They were also more likely to self-report improvement in their skills. These results could mean that academics in high-research departments are more aware of pedagogical research into peer learning, and do a better job improving their students' skills.

However, it is also possible that these results reflect characteristics of the students who typically attend high-research universities. Students from high socioeconomic backgrounds may have the time, confidence and networks to do well on the questions where their universities come out ahead. This theory could not be assessed on the available data.

Either way, we are left with an inconclusive result on the effect of research. The survey suggests that teaching quality in Australia's universities is patchy. But research activity in itself is not a major explanatory factor.

The more likely cause is that Australian universities have similar approaches to teaching, which leave many teaching staff without the skills they need. All universities are more likely to hire academics for their research than their teaching ability. They are all more likely to promote academics to senior positions based on research rather than teaching performance. They are all happy for temporary staff to do much of the teaching. This is a common culture across Australia's universities, whether they score highly in research ratings or not.

Fortunately, universities generally accept the need for improved teaching. Some are creating new teaching-focused roles that emphasise teaching skills and development, but these positions are often still seen as of lower-status than research positions.

To help speed along the process of recognising and professionalising teaching, ‒Taking university teaching seriously‖ recommends a government program to support an expansion of teaching-focused academic jobs.

As Australian universities take increasing numbers of academically under-prepared students, we should not leave their education to teams of casual staff and over-worked researchers. We need skilled teaching professionals to give all students a chance to succeed in higher education.

Wordlist

academic research	in-text citation
synthesize	quotation
analyze	endnote
scholarly	footnote
libraries	Works Cited page
archive	Bibliography
database	References
in-depth	citation form
on-site	citation rules
library science	MLA
EBSCOhost	APA
Lexis/Nexis	Chicago
search term	Turabian
search engine	header
Boolean searching	title page
Boolean operators	Title case
Google Scholar	Sentence case
hyperlinks	information literacy
peruse	.com
credibility	.edu
bias	.org
agenda	.gov
analytical assessment	
citation	

Use of English

Words Easily Confused *prospect perspective thesis dissertation research paper magazine journal*

Prepositions

delve into	occur to	notes on	in control
search for	click on	manual on	free of
stand for	guidance on	information on	

Phrasal Verbs & Expressions

stand for	red flag	take the time
come to	take advantage of	at your convenience

268

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colours
to hit the books

FOCUS ON WRITING 3
Academic Writing (Report)

! Learning Goals

Skills	*Language*
! ***Writing***: *Understanding the question and planning the writing; Structuring the survey report: Paragraphing; Connecting ideas; Proofreading*! Text: *What is Academic Writing* Recordings: *Academic Writing; Proofreading*	! ***Vocabulary***: topical lexicon on academic world; academic words; ! ***Use of English***: linking words and phrases.

! *Understanding the question and planning the writing*

Task 1 *Read the information about the essence of academic writing. Answer the questions below after reading it.*

1. What is academic writing?
2. What are the peculiarities of its tone and style?
3. What are the characteristics of academic writing?
4. What is the overall structure of academic writing?
5. Provide examples of signalling words we should use while writing.

What is Academic Writing

Academic writing is clear, concise, focused, structured and backed up by evidence. Its purpose is to aid the reader's understanding.

It has a formal tone and style, but it is not complex and does not require the use of long sentences and complicated vocabulary.

Each subject discipline will have certain writing conventions, vocabulary and types of discourse that you will become familiar with over the course of your degree. However, there are some general characteristics of academic writing that are relevant across all disciplines.

Characteristics of academic writing

Academic writing is:

- **Planned and focused:** answers the question and demonstrates an understanding of the subject.

270

- **Structured:** is coherent, written in a logical order, and brings together related points and material.
- **Evidenced:** demonstrates knowledge of the subject area, supports opinions and arguments with evidence, and is referenced accurately.
- **Formal in tone and style:** uses appropriate language and tenses, and is clear, concise and balanced.

The first step to writing academically is to clearly define the purpose of the writing and the audience.

In other formats, writing usually follows the same overall structure: introduction, main body and conclusion.

The introduction outlines the main direction the writing will take, and gives any necessary background information and context.

In **the main body**, each point is presented, explored and developed. These points must be set out in a logical order, to make it easier for the reader to follow and understand.

The conclusion brings together the main points, and will highlight the key message or argument you want the reader to take away. It may also identify any gaps or weaknesses in the arguments or ideas presented, and recommend further research or investigation where appropriate.

Use paragraphs to build and structure your argument, and separate each of your points into a different paragraph. Make your point clear in the first or second sentence of the paragraph to help the reader to follow the line of reasoning. The rest of the paragraph should explain the point in greater detail, and provide relevant evidence and examples where necessary or useful. Your interpretation of this evidence will help to substantiate your thinking and can lend weight to your argument.

At the end of the paragraph, you should show how the point you have made is significant to the overall argument or link to the next paragraph.

Use signalling words when writing. Using these words will help the reader to understand the structure of your work and where you might be taking your argument. Use signalling words to:
- add more information – eg. *furthermore, moreover, additionally*
- compare two similar points – eg. *similarly, in comparison*
- show contrasting viewpoints – eg. *however, in contrast, yet*
- show effect or conclusion – eg. *therefore, consequently, as a result*
- emphasise – eg. *significantly, particularly*
- reflect sequence. – eg. *first, second, finally*.

Words like these, help make the structure of your writing more effective and can clarify the flow and logic of your argument.

Revise, edit and proofread your work. Most writing will require several drafts and revisions in order to improve the clarity and structure. It is rare that a writer will make the very best decisions in the first draft.

Task 2 *Listen to the audio about academic writing and fill in the blanks.*

To be honest, the biggest problem for most 1)_____students in terms of 2)_____writing is not only adapting to a far more structured and 3)_____style, but also learning how to 4)_____the difference between important, 5)_____information and unnecessary or even 6)_____material. In my experience, I would say, it takes students the first year if not longer to 7)_____what is required and to start to 8)_____those 9)_____in their writing. What they really should be doing if they are 10)_____with written assignment is to 11)_____help from the excellent support services which are 12)_____at the university.

Task 3 *Listen to a recording about proofreading. Before listening look at the following list of words and word combinations. Match these words and word combinations with their definitions.*

14) in full swing	i) a pleasure obtained only rarely;
15) deadline	j) a mistake;
16) to proofread	k) a quotation from or reference to a book, paper, or author, especially in a scholarly work;
17) luxury	l) one of the periods of time that a school, college, or university divides the year into;
18) error	m) clearly seen, heard, or recognized;
19) to eliminate	n) at the height of activity;
20) spelling	o) see, notice, or recognize (someone or something) that is difficult to detect or that one is searching for;
21) distinct	p) read written or printed material and mark any errors;
22) make sure	i) the latest time or date by which something should be completed;
23) citation	j) completely remove or get rid of something;
24) term	k) establish that something is definitely so; confirm;
25) to spot	l) the correct order of the letters in a word.

272

Task 4 🎧 *Listen to the audio about proofreading. Summarise the spoken text using key vocabulary above.*

Task 5 *Read about some tips for effective proofreading. Complete the sentences with the words and word combinations from the box. There is one word you do not need to use.*

appropriate	*dictionaries*	*page*	*font*
refine	*repeated*	*sense*	*thesaurus*
punctuation	*submit*	*avoid*	*effective correctly*
verify	*prevent*	*correct*	*spelling*
errors	*fresh*	*citations*	

Proofreading Your Work

The proofread is your final check before you 1)_____ your work. It is an opportunity to 2)_____ that your work is accurate, clear and follows the 3)_____ styles and conventions. A proofread is a good chance to check again that the edited content still makes 4)_____. It is also the point at which you 5)_____ the details and consider how the words look on the 6)_____. During a proofread you should be checking:

Accuracy: are all the facts 7)_____?

Language: are there any spelling, grammar, 8)_____, or typing errors?

Referencing: do all 9)_____ and references follow your departmental style? Are all source names and titles accurate and their references punctuated 10)_____?

Appearance: layout, tables, figures, 11)_____ size, page numbers, headers. Here are a few tips for 12)_____ proofreading:

• Build it in your timings. Leave a day between proofreading so you can look again at the content with 13)_____ eyes

• Use technology. Microsoft Word has tools to check layout, 14)_____ and grammar, and 15)_____ words.

• Check meaning is correct by looking in 16)_____ or Google. Use a 17)_____ to find variations.

• Read it aloud. This will slow your reading down and 18)_____ you from skim reading and missing 19)_____.

273

! *Structuring the survey report: Paragraphing*

Task 6 *Read the information about the survey report and its structure.*

A survey report is normally a formal piece of writing based on research. It may be less formal depending who it is addressed to, e.g. a friend. A good survey report should consist of:

I – an introductory paragraph in which you state the purpose and content of your report;

II – a main body in which all information collected on the topic is presented in detail;

III – a conclusion in which you summarise all points mentioned before. Your recommendation or suggestion(s) can be included as well.

> **Introduction**
> Paragraph 1
> state the purpose and content of your report
> **Main Body**
> Paragraphs 2-3-4*
> summarise your information under suitable sub-headings
> **Conclusion**
> Final Paragraph
> general conclusion and, if necessary, make
> recommendations or suggestions
> *The exact number and division of paragraphs will depend
> on the specific instructions for each report task

 Points to consider

• Decide on the main heading of the report, then carefully plan the information you will include in your report and divide it into sub-headings.

• Present tenses should be used in the survey reports to introduce generalization. Use a variety of reporting verbs such as ***state, report, agree, claim, complain***, etc., to introduce reported speech.

• Use expressions such as ***one in five, seven out ten, thirty percent of the people questioned, the majority of those questioned, a large proportion of, a minority of***, etc. to report the results of the survey.

• Facts may be supported by generalisations. e.g. *Fifty-five percent of young people go to the cinema at least twice a month.* (fact) *This indicates that the cinema is still quite a popular form of entertainment among young people.* (generalisation)

Useful language for reports:

- **To introduce:** *The purpose/aim of this report; As requested; This survey was carried out/ conducted by means of …; the questionnaire consisted of* etc.
- **To generalize:** *In general; generally; on the whole* etc.
- **To refer to a fact:** *The fact is that…; In fact; In practice*; etc.
- **To conclude/ summarise:** *In conclusion; All things considered; To sum up; All in all; It is not easy to reach any definite conclusions,*
- *It is clear that; the survey shows/indicates/demonstrates* etc.

Task 7 *Read the report of a survey on the reading habits of students and label the paragraphs with the correct headings.*

Survey of Academic and General Reading in English

*Paragraph 1*_____

On 8th February 1999, a survey was conducted among 16 overseas postgraduate students at the University of England. The purpose of the survey was to discover the reading habits in English of the students.

*Paragraph 2*_____

The survey was conducted by means of a questionnaire given to the students to complete. The first part of the questionnaire dealt with the type of reading and its frequency. The second section was concerned with newspapers: the type of items read and those that were read first.

*Paragraph 3*_____

From the table of data, the most significant items are as follows. In the first section, 81% of the students regularly read academic books" while 44% regularly read academic journals. Nothing else is read regularly or often by 40% or more of the students. The following comments can be made about the reading of newspapers, magazines and fiction. 75% sometimes read regional or local newspapers, 69% sometimes read books of fiction, 62% sometimes read general magazines, and 56% sometimes read national daily newspapers. On the other hand, 37% never read Sunday newspapers and 31% never read fiction.

*Paragraph 4*_____

In the second section, not surprisingly, 100% read news about their own country in newspapers and 56% read this first. 94% read international news, 25% read this first. 81% read about Britain and look at radio and TV information. The only other item that is usually read by more than 50% of the students is current affairs (read by 56%).

*Paragraph 5*_____

If any conclusions may be drawn from the data, they are, perhaps, as follows. Overseas students presumably have little time for general reading: most of their

reading time is spent on books and journals on their own subject. Outside their studies, apart from reading news about their own country, international news, and news about Britain, they probably spend most time watching TV and listening to the radio.

/from Academic Writing Course by R.R. Jordan/

Task 8 *Write the report on the results of one of the surveys you conducted.*

1.   Your groupmates'/friends'/other students' expectations from university.
2.   Expectations, feelings and impressions your groupmates/friends/other students had on the day when they arrived at university to embark upon a new phase in their life – as a university student.
3.   Your groupmates' and other students' opinions about the role of a student and factors which influence it.
4.   The ways to study your groupmates/other students consider efficient.
5.   Your groupmates' and other students' opinions about a good university teacher.
6.   Academic misconduct.
7.   Your groupmates' and other students' attitude to academic research.

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