

Міністерство освіти і науки України
Державний вищий навчальний заклад
«НАЦІОНАЛЬНИЙ ДІПЛОМАТИЧНИЙ УНІВЕРСИТЕТ»



Англійська мова для навчання і роботи

Том 1

СПІЛКУВАННЯ В СОЦІАЛЬНОМУ, АКАДЕМІЧНОМУ ТА ПРОФЕСІЙНОМУ СЕРЕДОВИЩІ

Навчальний посібник

Дніпропетровськ

НГУ

2014

УДК 811.111(075.8) Рекомендовано до видання вченою радою Державного ВНЗ
ББК 81.2я73 «Національний гірничий університет» як навчальний посібник з
А 64 англійської мови для бакалаврів галузі знань 0503 Розробка
корисних копалин (протокол № 5 від 27 листопада 2013).

Рецензенти: О.М. Кузьменко, д-р техн. наук, проф., голова науково-методичної ради
Державного ВНЗ «Національний гірничий університет»;
Т.Ю. Введенська, канд. філол. наук, проф., зав. кафедри перекладу
Державного ВНЗ «Національний гірничий університет».

Колектив С.І. Кострицька, проф. (Book 5 Grammar Review and Practice);
авторів: І.І. Зуєнок, доц. (Book 1 Socialising in Academic and Professional
Environment, Book 2 Obtaining and Processing Information for Specific
Purposes);
О.Д. Швець, доц. (Book 3 Discussions and Presentations, Book 4
Communicating in Writing);
Н.В. Поперечна, доц. (Book 3 Discussions and Presentations, Book 4
Communicating in Writing).

Англійська мова для навчання і роботи: навч. посіб. у 5 т. Т. 1.
А 64 Спілкування в соціальному, академічному та професійному середовищі = English
for Study and Work: Coursebook in 5 books. Book 1 Socialising in Academic and
Professional Environment / С.І. Кострицька, І.І. Зуєнок, О.Д. Швець, Н.В. Поперечна; М-
во освіти і науки України, Нац. гірн. ун-т. – Д. : НГУ, 2014. – 155 с.

Подано всі види діяльності студентів з вивчення англійської мови, спрямовані на розвиток мовної поведінки, необхідної для ефективного спілкування в академічному та професійному середовищах. Містить завдання і вправи, типові для різноманітних академічних та професійних сфер і ситуацій. Структура організації змісту – модульна, охоплює мовні знання і мовленнєві вміння залежно від мовної поведінки.

Даний модуль має на меті розвиток у студентів умінь, навичок і етикету формального і неформального спілкування, що є запорукою адекватної поведінки майбутніх фахівців у іншомовному середовищі під час навчання, відряджень і роботи. Зразки текстів – автентичні, взяті з реального життя, містять цікаву та актуальну інформацію про особливості навчання за кордоном, традиції та звичаї країн, мова яких вивчається. Ресурси для самостійної роботи (Частина II) містять завдання та вправи для розширення словникового запасу та діапазону функціональних зразків і показників, що спрямовано на організацію самостійної роботи з розвитку мовленнєвих вмінь, знань про Україну та англійські країни, їх традиції та звичаї. За допомогою засобів діагностики (Частина III) студенти можуть самостійно перевірити засвоєння навчального матеріалу та оцінити свої досягнення. Граматичні явища і вправи для їх засвоєння наводяться в томі 5.

Призначений для студентів вищих навчальних закладів, зокрема технічних університетів. Може використовуватися для викладання вибіркового курсу з англійської мови, а також для самостійного вивчення англійської мови викладачами, фахівцями і науковцями різних галузей.

УДК 811.111(075.8)
ББК 81.2я73

© С.І. Кострицька, І.І. Зуєнок,
О.Д. Швець, Н.В. Поперечна, 2014
© ДВНЗ «НГУ», 2014

CONTENTS

ПЕРЕДМОВА	5
ВСТУП	7
 MODULE SOCIALISING IN ACADEMIC AND PROFESSIONAL ENVIRONMENT	
 PART I IN-CLASS ACTIVITIES	
Unit 1 Getting to Know Each Other	12
Unit 2 Making Friends	20
Unit 3 Meeting People. Describing People and Objects	31
Unit 4 Describing Daily Life and Learning Experience	37
Unit 5 Making Arrangements by Phone	45
Unit 6 Exchanging Information and Discussing News	54
Unit 7 Dealing with Problems	61
Indicative Reading	70
Useful Links	70
 PART II SELF-STUDY RESOURCES	
Section 1 LANGUAGE TO GO (A Pocket Guide)	72
1.1 Socialising in Oral	72
1.2 Telephoning	79
1.3 Exchanging Ideas and Information	81
1.4 Socialising in Writing. Writing a Letter	85
Section 2 Applying for a Conference/Study/Certificate/Job	88
2.1 Application to Attend Examination	88
2.2 An Application for a Scholarship	91
2.3 An Application Form for a Students' Conference	92
Section 3 READING	94
3.1 Ukraine and English-speaking Countries: General Information	94
3.1.1 Text 1. Ukraine	95
3.1.2 Text 2. Dnipropetrovsk	98
3.1.3 Text 3. National Mining University	101
3.2 Tapescripts to Units 1 – 7	103
Unit 2 Making Friends	103
Unit 3 Meeting People. Describing People and Objects	104
Unit 5 Making Arrangements by Phone	105

3.3 Supplementary Materials for Reading on Culture	107
3.3.1 Defining Culture	107
3.3.2 A Student's Diary	109
3.3.3 Netiquette	111
3.3.4 Fire Notices	114
Section 4 WRITING	115
List of writing tasks	116
WBM	117
Section 5 CROSS-CULTURAL AWARENESS	118
5.1 Project Work 'Profiling National Culture'	118
PART III TESTING AND ASSESSMENT	
Section 1 CHECK YOUR PROGRESS	123
1.1 End-of-Module Test	123
Section 2 SELF-ASSESSMENT	130
2.1 Answer Keys to the End-of-Module Test	130
2.2 Answer Keys to Units	135
Unit 1 Getting to Know Each Other	135
Unit 2 Making Friends	135
Unit 3 Meeting People. Describing People and Objects	136
Unit 4 Describing Daily Life and Learning Experience	137
Unit 5 Making Arrangements by Phone	138
Unit 6 Exchanging Information and Discussing News	140
References	141
Index	148

ПЕРЕДМОВА

«Англійська мова для навчання і роботи» – це друге видання навчального посібника для бакалаврів галузі знань 0506 Розробка корисних копалин, яке перероблено з урахуванням побажань і зауважень головних учасників навчального процесу: студентів, викладачів вищих навчальних закладів та інших сторін, зацікавлених у ефективному вивченні/викладанні дисципліни «Іноземна (англійська) мова».

Посібник розроблено відповідно до державного та галузевого стандартів з урахуванням Загальноєвропейських рекомендацій щодо мовної освіти. Він цілком і повністю відтворює зміст навчальної та робочої програм нормативної навчальної дисципліни «Іноземна (англійська) мова».

Головна мета – формування у студентів *загальних та професійно-орієнтованих комунікативних мовленнєвих компетенцій*.

Навчальний посібник складається з п'яти томів, розроблених колективом авторів, кожний з яких відповідав за навчально-методичні матеріали окремого тому:

Том 1 **‘Socialising in Academic and Professional Environment’** (Спілкування в соціальному, академічному та професійному середовищах) – І.І. Зуєнок.

Том 2 **‘Obtaining and Processing Information for Specific Purposes’** (Стратегії пошуку інформації в іншомовних друкованих та електронних професійно-орієнтованих джерелах та дослідження іншомовних джерел) – І.І. Зуєнок.

Том 3 **‘Discussions and Presentations’** (Дискусії та презентації) – Н.В. Поперечна, О.Д. Швець.

Том 4 **‘Communicating in Writing’** (Професійне іншомовне письмо) – Н.В. Поперечна, О.Д. Швець.

Том 5 **‘Grammar Review and Practice’** (Практикум-довідник з граматики) – С.І. Кострицька.

Кожний том містить три частини, що відповідають основним видам навчальної діяльності: частина I ***'In-class Activities'*** (Завдання та вправи для аудиторної роботи), частина II ***'Self-study Resources'*** (Ресурси для самостійної роботи), частина III ***'Testing and Assessment'*** (Засоби діагностики засвоєння навчального матеріалу: тестові завдання й оцінювання, включаючи самооцінювання). Це зумовлено тим, що навчальний посібник розглядається як система, що охоплює всі види діяльності студентів з вивчення англійської мови.

Зміст посібника розроблено таким чином, щоб допомогти студентам оволодіти англійською мовою на рівні B2, необхідному для освітньо-професійного рівня бакалавра. Він охоплює академічний і професійний зміст (галузь знань «Розробка корисних копалин»), ситуативний, який наближено до реального життя, та прагматичний – практичні вміння і навички, що включають уміння використовувати інформаційно-комунікаційні технології.

Структура змісту – модульна, тобто кожний том відповідає навчальним цілям окремих модулів, отже, кожну книгу можна використовувати окремо для вивчення відповідних дисциплін за вільним вибором студента.

Матеріали п'ятого тому розроблено та скомпоновано таким чином, щоб розвинути робочі знання англійської мови як загальної, так і академічної з використанням фахової термінології.

Усі матеріали, що подані в навчальному посібнику, – автентичні, сучасні та відповідають інтересам та потребам студентів. Вони стануть у нагоді викладачам під час викладання вибіркового курсу з англійської мови, а також можуть використовуватися як додаткові навчально-методичні матеріали в межах програм вищих навчальних закладів.

ВСТУП

Том 1 «Спілкування в соціальному, академічному та професійному середовищі» є складовою навчального посібника «**Англійська мова для навчання і роботи**» та відповідає модулю навчальної та робочої програм нормативної дисципліни «Іноземна (англійська) мова».

Метою даного модуля є формування у студентів загальних та професійно-орієнтованих комунікативних мовленнєвих компетенцій (лінгвістичної, соціолінгвістичної та прагматичної) для забезпечення ефективного спілкування та адекватної поведінки у академічному та професійному середовищах.

У цьому модулі мовленнєві вміння: аудіювання, говоріння (діалогічне, монологічне та полілогічне), читання та письмо, розглядаються і розвиваються інтегровано зі знаннями щодо особливостей використання граматичних структур, лексичних одиниць і функціональних зразків, що подаються у відповідних контекстах і ситуаціях. Велика увага приділяється використанню оригінальних і автентичних текстів, що сприяє розвитку соціолінгвістичної і соціокультурної обізнаності про міжнародні, національні та інституційні особливості різних країн світу. Саме в такому контексті розвивається розуміння про різні культури, правила поведінки та особливості взаємодії між людьми у типових світських, академічних і професійних ситуаціях.

Відтворюючи загальну структуру навчального посібника, Том 1 «Спілкування в соціальному та академічному середовищі» складається з трьох частин: Частина I «**In-class Activities**» (Завдання та вправи для аудиторної роботи), Частина II «**Self-study Resource Pack**» (Ресурси для самостійної роботи) і Частина III «**Testing and assessment**» (Засоби діагностики засвоєння навчального матеріалу).

Частина I «**In-class Activities**» складається з 7 розділів (Units), кожний з яких охоплює типові ситуації, в яких студенти і майбутні інженери можуть

опинитися під час навчання та/або майбутньої професійної діяльності, та загальні вміння, визначені ОПП і ОКХ, серед яких вміння навчатися.

Кожний розділ спрямовано на розвиток певних загальних мовленнєвих вмінь та отримання знань про соціокультурні особливості країн, організацій, навчальних закладів тощо, що сприяє розвитку соціолінгвістичної і соціокультурної компетенцій, які є шляхом до порозуміння між студентами і фахівцями різних країн світу.

Структура кожного розділу – логічна, послідовна, чітко визначена і водночас гнучка. Завдання та вправи, що рекомендуються для практичних занять - різної складності, що допомагає організувати процес навчання/вивчення шляхом вибору видів діяльності, які відповідають потребам студентів. Як результат, студенти залучаються до виконання низки різних видів діяльності, серед яких читання та аудіювання текстів, складання нотаток, передача та обмін інформацією усно або письмово, участь у дискусіях і дебатах, виступи з міні-доповідями тощо. Завдання, які потребують більше часу на вивчення та засвоєння, помічено зірочкою (*), що дозволяє викладачам та студентам визначитися з вибором до якого виду роботи їх віднести: аудиторної чи самостійної роботи.

Кожний розділ, який розроблено за моделлю, запропонованою авторами, містить в собі 5 основних блоки: **Introduction** (вступ), **Lead-in** (підготовчі види діяльності), **Input** (уведення інформації), **Controlled Practice** (контрольована практика), **Follow-up** (вихідний блок).

Розділ починається зі вступу, в якому надається перелік **навчальних цілей** тобто що саме студенти робитимуть протягом заняття і **очікуваних результатів навчання**, тобто що саме студенти зможуть робити наприкінці практичного заняття.

Вступний блок розділу містить **підготовчі завдання (Lead-in)**, що допомагають студентів налаштуватися до сприйняття нової інформації шляхом розробки/складання карти свого мислення за допомогою мозкового штурму щодо теми розділу. Підготовчі завдання виконуються

індивідуально, в парі/команді або всією групою. Мета цього етапу – виявити що студенти вже знають за темою розділу, визначити прогалини в цих знаннях і організувати практичне заняття у відповідності до потреб конкретних студентів з використанням усіх частин книги. Такі завдання також дають можливість студентам продемонструвати свої знання, поділитися своїм особистим досвідом та ідеями, отриманими в ході навчання, й показати розуміння теми заняття та власний інтерес до неї.

Усі завдання блоку **Input** умовно підрозділяються на **перед-завдання**, **саме завдання** та **після-завдання**. Перед уведенням нової інформації пропонуються *перед-текстові завдання*, головна мета яких - налаштувати студентів на текст (усний або писемний), який буде використано як джерело нової інформації, залучити їх до виконання завдання або вирішення проблеми й водночас визначити рівень готовності студентів до сприйняття нового матеріалу (їх володіння вміннями та знаннями з теми, що вводиться).

Саме завдання спрямоване на розвиток у студентів певних вмінь, навичок або стратегій, розширення словникового запасу за темою тощо, що сприяє майбутньому використанню цих вмінь, навичок і знань в інших навчальних і життєвих ситуаціях. Мовленнєві вміння й навички, що розвиваються під час виконання завдань в інтегрований спосіб, виділено жирним шрифтом.

Зміст текстів та/або лексичні одиниці, мовні структури, функціональні покажчики (**Content Focus** або **Language Focus**) відпрацьовуються під час мовної або мовленнєвої **практики** - низки завдань або видів діяльності, контрольованих викладачем і спрямованих на розвиток мови, специфічної для академічного або професійного середовища, або навичок мовлення, необхідних для забезпечення автентичної комунікації. Загалом, це види діяльності та завдання, які інтегрують всі чотири мовленнєві вміння (мовлення, аудіювання, читання, письмо). Для *контрольованої практики* пропонуються завдання, спрямовані на сортування, класифікацію,

ранжування тощо та використання отриманої інформації для заповнення пробілів, таблиць, діаграм та інших засобів візуалізації інформації. На цьому етапі доцільно використовувати *парну, групову* та командну роботу студентів.

Вихідний блок Follow-up – це **продуктивні завдання**, для виконання яких студенти повинні використовувати здобуті навички, вміння й знання, отримані протягом практичного заняття з вивчення розділу і під час самостійної роботи з вивчення матеріалів, наведених Частині II «**Self-study Resource Pack**». Це можуть бути письмові завдання, які потребують багато часу на виконання і рекомендуються для самостійної роботи, або рольові ігри та моделювання життєвих ситуацій **Simulation** на практичному занятті в аудиторії. У більшості випадках - це низка **після-завдань**, що пропонуються для самостійної роботи.

Завдяки модульності й циклічності запропонованої моделі, вивчення мови, вступний і вихідний блоки розглядаються як зв'язувальні елементи між розділами. Тому, результат виконання продуктивного завдання може слугувати підготовчим завданням у наступних розділах.

Граматичні структури, які використовуються під час занять з метою розвитку робочих знань їх застосування у певних ситуаціях, наведені біля позначки **Grammar Reference**. Вони опрацьовуються студентами індивідуально за допомогою Тому 5 '**Grammar Review and Practice**' (Практикум-довідник з граматики). У разі необхідності викладачі можуть використовувати матеріали частини II '**Self-study Resources**' Практикуму для *мовної практики* в аудиторії.

Частина III «**Testing and assessment**» має на меті перевірку засвоєння студентами навчального матеріалу і включає вихідний тест (Розділ 1 '**Check Your Progress**') для самооцінки досягнень та виявлення прогалин у вивченні матеріалу модуля за допомогою Розділу 2 '**Self-assessment**' (Самооцінювання), використовуючи ключі, наведені в цьому розділі. Правильність виконання завдань Частини I модуля можна перевірити за допомогою наведених правильних відповідей у цьому розділі.

Part I

In-class Activities

Unit 1 Getting to Know Each Other



Focus on

- listening for detail
- listening to the instructions
- reading for detail
- making notes
- filling in the forms with personal information
- introducing yourself and people

By the end of the unit you will be:

- able to introduce yourself and people in oral and in writing
- able to fill in the forms with personal data
- aware of the peculiarities of greetings in English-speaking countries

Ice-breaker

1. Listen to your teacher introducing herself/himself and describing her/his life experience. By the end of your teacher's monologue be ready to answer the following questions:

- What's your teacher's name?
- What's your teacher's family name?
- Where is your teacher from?
- Does your teacher have any hobbies?
- What is your teacher's working experience?
- Does your teacher have a family?
- How many members are there in your teacher's family?
- What do they do?
- Does your teacher like her/his job?
- What are your teacher's requirements to students?

If necessary ask questions for clarification.

2.1 Create *Classroom Rules* by putting down ticks in WORKSHEET 1.1. against the rule which you think is appropriate for you and your group.

2.2 *Group-work*. Being in pairs or groups of three, compare the results of your individual work and give the Names to each of the set. If necessary add any other rules in your *Classroom Rules*. You may sort the rules in 3 – 4 groups.

WORKSHEET 1.1.

CLASSROOM RULES

Use this worksheet to plan your own general classroom rules.

We've started the list for you with the rule, "Arrive on time"

No.		Rule	Class Rule Set #
1.	√	Arrive on time.	
2.		Raise your hand before speaking.	
3.		Listen to others and participate in class discussions.	
4.		Stay on task.	
5.		Do your assignments.	
6.		Bring materials and have them ready.	
7.		Listen to teacher's instructions carefully.	
8.		Cooperate with your group.	
9.		Do not interrupt other students' speaking/learning.	
10.		Be tolerant.	
11.		No vandalism. Don't write or carve on your desk or school property.	
12.		Be respectful of yourself and others.	
13.		Respect your group-mates.	
14.		Listen quietly while others are speaking.	
15.		Be polite, courteous, and respectful at all times.	
16.		Obey all clasrrom rules.	

2.3* *Whole-group work.* Agree on your **Sets of Classroom Rules** and approve them with your teacher. When necessary draft and sign some kind of *Classroom Contract*.

Speaking and Listening



3. *Pair-work.* Get acquainted with your group-mate using the phrases given below. Put the phrases in the correct order before you start a dialogue.

4. Fill in the table given below with the information you have got about your group-mate. If necessary ask her/him additional questions provided in the box below.

How old are you?
How are you?
How long do you study English?
Have you got a mobile phone? What's its number?
Have you got an e-mail address? Can you spell it?
I'm sorry. Could you repeat it, please?
Sorry, I didn't catch it. Could you spell it?
What do you do?
What do you like to do when you have spare time?
When did you start learning English?
Have you ever been abroad?
Do you have any hobbies?
What's your name?

Table 1.1

Personal Data	I	My Group-mate	
Name			
Second Name			
Last Name/Family Name/Surname			
Age			
Nationality			
Job			
Date of Birth (date/month/year)			
Place of Birth			
Place of Birth			
Address			
Contact telephone numbers: Office Home Mobile			
E-mail			
Experience of learning English			
Hobbies, if any			

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

Let me introduce myself. My name is Oksana Zakharova. I am a first-year student of the National Mining University of the IT Department. I am 18. I am from Oleksandria in Ukraine, but now I live in Dnipropetrovsk. I live in Residence Hall 4 which is in Gagarin Avenue 34 not far from the University. My hobby is learning foreign languages. I have learnt English for 10 years and now I am starting to learn German. I am keen on computing. For me surfing through the Internet is fascinating, that is why I have made up my mind to become a real professional in computing.



6. Fill in the first column in *Table 1.1* with your personal information. Be ready to introduce yourself to the class.

7.* Introduce your group-mate to the whole group using the information from the table filled in and starting your monologue with the following phrases.

I think you know each other, but I would like to introduce you/to meet my group-mate. This is _____.

I am very pleased to meet him/her...

S/he is _____...

8. While listening to your group-mates presentations try to remember as much information about your future colleagues or buddies as possible.

Reading

9. Read the information about the rules how to behave adequately when greeting foreigners given in the box below.



For You to Know: Greeting People

How do you do! vs How are you?

**You are saying “How do you do!” only once while handshaking when you get acquainted with someone. To stress the fact that you have caught the name say:
Eg. “How do you do, Oksana!” – “How do you do, Alex!”**

You use “How are you?” (syn. How are you getting on? How are you doing?)” after or instead of the greeting a person you already know. The typical reply is “Ok./Fine. Thank you! And you?”

***Remember:* It is simply a greeting, not a topic for long discussions. You need not go into details on how you are getting on in reality. Of course, if you have bad news you may say “So-so”.**

Being in England say “Hi!” (*informal* - for friends) or “Hello!” (*formal* - for colleagues, business partners etc.) to people as many times as you see them during a day. Otherwise, they will be disappointed and think you are having some serious problems or frustrated by them.

Do not forget to smile! ☺



Grammar Reference: Personal Pronouns.

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

10. Read the personal information about Vladyslav Kravchenko and cross out the wrong form.

My name is/are Vladyslav Ivanovych Kravchenko and I am/are Ukrainian. I am /are not from Dnipropetrovsk as my parents am/are from Pavlograd. I am / was born in Petropavlivka in Dnipropetrovsk Oblast. My parents called me Vladyslav or Slava for short because it is / was my grandfather's/ grandmother's name. I am / have 18 years old. My birthday is / are on the eleventh of January. I love having a birthday in winter because we are / will be always on holiday at that time. I am / are a first-year student and I study at the National Mining University in Dnipropetrovsk. I am / have been there for about 1 month. I really like studying but I am not / haven't made friends yet. So I am/is still missing home.



Grammar Reference: Question Formation.

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

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

Here: 's is a contract form of is.

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



Simulation

Situation 1. Imagine it is your first day in a foreign university. You are the only one from Ukraine there. Be ready to:

- introduce yourself to everyone
- introduce your country in brief
- learn something about each person you meet and their countries.

Prepare yourself by:

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

You may use the information given in ***Part II Self-study Resources***.

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

- introduce yourself to your neighbours

- learn something about your neighbours.

Prepare yourself by:

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

You may use the information given in ***Part II Self-study Resources***.

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

Prepare yourself by:

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



Follow-up

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

13. Write a short e-mail message introducing you to a pen pal. Try to be as brief as possible.

Unit 2 Making Friends



Focus on

- listening and reading for detail
- expressing thoughts, personal opinions and exchanging information
- comprehending different registers: how people talk and write to friends, colleagues, teachers, employers etc.
- writing letters, e-mails etc.

By the end of the unit you will:

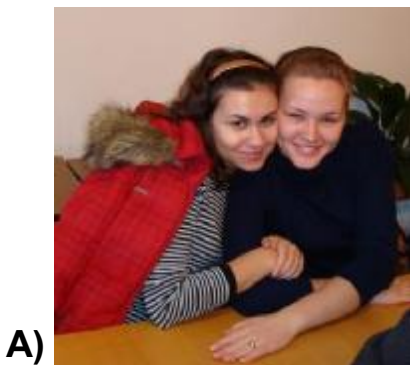
- be able to write e-mails and letters introducing yourself and people
- be able to exchange your personal opinions and information
- develop your range of the vocabulary necessary to describe your hobbies
- be aware of the taboos when speaking to foreigners

Lead-in

1. Look at the pictures below and answer the following questions starting with phrases:

I think...
I believe...
I guess...
I'm sure...

Be ready to give your arguments to the whole group.





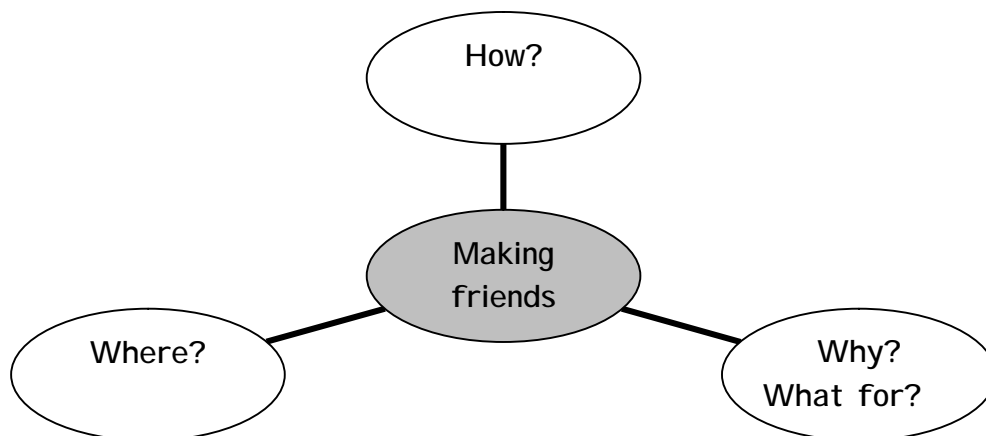
C)



D)

- Are they group-mates or colleagues?
- Are they friends?
- How old are they?
- What do they do?
- Do they have anything in common? If yes, what?

3. *Group-work.* Being in groups of three or four, fill in the diagram given below. Be ready to give a brief presentation about your findings to the whole group.





Reading and Writing

4. Below are some e-mail messages taken from one of the social sites. Read them and discuss:

- Which ones do you like? Why?
- Which ones are the least interesting for you? Why?
- Is there a message that you would like to answer?

HEY YOU! If you are 18 and interested in communicating with football fans from different countries, WRITE RIGHT NOW!

Hi! I'm a first-year student of the Ukrainian university. I am an 18-year-old girl who loves to dance and travel much. I love everything except football.

SO WHAT ARE YOU WAITING FOR?

Christina

Hello to everyone! I am a 19-year-old guy who is interested in making friends with foreign students. I'm neither tall nor short with red long hair. The range of my hobbies is wide from football to ballet. I promise to give you a quick response. The preferences are given to the girls.

Patrick

5.* Exchange the e-mails you have prepared at home. Choose any you would be interested to answer by putting tick(s). Write a quick response.

Discussion

6. *Pair-work*. Read the statements about a real friend. Tick (✓) the ones you agree. Compare your ideas with a partner. Be ready to give the arguments using your own life experience.

'A real friend is a person who likes and dislikes the same things'.

'A real friend is a person, who does not envy you when you have won, but is really proud of you and your victory'.

'A real friend can only be a person who you know for a long time'.

'Hard times will always reveal true friends'.

"A friend is someone who knows all about you and still loves you."

— Elbert Hubbard

7. *Group-work*. Read the statements below. Think on whether there are any differences. Be ready to share your ideas with the whole class.

A GOOD friend knows all your best stories.

A BEST friend has lived them with you.

8*. Complete the sentence with your own ideas. When necessary, you may do this at home. Read your sentence to the class.

A real friend is _____

9. Listen to the stories. Be ready to answer where speakers met their friends. Match the speakers from the left-hand column with the appropriate places from the right-hand column.

- | | |
|------------|---------------|
| Speaker 1. | A) Internet |
| Speaker 2. | B) Germany |
| Speaker 3. | C) University |

10.*Complete the questions below using the prepositions from the box. Be ready to give answers to them.

about at for in on to

- a) What activities and hobbies are you **good** _____?
- b) What topics do you like **reading** _____?
- c) What do you **spend** most of your money _____?
- d) What types of activities are you **keen** _____?
- e) What information are you **interested** _____?
- f) What parties do you **belong** _____?
- g) What do you usually **talk** _____ with friends?
- h) How many languages are you **fluent** _____?

11. Choose any five questions from above you would like to ask your group-mates.



Grammar Reference: Questions, Negatives.

Present Simple, Past Simple, Present Perfect.

12. Read the text below. Underline or mark the main idea in each paragraph.



For You to Know: Taboos

Some topics may be considered **taboos** in some cultures.

In the UK many people avoid the topic of **religion**. This may be because Britain is now a very secular country where religion has a relatively minor role, or may be that British regard someone's religious beliefs as very personal.

A stereotype of the Americans is that they ask you how much **money** you earn quite soon after meeting you. This is certainly not generally true. However, Americans do tend to be more open about money and its importance.

Death is taboo subject in many countries; people seem to be ill at ease discussing anything connected with the end of their lives!

Politics can be a delicate subject in some parts of the world. In the UK, many people are very guarded about their political allegiance.

13. *Pair-work*. Exchange the results of your work with a partner. Compare the information on taboos given above with those in Ukraine. Exchange your own opinions and thoughts on taboos with a partner. To express your own thoughts you may use the following phrases:

What are your views on taboos in Ukraine/UK/USA?

What's your opinion on _____?

What do you think about _____?

How do you feel about _____?

What do you think on _____?

Absolutely. Exactly.

Unbelievable! Incredible!

I'm afraid I can't agree with you/that idea.

I'm afraid I don't really agree.

Maybe, but _____.

Note: If you need some more phrases use **Part II Self-study Resources**.

14.* Read the questions/sentences given below and correct the mistakes if any.

Example: 0) Where do you from?

Where are you from?

- a) Where did you born?
- b) How long you lived at home?
- c) He doesn't lives here anymore.
- d) Is he like playing football?
- e) Does he married or single?
- f) She don't like Mathematics.
- g) Do she plays the piano?
- h) Does she a student?
- i) Does he live in residence hall?
- j) Does he marry last year?
- k) Did he met her in Dnipropetrovsk?
- l) Who he met in Kyiv?

15. *Pair-work.* Work in pairs using the cards **Student A** given below and **Student B** given on the next page. Ask each other questions to fill in the gaps with the missing information.

*Example: **Where** was Fedir born?*

Student A

Fedir was born in _____ (*where?*) in 1987. He went to school in Ternivka for _____ (*how long?*) before moving to Dnipropetrovsk. He misses _____ (*what?*), but he enjoys studying and living in Dnipropetrovsk. In fact, he _____ (*what?*) in Dnipropetrovsk for over 3 years. Currently, he _____ (*what?*) at the National Mining University in Dnipropetrovsk where he is going to receive his Bachelor of Mining Science next _____ (*when?*). After he receives his degree, he is going to return to Ternivka to marry _____ (*who?*) and begin a career as a mining engineer. Olesia _____ (*what?*) at the University in Kyiv and is also going to receive _____ (*what?*) next May. They met in _____ (*where?*) in 2005 while they were going sightseeing together within _____ (*where?*). They have been engaged for _____ (*how long?*).

Follow-up

16. When you finish, compare the texts you both have got.

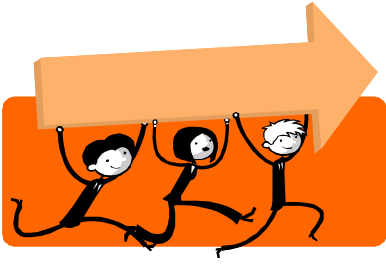
17.* Write the text describing your experience of study at the university using the given text as a sample. Pay attention that it should contain your personal information. You may write it in a form of letter to your friend.

18. Write a response to the e-mail message you were interested in.

19. Prepare a short story about your best friend(s).

Student B

Fedir was born in Ternivka in _____ (*when?*). He went to school in _____ (*where?*) for 12 years before moving to _____ (*where?*). He misses living in Ternivka, but he enjoys _____ (*what?*) in Dnipropetrovsk. In fact, he has lived in Dnipropetrovsk for _____ (*how long?*). Currently, he is studying at the _____ (*where?*) where he is going to receive his _____ (*what?*) next June. After he receives his degree, he is going to return to _____ (*where?*) to marry his fiancé Olesia and begin a career as _____ (*what?*). Olesia studies Art History at the _____ (*where?*) and is also going to receive a degree in Art History next _____ (*when?*). They met in Kyiv in _____ (*when?*) while they _____ (*what?*) together within a group of the best students of Ukraine. They have been engaged for three years.



PROJECT WORK ' THE TREE OF MY GROUP'

Stage 1. Choose at least one group-mate. Draw their faces in the frames or make their photos, write their names and information about them on separate sheets of paper or sticky paper, using the answers to the following questions:

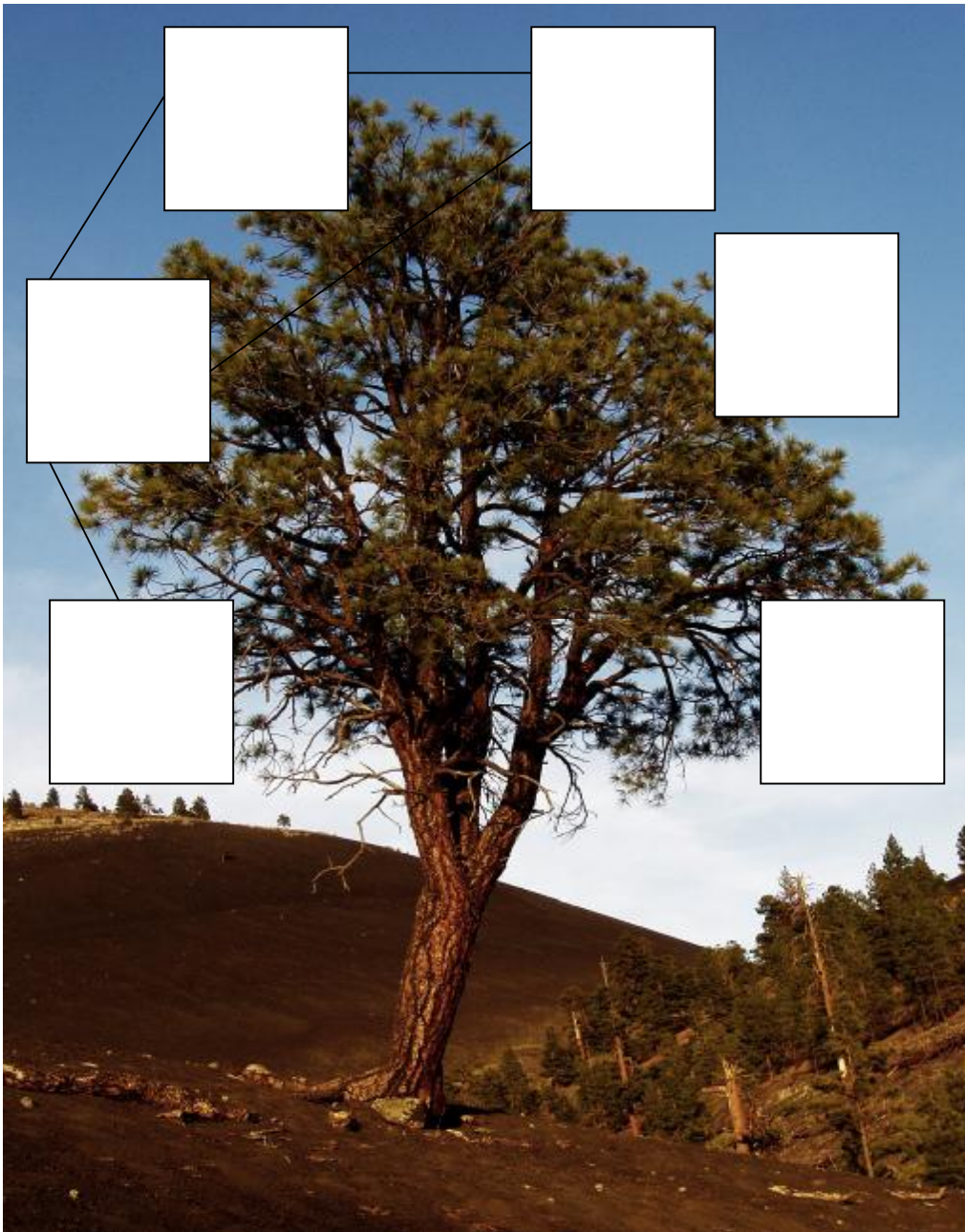
- What was your first impression of a group-mate?
- Why do you like him/her?
- What things do you have in common?
- What are the main features of his/her character?
- What activities/hobbies is s/he keen on?
- What don't you like in him/her?

Write down your name on the back side of the paper with the information you have written.

Stage 2. Gather all the sheets with the information about your group-mates and sort them in accordance with their names.

Stage 3. Draw a tree in the centre of the poster. The number of branches of the tree should correspond to the number of your group-mates.

Stage 4. Put the pictures (drawings or photos) and information about your group-mates on the branches of the tree. Draw a line between group-mates who know each other better. (You may find helpful signatures on the gathered sheets of paper).



Stage 5. Describe the poster to the whole group.

Note: You can make your own design of the poster not being limited to a tree.

Unit 3 Meeting people. Describing People and Objects



Focus on

- listening for information
- listening for detail
- interacting with people
- giving descriptions of people and objects
- participating in informal discussions
- taking and making notes

By the end of the unit you will:

- be able to describe people and objects
- raise your self-awareness
- develop your range of the vocabulary in geometry and people's appearance and character
- have practiced to make notes of the information read and/or heard

Lead-in

1. *Group-work.* Being in groups of three or four think of the following:

- How can you recognize the people you have never seen before?
- What helps you to guess that this is the person you are waiting for?

2. Present the results of your group-work to the whole group.

3. *Pair-work.* Work with a partner. Make a common list of adjectives you can use to describe people and objects. Share the results of your work with the whole group.

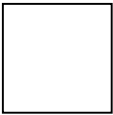
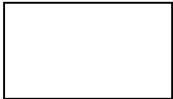
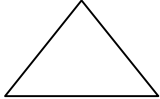
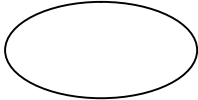
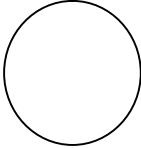
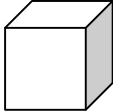
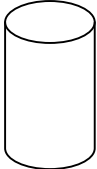
4.* *Whole-group work.* Make a whole-group list of adjectives to be used for describing people and objects.



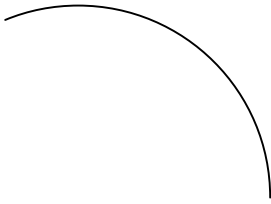


Reading and Listening, Taking and Making notes

5. Match the figures in the left-hand column with their names given in the right-hand columns:

WORKSHEET 1.1

Geometrical Figure/ Configuration	Geometric Shape	Form
1. 	a) an oval/ ellipse	
2. 	b) an arrow	
3. 	c) a circle	
4. 	d) a square	
5. 	e) a triangle	
6. 	f) a curve	
7. 	g) a rectangle	

8.		h) a cube	
9.		i) a cylindre	
10.		j) a line	

6.* Fill in the last column on the right with the adjective describing the form of an object.

Example: a circle – circular, round

7. Read the following table, then listen to the dialogue and tick (✓) the information you have heard. Compare the results of your work with a partner.

Table 1.2

Height	quite tall		medium		rather short	
Build	stout		well-built		thin	
Age	middle-aged		old		teenaged	
Facial Features	oval face		round face		high cheekbones	
Eyes	blue		green		hazel	
Hair	long loosed		curly		short cut	
Hair Colour	blond		red		brown	
Personality	kind		cheerful		outgoing	
Clothes	formal		casual		stylish	

8.* Fill in the WORKSHEET below with the words from the list given in the box. If necessary, use the dictionary.

Round, of medium height, middle-aged, blond, tall, wrinkled, bold, tanned, slim, thin, scar, well-built, old, overweight, pale, muscular, straight, skinny, braid, crooked, short, moustache, beard, teenaged, pony-tail, long-legged, curved, wavy, short-cut, full, beautiful, handsome, ugly, dark, fair, hazel, blue, grey, plump, green, red, brown, fat, pretty, broad-shouldered, silver, turned-up, oval, stout.

WORKSHEET 1.2

HEIGHT:	
BUILD:	
AGE:	
COMPLEXION:	
FACE:	
HAIR:	
EYES:	
NOSE:	
LIPS:	
SPECIAL FEATURES:	

9.* Describe anyone from your group following the given scheme. Make notes if necessary.

Introduction:	Name of the person; time you met/saw him/her first
Main Body:	Physical appearance: height/build, age, facial features, hair, clothes. Personality characteristics. Hobbies, interests or any activities s/he takes part in.
Conclusion:	Eg. All in all, Ultimately, etc.
Comments:	Comments and feelings about the person.



Grammar Reference: Adjectives, Possessive Case of Nouns and Personal Pronouns.

Simulation

Situation. Imagine that you are going abroad to participate in a conference. Be ready to give an oral description of yourself.

Prepare yourself by:

- describing your appearance
- describing clothes you will be wearing.

Follow-up

10. Write a letter to your friend describing your new university friend. Follow the schemes and tables given in the Unit.

11. 1 Write down as many adjectives describing personal qualities as you know. You may use a dictionary if necessary.

11. 2 Classify them into three main groups: *Positive Qualities (+)*, *Negative Qualities (-)* and *Neutral Qualities (\pm)*.



Self-awareness

11. 3 Put ticks (\checkmark) near the qualities you possess. Write a short paragraph describing your character. Focus on your positive qualities.

12. Think on whether your negative qualities are really negative, whether it is possible to change them into positive ones.

Unit 4 Describing Daily Life and Learning Experience



Focus on

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

By the end of the unit you will:

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

Start-up

1. Read the information about traditions that exist in foreign universities given in the box below.

For You to Know:



First Days in a University

When you arrive to American or English University/College you are provided with the **Welcome Pack** which typically contains a **Welcome letter** from your tutor and/or teachers of the courses to be delivered, **Welcome Guide for Course Participants** (10 – 15 pages in whole) which contains the detailed information for newcomers about

UNIVERSITY/ COLLEGE SERVICES: Reception, Catering, Learning Resources Centres, Public Transport, Taxis etc.;

ACCOMMODATION: Living on Campus including NON-SMOKING Policy in the most areas of the College/ University,

WELFARE: Keeping in Touch with Home, Insurance, Health,

FREE TIME: Sports, Shopping, Campus Facilities,

SAFETY INSTRUCTIONS for students with the detailed description of safety measures to follow while traveling etc.

The information provided will easify your first days in the University/ College and staying in a foreign country. You will be also provided with the map of University/ College as well as the city it is situated in and its suburbs.

2. *Group-work.* You are going to read a *Welcome letter* for the ESP course. The letter was written by the Ukrainian English teachers from the National Mining University. Before reading, try to predict what it will be about by answering the questions from Prediction Chart.

Prediction Chart

- What is this letter about?
- Why have teachers written this letter?
- What information can you find in this text?
- How will the whole text be arranged?
- What information would you like to find in this text?

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



Reading and Speaking

3.* Read a *Welcome letter* for the ESP course written by the National Mining University teachers.

Dear Student,

Welcome to our classes! It's nice to see that you are here and that you wish to study English. We would like to explain to you a little about our classes.

Our classes are going to study English for Specific Purposes of yours. We will study English for academic purposes and/or vocational purposes. It will greatly depend on your needs and wants. In any case while studying we will focus on the situations typical for academic environment and the environment you will find yourself in future. We will discuss topics and issues that are around us, like our families, friends, university, our feelings and how we came to this city and what for. The topics of your professional area and interest are also will be focused on, but a little bit later. We will study issues in English by using our skills in speaking, writing, reading and listening. The special attention will be drawn to study skills or 'learning to learn' and raising your self-awareness and organisation.

You have many important roles to play in our class. First, you are a representative of your community and region you have come from. Second, you also will be a researcher of your life and university community as well as a researcher in the field of your specialism area. It is important to learn about yourself as a person and to share your personal experience with your groupmates, i.e. to tell the members of your group what you know and can do using English. Third, we hope that you will feel free to tell our class what you need and want to learn. We also hope that you will report to our class about what you like or do not like about our studying. We promise we will help you to learn by developing different strategies and skills you will need to be a success in future. Fourth, in our class we will study about different topics and issues around us. It will be necessary for us not only study these issues, but also to make an action plan for your future.

Our role will be to provide you with choices. We will give you many options on how to study English, options on what to study and how to study it and make your plans of action. We will help you to learn English and develop both personally and professionally. We will give you feedback on your studying when you want us to do so.

We hope you will see that we are all teachers and learners. We can teach the English language and you can teach us about your specialism area.

If you have any questions, please ask them to us. We enjoy talking to you and answering your questions.

Sincerely Yours,
Teachers of Foreign Languages Department

4.* Give the answers to the following questions, using the letter given above when necessary.

- What subject will be taught in the classes?
- What are the objectives of the classes? Are any of them appropriate to your needs and wants?
- What are the main roles students have in the classes? Which one of them do you agree and disagree with? Why?
- What is the role of the teacher?
- Why have the teachers written this letter?
- Do you agree or disagree with the role of the teacher? Why?
- Is it a good tradition in English-speaking countries to write Welcome letters to their students?
- Would you like your teacher to write a Welcome letter or a Letter of Explanation? Why?
- Do YOU have any questions to your English teacher? If yes, write them down on a sheet of paper and give them to your teacher at the end of your class.

5.* Compare your predictions with the answers you have got after reading *a Welcome letter*.

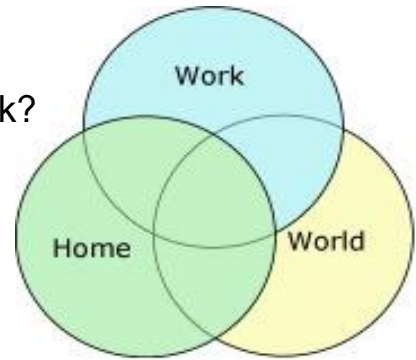
6. Draw a format of a letter using *a Welcome letter* you have read.



Speaking

7. Below is the list of words and phrases used for describing daily routine. Put them into three columns in any order using the supporting questions and diagram.

- What do you usually do in the morning?
- What do you usually do in the university/at work?
- How do you spend your spare time?



Language to Be Used:

Working hours, textbook, to dream, , to get up, to be busy=to work hard, to wash, to dance, to take the exam, break (for lunch/coffee/tea), to take a bath/a shower, to leave, peer, to be free, to brush one’s teeth, subject (area), credit, canteen, colleague, teacher, to comb one’s hair, to get dressed, lecturer, to have=eat breakfast/lunch/dinner, tuner, to shave, to wash up, to deliver lectures, to sleep, to get handouts, to take notes, to make notes, notebook, qualified, to be fired, to be hired, to enter, to finish school, to graduate from the university, term, dean, tutor, to get scholarship, to win/get a grant, to earn (money), holidays, leisure, hobbies, interests, radio, TV, channel, programme, quiz, cross-word puzzle, band, to turn up/down (the volume), to play the instrument, to sing, to read, exhibition, museum, show, sports, education, to learn, to take lessons, to have classes, to wake up a course, professor, undergraduate, bachelor, master, homework, timetable/schedule, assignment, task, problem, examination, module, result, mark, to pass, to fail, level, to get up early, to travel by bus, to do a lot of preparation, to write reports, to meet parents, to make lots of photocopies, to read a lot of books.

8. Complete the adjectives used when describing one’s daily routine with two opposites/antonyms filling the gaps with the appropriate letters. The first one is done for you.

Adjective

relaxing
easy
leisurely

Opposites

stressful or tense
di_____ t or ha____
hec____ or cha____ c

dangerous
slow
similar
invigorating
punishing

sa__ or se____
fa__ or q_____k
di_____t or va____d
ti___g or ex_____g
rew_____g or ful_____g

9.* Read a description of Student's daily routine written by a student. Fill in the gaps with the correct form of the verbs **have** or **have to** in present or past.

Well, the best three adjectives I can think of my university study are hectic and tiring - but also very rewarding. I get extremely tired because I _____work the whole day. A student's life isn't easy. We usually _____three or four classes a day. Each class is about 80 minutes long. Unfortunately, one scholarship isn't enough, so I work in two different places. As a result, I _____rush from one place to another, and I don't get any time to relax. It's better now when I can drive and _____a small car, but it was really difficult when I _____go everywhere by bus. I was travelling for up to three hours a day which were better to have been spent on preparing my home task and doing homework. I'm lucky because I _____a good specialism area, the specialists in which will be demanded in future. So, I study hard.

There are more than 20 students in our group, so it's hard to talk to all of them at the university. I enjoy socialising with them at weekends or in the evenings.

What I love about learning is the interaction with the teachers and students. I _____learnt much since I entered the university. Every day I _____lectures in different subjects, laboratory works and seminars. That is why I _____read much to be ready for classes. Preparation for classes takes a lot of time.

10. *Pair-work*. Exchange your own experience of being a student with your neighbour. Try to use as many new words got from 7 – 9 as possible. Be ready to describe your partner's student's daily routine to the whole class.



Reading and Writing

11.* Make a story about your daily routine. Try to use as many words from this Unit as possible.

12. Read a letter written by a first-year student. Find sixteen mistakes of in it. Make the necessary corrections.

Dear Petro!

I have been in Dnipropetrovsk for a month. At the moment i am studying at the National Mining University, so I living in a Residence Hall in a room 345 with three other students. There are from different mining towns. We have a lot common and sharing the same interests.

We are hectic up to our eyes with studying during our daytime, but in the evenings... We listen to the music, having tea and endless talks on this or that. I study at the Mining Faculty and planning come back to our town.

Dnipropetrovsk is large noisy city. Here everyone is in rush. I have tired by this tempo and missing my home and our native town. I like the week-ends here very much, especially going out down town or to a disco or night club. Unfortunately, they are too expensive, but it worth going at least once.

Although, I getting scholarship, I thinking on finding a job to earn some money.

How are you there. What's new?

Looking forward to hearing from you soon.

Best wishes

Vasyl

P.S.: I attached some photo of me and the place of my residence.



Follow-up

13. Write a letter to your friend describing your daily routine.

14. Describe your experience of learning English focusing on what you know and can do using English. Make your Action Plan for the whole course and for this module, in particular.

Unit 5 Making Arrangements by Phone



Focus on

- listening to recordings of telephone calls
- taking and making messages
- identifying speaker viewpoints and attitudes as well as the information content
- taking a series of follow-up questions
- making telephone calls for a specific

purpose related to academic or professional area

By the end of the unit you will be:

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

Start-up

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

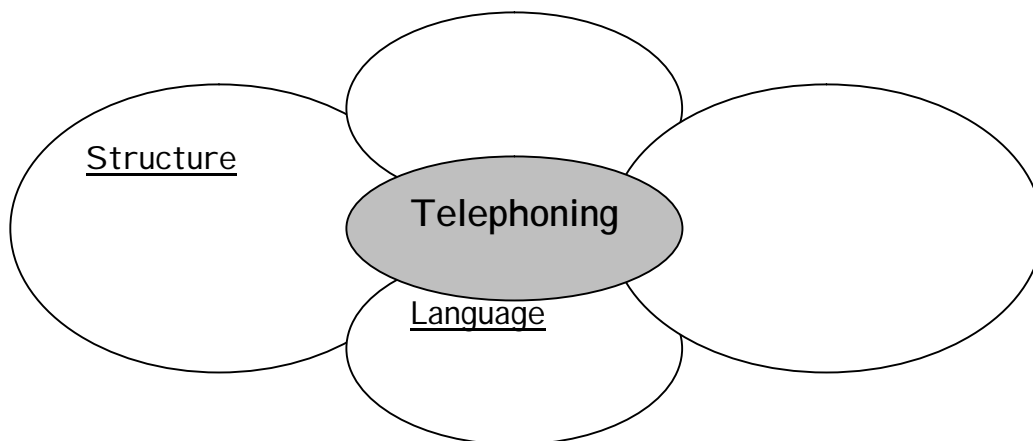
- Have you ever made a phone call in English? If yes, who to? What was it about?
- Are there any difficulties for you when speaking on the phone in English? If yes, what is difficult and why?

2. Share your experience and problems appear when speaking on the phone in English with the whole group.



Brainstorming



3. Think on what makes an effective telephone call. Fill in the diagram below with your ideas. Two components have been put for you. Compare your diagram with a partner.



Reading

4. Below are the rules on HOW TO MAKE A FORMAL CALL. Read them carefully and fill in the blank cells in WORKSHEET 1. 2, using the information from **Part II Self-study Resources**.

WORKSHEET 1. 2

 Person Answering		Caller 	
First words	Hello, Mining Department of the National Mining University. Secretary of Professor Bondarenko (is speaking).	First words	Hello. Is Professor Bondarenko there? Hello. I'd like to speak to Professor Kuzmenko.
Finding out who is speaking	(May I ask) who's calling, please? Can I take your name?	Introducing yourself and the reason of your call	This is John Smith. I'm calling about...

Continuing the call	I'll put you through. One moment. Hold the line, please. I'm afraid he's not here at the moment. Would you like to call back later? Can I take a message?	Continuing the call	Could he call me back? My number is ... Can I leave a message?
Taking a message/ Leaving a message			
Confirming			



Grammar Reference: Numerals, Modals.

Listening and Taking notes

5. Listen to the three telephone conversations and fill in the table given below:

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

STRUCTURE OF A FORMAL CALL

6. Put the phrases giving below in the correct order. Keep in mind that some phrases can be omitted for some reasons.



Caller

I'm afraid he is not available in at the moment. Would you like to call him back in 10.

I'd like to speak to Professor Kuzmenko.

Hello. Is it Department of Underground Mining?

It's Professor Brown from Frieberg School calling.

It's OK with me. Tomorrow morning at Professor Kuzmenko's Office at 10 o'clock?

I would like to meet Professor Kuzmenko tomorrow morning at his office. Will he be available?



Person answering

May I ask who is calling, please?

Hello. Speak up, please.

Unfortunately, no. Can I leave a message for him?

Hold the line, please. I'll take a piece of paper. Are you there?

Ok. Tomorrow morning at Professor Kuzmenko's office at 10 a.m. I will pass your message to him. Good-bye. See you tomorrow in the office.

Tomorrow morning? Does 10 a.m. suit you?

7. *Pair-work.* Make a dialogue simulating a telephone call using the phrases given above. Dramatize it.

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

<i>Date:</i> _____
<i>Message for:</i> _____
<i>Subject:</i> _____
<i>Reminder:</i> _____ -

Reading and Following Instructions

9.* Read recommendations how to keep in touch with home while studying at an English College.

Telephone: Receiving phone calls

If you have a mobile phone which can work in the UK you will be able to make and receive phone calls easily, though this could be very expensive.

Whether you live on campus or with a Homestay Host, you will be able to receive phone calls from home. Please be considerate to others and make sure that people calling you from your home country are aware of the time differences with the UK.



On campus there are phones in the corridors of the Halls of Residence which receive incoming calls only. Each phone has a four-digit extension number. The person calling you will need to know the extension number of the phone nearest your room.

Your caller must first dial the main College Switchboard Number (see box on the next page). The phone is answered by a recorded message. As soon as this message begins your caller can dial your extension number.

Consider others, and call them to phone if you answer it and the call is for them.

If there is a phone in your room you can set up an account to make and receive phone calls. Details of this service are in your room, and available from Alison or Patricia.

The College Switchboard Number is
From outside the UK: +44 1752 636700

Telephone: Making Phone Calls

You can make phone calls from payphones in the College. This is convenient though it can be expensive.

There are payphones in the Reception area and near the Student Union Office, in the Halls of Residence and the Student Village. Some phones take cash, others take phone cards.

You can buy phone cards from the College Bookshop. The phone cards are cheaper, especially if used from a private phone. Using a phone card in a public phone is much more expensive.

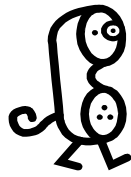
(From GUIDE FOR COURSE PARTICIPANTS of Marjon International)

10.* Answer the questions using the information from the text:

- Are telephone calls cheap from the UK? If yes, which ones?
- Where can you find phones in the College?
- Where can you find payphones in the College? Name all the places.
- Are there any phones in the rooms? If yes, what do you need to do to be able to make and receive phone calls?
- What is the cheapest way to make a telephone call?
- Why it is necessary to be aware of time differences?

11. Read the information given below and make word to word translation of English clichés used for making a telephone call into Ukrainian. Compare them and find the differences.

For you to Know



Making a Telephone Call in English

Before the Call:

1. Check the country and city codes as well as the telephone number you are going to dial.
2. If there is an extension number, write it down on a piece of paper.
3. It is recommended to put all the codes and telephone numbers on a piece of paper.

Remember: On the contrary with the Ukrainian telephone numbers, foreign phone numbers are written and pronounced as a sequence of numerals.

Eg. +3 80567783455 (plus three, eight, zero, five, six, double seven, eight, three, four, double five).

During a Call:

Use the appropriate English clichés equivalent to the Ukrainian ones. Pay attention to the differences and remember the clichés:

Слухаю. - Speaking.

Говорить... - This is Mr ... calling.

З'єднайте мене, будь ласка з... - Could you put me through to Mr...?

Не кладіть трубку! - Hold on, hold the line!

Нас раз'єднали, передзвоніть, будь ласка. - We were cut off, please, repeat the call.

Ви мене чуєте? - Are you there?

Вас погано чути! - I can't hear you well!

Продовжуйте, говоріть. - Go ahead, please.

Говоріть голосніше! - Could you speak up, please.

At the end of a call:

Do not forget at the end of your talk to confirm the information got through the call!

12. Match the typical Ukrainian words and phrases used for telephone calls (1-20) with the English ones given in the right-hand column (a – u).

- | | |
|---|------------------------------------|
| 1. Слухаю. | a) Are you there? |
| 2. Говорить... | b) May I speak to Mr... |
| 3. З'єднайте мене, будь ласка з... | c) Go ahead, please. |
| 4. Його/її не має на місці. | d) Hold the line, please. |
| 5. Вона/він зараз зайнятий. | e) I can't hear you well! |
| 6. Що йому переказати? | f) Could you leave a message? |
| 7. Не могли би Ви залишити йому повідомлення? | g) receiver |
| 8. Не кладіть трубку! | h) This is Mr ... calling. |
| 9. Вас погано чути! | i) You've got a wrong number. |
| 10. Говоріть голосніше! | j) extension (number) |
| 11. номер комутатора | k) S/he is very busy now. |
| 12. Номер не зайнято. | l) Speaking. |
| 13. довгий гудок | m) We had a very bad connection. |
| 14. Зачекайте! | n) I'll wait for your call. |
| 15. Поганий зв'язок! | o) Could you put me through to |
| 16. Я зателефоную пізніше. | p) dialing tone |
| 17. слухавка | r) ringing tone |
| 18. Ви помилились номером. | s) Wait a minute. = Just a moment. |
| 19. Було дуже погано чути. | t) He's not in (now). |
| 20. Я буду чекати на Ваш дзвоник. | u) I will call back. |



Simulation

Situation 1. **Student A** is in the office of the department alone as everyone has gone out to have lunch. A telephone is ringing. You are to answer it and leave a message for Professor Tarasuk.

Student B. You are Professor Helmut from German university. You are calling Professor Tarasuk to make all the necessary arrangements on your meeting in Kyiv on 30 November. Leave a message with an offer to call him back.

Situation 2. **Student A** is calling his/her friend who is studying in a foreign university. An extension number is 3005. Make a call to the university and ask to put you through with your friend.

Student B. You are in the university Residence Hall which is not far from a telephone the extension number of each is 3005. Answer the call and inform your friend when you are arriving in Ukraine for holidays.

Situation 3. Below is a message left by one of the members of Student Union. Read it and dramatize a telephone call.

Date: 29/11/08

From: Mr Green

To: Alex Gavrilchenko

Topic: Students' Forum in the National Mining University in April 2010.

Reminder: Call back to Mr Green tomorrow morning at 9.30 a.m. American time. Mr Green's number + 385 44522709, extension number 452.

Unit 6 Exchanging Information and Discussing News



Focus on

- participating in routine informal discussions and meetings on profession related topics
- expressing own ideas and opinions
- highlighting the personal significance of the events and experiences in personal and academic life
- giving opinions on content of authentic radio and TV programmes
- reading and identifying writer's attitudes and viewpoints in authentic texts related to academic and/or professional area
- reading instructions
- passing on detailed information

By the end of the unit you will:

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

Lead - in

1. *Group-work.* Being in groups of three or four, brainstorm the typical issues students of Ukraine discuss. Put your ideas on a sheet of paper. Be ready to present your ideas to the whole group. Make a poster of the ideas of the whole group.

2. Below is the mind-map of the burning issues discussed by foreign students that was made by the participants of the International Students' Forum. Look and compare it with your posters. Be ready to answer the following questions:

- What topics are common for all of the posters?
- What do you agree with? Explain why.
- What do you disagree with? Why? Give your arguments.
- Is there anything you would like to change in the mind-map?
- Is there anything you would like to add to your mind-map?

Fig. 1. Mind-map of the burning issues discussed by the Polish students



3. Make any changes in your mind-map if necessary.



Reading, Speaking and Making notes

4. Below are some phrases typically used in discussions for developing an argument.

4.1. Find:

- four structures used for *expressing your own opinions*
- three structures used for *focusing someone's attention* on information
- three structures used for *clarifying*
- three structures for *making a conclusion*
- one word used for *emphasizing*.

A. Taking all this into consideration _____.

B. In my opinion/view _____.

C. The thing/matter is _____.

D. In particular, _____.

E. I am convinced that _____.

F. As far as I know _____.

G. It seems to me that _____.

H. The majority of students/ teachers/ people _____.

I. The thing that impressed me most was _____.

J. The one thing that worries me _____.

K. All things considered _____.

L. Mainly _____.

M. Predominantly _____.

N. By _____, do you mean _____?

O. Could you explain what you mean by _____?

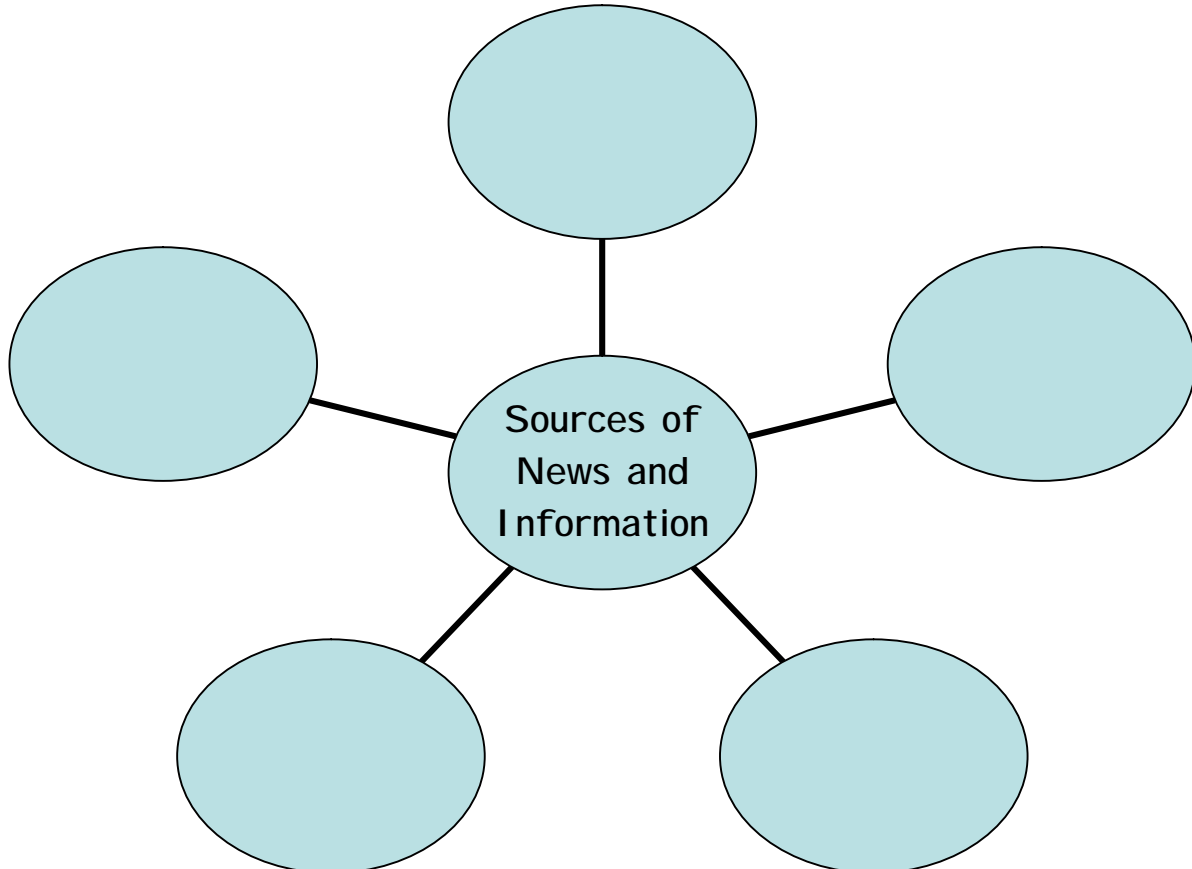
P. Are you sure (that _____)?

Q. To sum up, _____.

4.2. *Pair-work*. Compare the results of your work with a partner. Put the corresponding letters into the table opposite appropriate *Function*.

Function	Words and structures
<i>Expressing own opinions</i>	B,
<i>Focusing attention</i>	
<i>Clarifying</i>	
<i>Emphasizing</i>	
<i>Concluding</i>	

5. *Group-work*. Being in groups, make a mind-map on the sources where you can find news and information. Compare the results of your work with another group. Find out what is common and different in your mind maps. If necessary ask for clarification and give your arguments.



6.* Read an article from American on-line Students Newspaper accessed on <http://www.psu.edu/archive/2008/05/05> and see if you can locate any main and supporting ideas. Make a note of this.

THE DAILY
Collegian ONLINE
Published independently by students at Penn State

Thursday, June 5, 2008

Sleep needs more respect

By Kelly Anthony

Kelly Anthony is a freshman majoring in journalism and nutrition and is a Daily Collegian page designer.

Her e-mail address is kwa5031@psu.edu.



It has sadly come to my attention that we college students, a far cry from the mat-bearing kindergartners we once were, are no longer giving sleep the respect it deserves.

It's decidedly trendy for undergrads to survive on a Spartan four hours and to wear all-nighters spent studying like a badge.

Lethargy is unbecoming, but the greatest injustice lies here: We are shunning the basic (and necessary) human function that is sleep. And I, as an aficionado of sorts, would like to rectify that. Aside from Guitar Hero and excessive alcohol consumption, we seem to have three main priorities: to earn a golden GPA, to be attractive and desirable and to land a good-looking member of the opposite sex. Not one of these goals is achievable without adequate sleep.

A study conducted at the University of Pennsylvania found that by missing out on only two of the necessary nine hours of sleep, you've already made making the Dean's list that much more improbable. That means impaired learning, greater vulnerability to stress and an inability to carry out complex tasks.

After a night without sleep, students did 40 percent worse memorizing lists of words than they had on nights with adequate sleep -- that's four letter grades. So, pull an all-nighter if you must, but there goes that stellar GPA. And that scratches off priority No. 1.

Which leads us to priority two -- the need to look hot. Our genetic hardwiring has made sure that everything we do is because of our inherent longing for desirability -- cologne, fashion and cardio routines included.

According to a 60 Minutes report, missing sleep leads to weight gain, negative self-image and stress, which has side effects such as the skin conditions Rosacea and acne. Sleep-deprived test subjects also show an eyebrow-raising deficit of the hormone Leptin, which we need to signal the brain to stop eating, 60 Minutes reported. This increase in hunger may be a factor in the national obesity epidemic.

Other studies show that dreams are an integral part in positive self-image and self-identity development. If that isn't enough, the sleep-deprived also show irrationality and moodiness. Chubby, more annoying and less self-secure? Say bye-bye to priority two.

Squashing any possibility of priority two has simultaneously destroyed any minute possibility of priority three ever happening -- getting with an attractive member of the opposite sex. Even if, in your despondent and butterball state, you were to by chance hook an attractive one, science has made it decidedly harder to reel them in.

Sleep deprivation causes excess strain on the mind and body, including your sex drive. One-fourth of respondents in a recent CBS survey reported that a sexual relationship of theirs had been hurt because their partner had been too sleepy.

Getting less sleep also causes testosterone levels to plummet, resulting in erectile dysfunction, according to a 60 Minutes interview with Jon Pryor, a professor of urologic surgery at the University of Minnesota.

So, you'll be getting less, and might even be too tired to care. Scared yet?

We've sentenced ourselves to what multiple studies say are problems in social relationships, difficulty handling stress, anxiety, depression and trouble with school -- issues that we already struggle with.

* Borrowed from *Collegian Inc.*, 123 S. Burrowes St., University Park, Pa.

Accessed at [http:// www. psu.edu/archive/2008/05/05](http://www.psu.edu/archive/2008/05/05) [online].

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

- Was this article of any interest to you? Why?
- Do Ukrainian students have the similar problems with sleep?
- What was new for you in this article?
- Did it make you think on your life style? If yes, why?
- Would you like to discuss this article with your friends and groupmates?

While exchanging your ideas, use the phrases from **4**. If necessary fill the gaps given in **4.1**. with the appropriate information from the article.

Follow-up

8. Think of the following questions and be ready to share your ideas and opinions within the group:

- Is there a Students' Newspaper in your university? If yes, is it published by students?
- What issues should be highlighted in a Students' Newspaper? Why?
- Would you like to write an article to a Students' Newspaper?
- If yes, see **9** below.

9.* Write a short article to the university students' newspaper on your impressions on the university as a fresher.

10. Watch TV news and be ready to discuss current events within your group-mates next class.

Unit 7 Dealing with Problems



Focus on:

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

By the end of the unit you will:

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

Lead-in

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

- Have you faced any problems in your study, staying in a Residence Hall and/or while spending your free time? If yes, put them on a list.
- Are there any differences in the study in school and the university? If yes, put them on the list into two columns: school, university.
- If you are not a resident of Dnipropetrovsk, how do you find the city in comparison to your native town? Is it easy for you to live here?
- What are the main difficulties for you to adjust to university life and culture? Identify them and put them on the list.

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



Reading and Discussion

3.* Below is the article from the site of the State University of New York at Buffalo. Read it and compare the typical problems listed with the ones you have faced. You may mark them in the text in any way suitable for you (underline, **mark** etc.)

Tips for Adjusting to University Life and Resources at the Counseling Services

For many first-year students, the University may be their first experience living away from home for an extended period of time. It is a definite break from home. The individual's usual sources of support are no longer present to facilitate adjustment to the unfamiliar environment. Here are tips for students which may provide realistic expectations concerning living arrangements and social life on campus. In addition, students may benefit from information concerning resources available to them at the Counseling Services office.

- The first few weeks on campus can be a lonely period. There may be concerns about forming friendships. When new students look around, it may seem that everyone else is self-confident and socially successful. The reality is that everyone is having the same concerns.
- If they allow sufficient time, students usually find peers in the university to provide structure and a valuable support system in the new environment. The important thing for the student to remember in meeting new people is to be oneself.
- Meaningful, new relationships should not be expected to develop overnight. It took a great deal of time to develop intimacy in high school friendships; the same will be true of intimacy in university friendships.
- Increased personal freedom can feel both wonderful and frightening. Students can come and go as they choose with no one to "hassle" them. At the same time, things are no longer predictable. The strange environment with new kinds of procedures and new people can create the sense of being on an emotional roller-coaster. This is normal and to be expected.
- Living with roommates can present special, sometimes intense, problems. Negotiating respect of personal property, personal space, sleep, and relaxation needs can be a complex task. The complexity increases when roommates are of different ethnic/cultural backgrounds with very different values. Communicating one's legitimate needs calmly, listening with respect to a roommate's concerns, and being willing to compromise to meet each other's most important needs can promote resolution of issues.
- It is unrealistic to expect that roommates will be best friends. Roommates may work out mutually satisfying living arrangements, but the reality is that each may tend to have his or her own circle of friends.
- University classes are a great deal more difficult than high school classes. There are more reading assignments, and the exams and

papers cover a greater amount of material. Instructors expect students to do more work outside the classroom. In order to survive, the student must take responsibility for his or her actions. This means the student needs to follow the course outlines and keep up with the readings. The student must do the initiating. If a class is missed, it is up to the student to borrow lecture notes from someone who was present. If the student is having difficulty with course work, he or she needs to ask for help, ask to do extra work, request an appointment with an academic advisor, or sign up for tutoring or other academic-skills training.

Counseling Services provides individual and group counseling to students experiencing difficulty in adjusting to university life. Among the most common concerns students bring to our office are: low self-confidence; finding, enhancing, or ending a relationship; getting along with others; puzzling or distressing emotional states; family problems; self-defeating behaviors; controlling use of alcohol and drugs; life purpose and direction; and career decision-making.

Counseling Services consists of qualified, trained mental health professionals and advanced graduate-student interns with backgrounds in psychology, social work, and psychiatry. Any full or part-time student currently enrolled at the University at Buffalo may use the services at the Counseling Services. There is no fee. A student's contacts are private and confidential. No information of any kind is given to anyone else unless the student specifically requests it in writing.

Any interested student can arrange to see a counselor by visiting or phoning Counseling Services. The receptionist will arrange for the student to meet with a staff member to discuss his or her concerns.

Consultation with a counselor is an opportunity for the student to describe personal concerns and what he or she hopes to gain from counseling. If Counseling Services, itself seems to offer the most appropriate services, the

student may decide to continue counseling and meet regularly to work on his or her concerns. Counseling may be conducted either individually or in a group with other students expressing similar concerns. If appropriate, the student will be introduced to other resources, on or off campus, which can offer different or more appropriate services from those available at Counseling Services.

In addition to Counseling, Counseling Services offers skill-building workshops on topics such as procrastination, assertiveness, and stress management. Such workshops, scheduled throughout the entire academic year, provide a structured presentation of information and skills practice appropriate to the student's personal development and academic success.

(Adapted from Counseling Services, State University of New York at Buffalo)

4. Share your ideas within the group.

Follow-up

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

Reading and Writing



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

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



For you to Know

Letters of Complaint

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

1. Mild or strong language can be used depending on the feelings of the writer or the seriousness of the complaint, but *abusive language must never be used*.
2. Use a new paragraph for each different aspect of the topic.
3. You should state the reason for the complaint in *the first paragraph*.
4. Any complaints you make should be supported with a justification!
5. Complaints and justification should be linked together by such phrases as:
 - *In spite of.../Despite the fact that...*
 - *Although/ Even though*
 - *Nevertheless/ However.*
6. Use the language typical for letters of complaint as follows:

Opening Remarks:

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

I am writing to draw your attention to...

I am writing to you in connection with...

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

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

Closing Remarks:

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

I trust the situation will be improved.

I hope the matter will be resolved.

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

I demand...



Simulation

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

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

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

- *describe the situation*
- *explain your problems and why it is difficult to work*
- *say what kind of accommodation you would prefer.*

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

Begin your letter as follows:

Dear Sir/ Madam,

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

Follow-up

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

DOs and DON'Ts

✓	Make sure you understand the instructions for each task, and follow them exactly.
✓	Try to answer all the questions – you won't lose marks for wrong answers, and there's a chance that you'll guess correctly.
✓	Carefully copy your answers in pencil onto the Answer Sheet.
✓	If a question or part looks difficult, leave it, go on to something else, and come back to it later.
✓	Leave yourself enough time to check your answers, and to check that you've copied them correctly onto the Answer Sheet.
✓	Concentrate on understanding the main points of a text, rather than every single word.
✓	Remember that the texts range from a low to a high level of English, though you are expected to do all the items.
✗	Don't leave any answers blank.
✗	Don't spend too long thinking about a question.
✗	Don't worry if you find a text difficult to understand.
✗	Don't try to understand every single word in a text.

* Adapted from BULATS (Business Language Testing System) Teaching Resource. [online] Cambridge: University of Cambridge ESOL Examination. Available from <http://www.cambridgeesol.org/teach/bulats>. Accessed 17 Sept. 2007.

You can check how much you know about these DOs and DON'Ts by practicing in taking tests in Section 1 **CHECK YOUR PROGRESS** in **Part III** "*Testing and Assessment*".

Indicative Reading

1. Clare, A. & Wilson JJ (2006) *Total English (Intermediate)*. Harlow: Pearson Education Limited. – 176 p.
2. Comfort, J. (1996) *Effective Telephoning*. Oxford: Oxford University Press. – 129 p.
3. Ellis, M. and Nina O’Driscoll (1992) *Socialising*. Longmann. – 129 p.
4. Ek, J.A. van and J.L.M.Trim (2001) *Vantage*. Cambridge: Cambridge University Press. - 187 p.
5. Evans, V. & Scott, S. (2002) *Listening and Speaking Skills (For the revised Cambridge Proficiency Test)*. Blackpill: Express Publishing. – 120 p.
6. Kay, S. & Jones, V. (2001) *Inside Out*. Oxford: MacMillan Publishers Limited. – 160 p.
7. *Quick Placement Test* (2001) Oxford: Oxford University Press. – 29 p.
8. Sharman, E. (2005) *Across Cultures*. Edinburgh: Pearson Education Limited. – 159 p.

Useful links:

1. <http://www.wikihow.com/Socialize,-Be-Funny-and-Make-Friends>
2. <http://www.businessenglishpod.com/category/socializing/>
3. <http://tfbiz.com.ua/treningi-na-anglijskom/socializing-in-english>
4. <http://www.eslfast.com/robot/topics/social/social.htm>

Part II

Self-study Resources Pack

By the end of this module you will be able to:

- behave adequately and react appropriately in common social, academic and professional situations in everyday life.

Section 1 LANGUAGE TO GO (A Pocket Guide)

1.1 Socialising in Oral



By the end of this section you will:

- be able to behave and react appropriately in common social, academic and professional situations in everyday life, and know rules of how people should interact in these situations
- be able to participate appropriately in common social, academic and professional settings (e.g. meeting, coffee break, party etc.)
- have a working knowledge of language forms appropriate to formal and colloquial academic and professional registers.

Tasks to do.

1. Read the phrases used in typical real-life situations while socialising and put Ukrainian equivalents in the right-hand column to the English ones given on the left. Pay attention that some phrases have been translated for you.

2. Learn the phrases and be ready to use them during your classes and/or real-life situations.

3. If you wish, put any pictures or signs to make your work with the Guide easier.

Attracting attention	Як привернути увагу:
Excuse me	<i>Пробачте мене</i>
Hallo...	
I say...	
Greeting people	Привітання:
Good morning/ afternoon/ evening.	<i>Доброго ранку/ дня/ вечора!</i>
Hallo, ... How are you? (<i>informal</i>)	
How are you doing/ keeping/getting on?	
Replying to a greeting: 'How are you?'	Як відповісти на привітання: "Як справи?"/ " Як ся маєшь?"
<i>If in normal health.</i> <ul style="list-style-type: none"> (I'm) fine/ very well (thank you). How are you? 	<i>Добре, дякую! А Ви/ти?</i>
<i>If in poor health.</i> <ul style="list-style-type: none"> Well, so-so (thank you). 	
<i>If recovering from illness, etc.</i> <ul style="list-style-type: none"> (Much) better, thank you. How are you ?	
Addressing	Як звернутися:
<i>a friend or relative</i> <ul style="list-style-type: none"> Hallo, John. How are you keeping? 	<i>до друга або родича:</i>
<i>an acquaintance</i> <ul style="list-style-type: none"> Yes, Dr Brown. Good morning, Mr. / Mrs./ Miss Jones, how are you today? Yes, Sir John. 	<i>знайомого:</i>
<i>a stranger (official, customer, member of public, etc.)</i>	<i>незнайомця (офіційного представника, митника, ...)</i>

<ul style="list-style-type: none"> • Professor/ Doctor/ Officer/ Captain – I was driving at 50 m.p.h., Officer • Sir/Madam – that will be 25 pounds, Sir. 	
Asking for and giving personal information	Як запитати про особисте та особисті дані:
What's your name?	
How old are you?	
Have you got...?	
What do you do?	
Do you like...?	
Which...do you like best?	
Where do you live?	
Have you ever...?	
Asking for repetition	Як попросити повторити:
(I'm sorry). Could you repeat it, please?	
(I'm sorry). I didn't (quite) catch that.	
Making introductions	Як представити людину:
<i>formal</i> <ul style="list-style-type: none"> • Professor Smith, may I introduce Dr Antony Brown? • Ms. Alexander, I'd like you to meet Nazar Shevchenko. 	

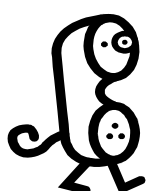
<p><i>informal</i></p> <ul style="list-style-type: none"> • Jane, this is Andrew Black. • Oksana, meet Mike. • Mike, meet Oksana. • (Good morning/afternoon/evening). How do you do. (Mike). • How do you do. (Oksana). • My name is Bill Brown. • How do you do, Bill (<i>while handshaking</i>) 	
Introducing oneself	
<ul style="list-style-type: none"> • I'm/ My name is Peter Sidorenko. • (<i>informal</i>) Hallo, I'm Peter. 	
<ul style="list-style-type: none"> • How do you do. 	
<ul style="list-style-type: none"> • (It's) nice/good to meet you. • I'm (very) pleased to meet you. 	
<p><i>When being introduced or when someone is introduced to you</i></p> <ul style="list-style-type: none"> • Do you know each other? • Mrs. Petrenko, do you know Professor Ivanov? • I think you know each other (don't you?) • Have you already met? 	

Making someone welcome	
Welcome (<i>to Ukraine</i>)!	
Do come in.	
Make yourself at home.	
Inviting	
I'd like to invite you... (<i>to dinner</i>).	
<ul style="list-style-type: none"> • Would you like to join us for...? • How about joining us? 	
Would you like...(<i>to go to the theatre</i>)?	
What about...(<i>going for a walk</i>)?	
<i>guests to serve themselves</i> (Please,) help yourself.	
Accepting (a proposal, idea etc.)	
<ul style="list-style-type: none"> • Thank you. That would be nice. • Thank you. I'd enjoy that. • Thanks. I'd love to. • That's a good idea. 	
Declining (a proposal, idea etc.)	
<ul style="list-style-type: none"> • I'd love to, but... • That's kind of you, but... 	
Unfortunately. I won't be able to.	
Thanks, but (I can't. I'm too busy).	

Proposing a toast	
Cheers!	
Your (very) good health.	
Here's to <i>(the bride and groom)</i> , <i>/(Organising Committee)!</i>	
Congratulating someone	
(Many) congratulations!	
Well done!	
Brilliant!	
Good wishes	
<i>on birthday and at festival times</i>	
<ul style="list-style-type: none"> • Many happy returns (of the day)! • Happy birthday! • Merry Christmas! • Happy New Year! 	
<i>Wishing someone success</i>	
<ul style="list-style-type: none"> • Good/the best luck! • Hope it/all goes well! • Cross fingers! 	
<i>When someone is going out or on holiday</i>	
<ul style="list-style-type: none"> • Enjoy yourself/yourselves. • Have a good time! • All the best! 	
<i>When parting from someone</i>	
<ul style="list-style-type: none"> • Keep well. • Take care. • Look after yourself. • (Do) keep in touch. • Let's be hearing from you. • Have a good journey/ trip/ holiday/ flight! 	

Taking leave	
<i>formal</i> <ul style="list-style-type: none"> • Good morning/ afternoon/ evening/ night. 	
<i>informal</i> <ul style="list-style-type: none"> • It's been nice meeting you. • See you (again/later). • See you next month/week/Monday. • Goodbye for now. 	
<i>colloquial</i> <ul style="list-style-type: none"> • So long. • Bye-bye! • Cheerio! 	
<i>(If you are not expecting meeting again)</i> Goodbye.	
Welcoming a visitor	
<i>The visitor's journey</i> <ul style="list-style-type: none"> • Did you have a good/nice flight? • How was the journey? • How was the trip? • Hope you had a good trip. • How long was the flight? • Did you have any problems finding us? 	
<i>The visit</i> <ul style="list-style-type: none"> • Is this your first visit to... (Dnipropetrovsk)? • Have you ever been to...(Dnipropetrovsk) before? • What do you think of...(the city/the university)? • Do you like...(Ukrainian traditional dishes)? 	

<ul style="list-style-type: none"> • Are you here on business or holiday? • How long are you here? • How long are you planning to stay in...? • Where are you staying? 	
<p><i>Accommodation</i></p> <ul style="list-style-type: none"> • What's your hotel like? • I hope everything is OK at the hotel/hall of residence? 	
Sympathising	
<ul style="list-style-type: none"> • Oh, bad luck. • Oh, dear, I'm sorry to hear that. • Oh, poor you! • Oh, that's terrible. • Oh, what a pity! • That's awful. • That's terrible! • That's too bad. • What a shame. 	



1.2 Telephoning

By the end of this section you will:

- be able to make telephone calls for specific purpose related to academic or professional area and react adequately to non-routine telephone conversations
- be able to take messages from telephone
- have a working knowledge of language forms appropriate to formal telephoning

Task 1. Learn the phrases typical for telephone calls in English. If necessary translate them into your native language. You may write down the translation on the left opposite the English equivalents.

Making contact

- Hello. This is...(*Volodymyr Bondarenko*).
- Is that...(*Olesia*)? – Yes, speaking.
- Who's that? This is...(*Professor Brown from London*) is calling.
- Could I speak to...(*Professor Bondarenko*)? – Who's calling, please?
- I'm calling/ phoning about... (*the meeting*).
- I'm sorry the line is busy. Will you hold?
- I'm afraid... (*the Dean*) isn't available now/ today.

Leaving a message

- Would you like to leave a message?
- Shall I ask... (*him/her*) to ring you?
- Could I leave a message?
- Could you ask/ tell him/ her to call... (*Professor Brown*)? / ...that (*Mr. Brown*) called?
- Could you spell... (*your name*), please?

Making an appointment

- When would be convenient for you?
- When would suit you?
- When would be possible for you?
- What time could we meet?

- What time are you free?
- Would... (*Tuesday*) be convenient? –
Yes, ... (*Tuesday*) would be fine.
- Can you make it... (*in the afternoon*)?
No, I'm afraid I'm not available/ I'm busy then.

Changing an appointment

- I'm sorry, I have to cancel the appointment on ...
- I'm afraid I can't manage our meeting (*next week*).
- I'm sorry, but... (*Nick*) isn't available... (*at that time*).
- Could we arrange another time?



1.3 Exchanging Ideas and Information

By the end of this section you will:

- be able to participate in clear argument on topical issue in academic and professional areas (e.g. seminars, discussions, debates, etc.)
- be able to explain viewpoints on a topical issue within the subjects of the field of study giving advantages and disadvantages of various options at seminars and workshops, during discussions
- have a working knowledge of language forms appropriate to formal and colloquial academic and professional registers.

Tasks to do.

1. Use the phrases given below when preparing to the discussions or debates and/or meetings.
2. Regroup the phrases if necessary.
3. Learn the phrases used when exchanging information and/or ideas.
4. Find Ukrainian equivalents to the English phrases given on the left. If necessary, use a dictionary.
5. Put the Ukrainian equivalents in the right-hand column opposite the English ones.
6. Fill in the gaps with the examples of your own using a pencil. Some of the examples have been given to you.

<p><u>Asking</u></p> <p>I'd like some information on _____?</p> <p>I'd like to ask you about _____?</p> <p>I'd like to know _____?</p> <p>Could you tell me _____?</p> <p>Do you know (<i>if the flight from London has arrived yet</i>)?</p> <p>Do you happen to know (<i>what time the airport bus/ the train to Kyiv will leave</i>)?</p>	
<p><i>Asking for clarification</i></p> <p>By _____, do you mean _____?</p> <p>Could you explain what you mean by _____?</p>	
<p><i>Asking for more information</i></p> <p>You say _____. Could you explain in what way _____?</p> <p>Earlier you referred to _____. Could you describe how?</p> <p>So if _____, then _____?</p>	

<p><i>Asking for opinions</i></p> <p>What are your views on _____ ?</p> <p>What's your opinion on _____ ?</p> <p>What do you think about _____ ?</p> <p>How do you feel about _____ ?</p> <p>Do you think _____ (<i>we need more information</i>)?</p>	
<p><u>Checking</u></p> <p>You did say _____, didn't you? – Yes, that's right.</p> <p>That's _____, is it?</p> <p>Sorry did you say _____ ?</p> <p>_____ I said _____ .</p>	
<p><i>Checking facts</i></p> <p>Are you sure (that _____)?</p> <p>Do you think so?</p> <p>Is that all right?</p> <p>So, what do you think?</p> <p>Sure?</p> <p>Will that do?</p>	
<p><u>Correcting</u></p> <p>Eh, that's not quite correct.</p> <p>Sorry, I made a mistake. It's _____, not _____ .</p> <p>Sorry, that's not correct. It should be _____ .</p> <p>Well, I didn't exactly (<i>mean</i>) _____ .</p> <p>Excuse me, I didn't mean.</p>	

<p><u>Agreeing</u></p> <p>Yes, I agree completely.</p> <p>Yes, definitely.</p> <p>I agree.</p> <p>I'd go along with that.</p> <p>Yes, you have a point there.</p>	
<p><u>Disagreeing</u></p> <p>In my opinion that's out of question.</p> <p>I'm afraid I disagree completely.</p> <p>I'm afraid I can't agree with you/that idea.</p> <p>Sorry, but I don't agree.</p> <p>I'm afraid I don't really agree.</p> <p>I'm afraid that's not how I see it.</p> <p>Oh, surely not.</p> <p>I'm not sure I agree with you. I mean... .</p> <p>I see what you mean, but... .</p> <p>Yes, but on the other hand... .</p>	
<p><u>Expressing reservations and doubt</u></p> <p>I agree up to a point, but... (<i>we need more information</i>).</p> <p>You could be right, but _____ .</p> <p>Maybe, but _____ .</p>	
<p><u>Giving confirmation</u></p> <p>Absolutely.</p> <p>Exactly.</p> <p>Correct.</p> <p>I'll say it is.</p> <p>Yes, definitely.</p> <p>You must be right.</p>	

<p><u>Hesitating</u></p> <p>Let me see...</p> <p>Let me think (<i>on it</i>).</p> <p>Let's see .</p>	
<p><u>Showing surprise</u></p> <p>(That's) Incredible!</p> <p>What a surprise!</p> <p>Unbelievable!</p> <p>Fantastic!</p> <p>Well, that's amazing!</p> <p>How strange/odd/amazing that _____?</p> <p>Really! I'd no idea.</p>	



1.4 Socialising in Writing. Writing a Letter.

By the end of this section you will:

- be able to write personal letters and e-mails conveying degrees of emotion and highlighting the significance of events and experiences
- be able to write business correspondence (letters, e-mails, memos, etc.) highlighting the personal significance of events and experiences in academic and vocational life and commenting on the correspondent's news and views
- have a working knowledge of language forms appropriate to formal and informal correspondence.

Tasks to do.

1. Below are some phrases used when writing a letter. Make any rearrangements if necessary to follow the structure of a typical English letter.
2. Find Ukrainian equivalents to the English phrases. Pay attention to the examples given in brackets.
3. Compare the language of an English letter with a typical Ukrainian one.

<i>Explaining the reason for writing</i>	I'm writing to inquire about _____/inform you that _____/ confirm _____ .
<i>Making reference</i>	Thank you for your letter from _____ . Further to your telephone enquiry _____ . With reference to your fax of _____ .
<i>Apologizing</i>	I am sorry about _____ . I apologize for _____ (<i>not replying soon</i>).
<i>Requesting</i>	We (I) would appreciate if you _____ <i>(send us further details)</i> . Could you please _____ <i>(reserve two double rooms)</i> ? Please, confirm the receipt. Would you kindly _____?
<i>Agreeing to requests</i>	I would be pleased to _____ <i>(visit your university)</i> . I would be delighted to _____ <i>(lecture at your university)</i> .

<p><i>Giving good news</i></p>	<p>I am pleased to inform you that _____ <i>(your application has been approved).</i></p> <p>I am delighted to tell you that _____ <i>(you have won the competition).</i></p>
<p><i>Giving bad news</i></p>	<p>Unfortunately _____ <i>(the hotel is fully booked).</i></p> <p>I am afraid _____ <i>(the trip to London has been delayed).</i></p>
<p><i>Explaining reasons</i></p>	<p>This is the result of _____ <i>(an urgent meeting in Brussels).</i></p> <p>This is due to _____ <i>(annual conference here this month).</i></p>
<p><i>Enclosing documents</i></p>	<p>Please, find enclosed/ the attached _____ .</p> <p>Find the _____ attached/ enclosed to this letter.</p> <p>I enclose _____ <i>(a copy of the Certificate).</i></p>
<p><i>Closing remarks</i></p>	<p>Please pass on my best wishes to _____ .</p> <p>Please contact us (again) if _____ .</p> <p>Please feel free to contact us if _____ .</p>
<p><i>Referring to future contact</i></p>	<p>Looking forward to hear from you (soon/ASAP).</p>

	<p>I look forward to see you (soon).</p> <p>I very much look forward to (meeting you again).</p>
<i>Closing/Farewell phrase</i>	<p>Sincerely Yours(,)</p> <p>Best wishes/regards(,)</p> <p>Warmest wishes (from Ukraine) (,)</p> <p>Regards (,)</p>



Section 2 APPLYING for a Conference/ Certificate/Job

By the end of this section you will:

- be able to fill in various forms for academic or professional purposes with high degree of accuracy.

Task 1. Fill in the Sample Application Forms given below with your personal data.

2.1 Application to Attend Examination

COAL MINING QUALIFICATIONS BOARD

APPLICATION TO ATTEND EXAMINATION FOR CERTIFICATE OF COMPETENCY AS OPEN CUT EXAMINER

Mail to: The Secretary, Coal Mining Qualifications Board
PO Box 344 Hunter Region Mail Centre NSW 2310
ABN 51 734 124 190
Phone 02 4931 6625 Toll Free 1300 736 122 Fax 02 4931 6790

Coal Mines Regulation Act, 1982

PERSONAL DETAILS OF APPLICANT

Name: _____
(Surname in BLOCK letters) (Given Names)

Address: _____

Postcode: _____

Mine at which you are employed: _____

Date of Birth: _____ Place of Birth: _____

Contact Ph No/s _____ Home: _____ Work: Mobile Ph. No: _____

Email Address: _____ Fax No: _____

INSTRUCTIONS TO APPLICANTS

- (1) The minimum age at which a person will be issued with a Certificate is 21.
- (2) All applicants must submit themselves to an examination. Complete applications to sit for the examination must reach the Secretary, Coal Mining Qualifications Board NSW, Department of Primary Industries Mineral Resources Division, PO Box 344, Hunter Region Mail Centre 2310, before the advertised closing date, prior to the examination.
- (3) Applicants have successfully completed MNC40104 Certificate IV Surface Coal Mining (Open Cut Examiner) or a degree or diploma in engineering accredited by the Coal Mining Qualifications Board.
- (4) Applicants must have proof of practical experience outlined in the *rules for examination* and verified as provided in this application. Rules are located: www.minerals.nsw.gov.au/safety/authorization
- (5) Applicants must provide proof they possess a current certificate in first aid.

Privacy Notice

The information you provide in this application is collected by the Department of Primary Industries Mineral Resources NSW in accordance with the Privacy and Personal Information Protection Act 1998, under which you have rights of access and correction. Details of persons granted a Certificate of Competency will be included in a Public Register as evidence of the attainment.

TERTIARY EDUCATION

DOCUMENTS ENCLOSED

NOTE: A copy of the following documents must be supplied. Each document must be signed as a true copy of the original document by a JP or Mine Manager.

Degree/Diploma_____	dated_____
Certificate/s_____	dated_____
First Aid Certificate_____	dated_____
Birth Certificate_____	dated_____
Title of Final Qualification:_____	
Institution Attended:_____	
Month & Year of Final Examination:_____ Duration of Course:_____	
Years	
Title of Final Qualification:_____	
Institution Attended:_____	
Month & Year of Final Examination:_____ Duration of Course:_____	
years	

DOCUMENTS ENCLOSED

NOTE: A copy of the following documents must be supplied. Each document must be signed as a true copy of the original document by a JP or Mine Manager.

Degree/Diploma_____	dated_____
Certificate/s_____	dated_____
First Aid Certificate_____	dated_____
Birth Certificate_____	dated_____

TESTIMONIAL

I _____
Of _____
do hereby certify that I have known _____
of _____ for _____ years
immediately preceding the date hereof, and that I believe him/her to be of general good
conduct. I should be pleased to advise further if required.

Signature _____

Profession or Occupation _____

Dated _____

2.2 An Application for a Scholarship

Centenary Master's Scholarships for International Students 2008-2009

All applicants for the Scholarships must have submitted an application for a full-time place on one of the Institute's Master's degrees programmes (excluding distance learning programmes) by 17 April 2008.

Applications for the Scholarship must be received by 15 May 2008. Consideration for a scholarship will be contingent upon a candidate being eligible for entry to a Master's programme.

1. PERSONAL DETAILS

Surname or family name Other names in full Nationality Country of domicile	
Full postal address at which you can be contacted	
Email Address	

1. PROPOSED PROGRAMME OF STUDY

Master's programme(s)

(please state your course choices in order of preference)

- 1.
- 2.
- 3.

Intended start date

(Please note: some Master's Degrees may only be started in October 2008)

Have you already been accepted/conditionally accepted on to the above programme?

Yes _ No _

If you have been conditionally accepted, please indicate the conditions you have to fulfil:

English Language Test

Qualifying Essay

Pass Current Course

Qualifying Portfolio

References

Other (please state)

3. STATEMENT

A statement in support of your application should be included below. This should indicate how your studies will assist in your professional / career development and how they may be of benefit to your home country (to a maximum of 500 words).

4. SIGNATURE OF APPLICANT AND DATE

Signature: -----Date: -----

Please return this application form to:

Scholarships

Recruitment and Admissions

Registry

Institute of Education, University of London

20 Bedford Way, London WC1H 0AL

United Kingdom.

Email: admissions@ioe.ac.uk

2.3 An Application Form for a Students' Conference

**Ministry of Education and Science of Ukraine
State HEI "National Mining University"
Department of Foreign Languages**

International Students' Forum

"WIDENING OUR HORIZONS"

18-19 April 2013

Speaker Proposal Form

DETAILS OF PRESENTER

Name _____ Surname _____

Place of study _____

Faculty, year of study, group _____

Postal address (home) _____

Tel/E-mail: _____

Title of presentation _____

DETAILS OF RESEARCH SUPERVISOR

Name _____ Surname _____

Middle name (patronymic) _____

Place of work and position _____

Address (work) _____

Tel (work) _____ (home) _____

E-mail: _____

INTEREST SECTIONS: (tick one)

- Smart Solutions in IT
- Innovations in Engineering
- Challenges in Environmental Protection
- Economic Reforms in Action
- Marketing of Today
- Legal Issues

Time required (please circle): 5 min 7 min 10 min

Equipment required: (Please tick):

Cassette player OHP VCR PC

Please submit an electronic and paper versions of your entitled abstract – 1 full page: (Word 6,0 for Windows); format A4; font Times New Roman; size – 14; 1 line interval. The model of the heading is given below.

	↓20
	Ivan Petrenko O. S. Kovrov, research supervisor S. V. Sydorenko, language adviser National Mining University, Dnipropetrovsk
	Environmental Impact on Mining
	(TEXT)
↔20	20←
	↑20

To: Department of Foreign Languages

Address: National Mining University,
19, Karl Marx Avenue
Dnipropetrovsk, 49027

Tel.: (0562) 470205;

E-mail: Kostrytskas@nmu.org.ua

Deadline for proposals is 15 March 2012.

Notes:

1. Participants are asked to make transportation arrangements by their own.
2. Travelling and housing expenses will not be reimbursed.
3. Hotel or Residence Hall (hostel) information will be included in the invitation at your request.



Section 3 Reading

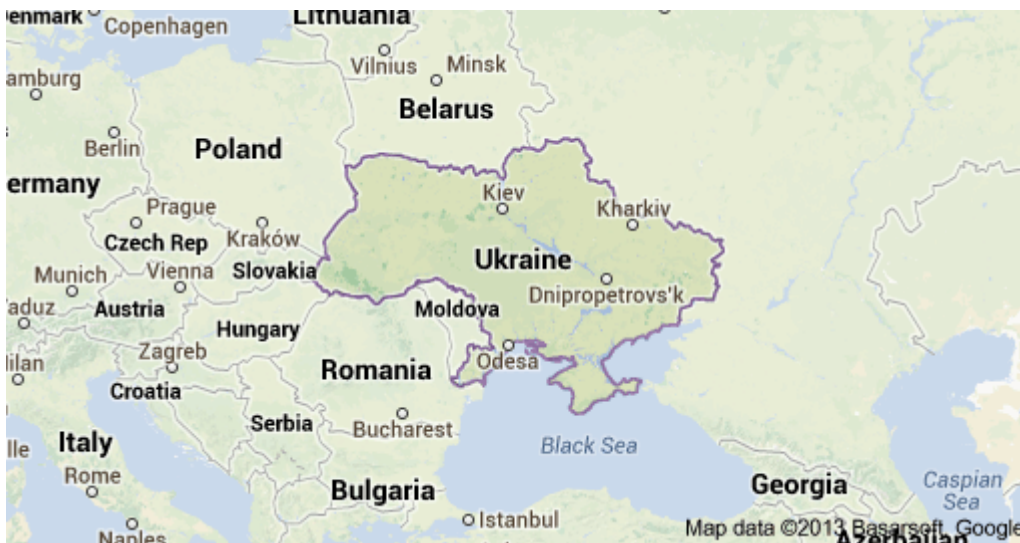
By the end of this section you will:

- be able to identify writer's purpose and appreciate the impact of writing (e.g. memos, letters, diaries etc.)
- be able to understand details in complex instructions, assessment requirements, advertising materials
- understand different corporate cultures within specific academic and professional contexts and how they relate to each other
- raise your cultural awareness of Ukraine.

3.1 Ukraine and English-speaking Countries: General Information

Task. Read the texts given below and fill in the tables with the appropriate data and/or information got from the text.

3.1.1 Text 1. Ukraine



Ukraine is a sovereign state. It has its own territory, government, national emblem, state flag and anthem. Ukraine proclaimed its independence on August 24, 1991.

The geographical position of Ukraine is very favourable to the development of its relations with the countries of Europe as well as with the countries throughout the world as it lies on the crossroad of the ways from Asia to Europe. The country is situated in the south-eastern part of Central Europe. It covers the area of 603,700 square kilometers. It borders on Poland, Slovakia and Hungary in the west and on Romania and Moldova in the southwest. Its northern neighbour is Belarus and the eastern one is Russia. It is washed by the Black Sea and the Sea of Azov. Ukraine has very important ports, among which Odessa, Mariupol, Kerch, Kherson, Sevastopol etc. Ukraine is larger than France and Great Britain but considerably smaller than Russia. The territory of Ukraine consists of 24 regions (Oblasts) and the Autonomous Republic of Crimea.

The population of Ukraine is nearly 49 million people. Ukraine is inhabited by people belonging to more than 110 ethnic groups. Besides Ukrainians the representatives of many other nationalities live here: Russians, Jews, Belarusians, Moldavians, Greeks, Romanians, Tatars, Poles, Armenians, Germans, Gypsies and other ethnic groups, which have contributed to Ukraine's culture and history. The biggest cities are Kyiv, the capital of Ukraine; Kharkiv, which used to be the capital of Ukraine and now is one of important industrial and cultural centres; Zaporizhzhia and Dnipropetrovsk, industrial centres of Ukraine; Donetsk known for its coal mining and chemical

industry; Odessa, a big sea-port; Lviv, a large scientific and cultural centre and others.

The territory of Ukraine consists mostly of valleys, though the majority of Ukraine's territory is flat (95%). 5% of Ukraine's territory is mountainous. Ukraine has the Carpathians and the Crimean Mountains. The Carpathians is the natural mountainous boundary of Ukraine. They are covered with mixed forests of pine, fir, beech and oak trees. There are the thickest forests in Volyn, which are part of the famous Byelovezhskaya Puscha. The climate of Ukraine is moderate. Summer is hot and dry with occasional rains and thunderstorms. Winter is rather mild without severe frosts but with snowfalls everywhere. The rivers and lakes freeze in winter. Ukraine is rather a big country, that's why its climate is different in various regions of it. Of course, the hottest region is in the South. In the central part of the country the climate is moderate and continental. The climate on the territory along the Black Sea and the Sea of Azov is warmer. The Crimean and the Carpathian mountains protect the country from winds. The coldest part is that in the North and in the North-east.

The Dnieper is the main river of the country, moreover, it is the third longest river in Europe. Such rivers as the Dniester, the Danube, the Southern Bug and the Seversky Donets are also important.

Ukraine is developed industrial and agricultural country. It is rich in iron ore, coal, natural gas, oil, salt and other mineral resources. It is developed industrial and agricultural countries, though it is sometimes treated as a developing country to the 20 years of its independence. Ukraine has such branches of industry as metallurgy, machine-building, power industry, chemical industry and agriculture. It produces iron and steel, airplanes and spaceships, ships, lorries and buses, trains, pipes, etc. Wheat and corns as well as the majority of kinds of fruits and vegetables are grown here. Scientists of Ukraine made their contributions to the world science by their discoveries and inventions.

Ukraine has rich historical and cultural heritage. It has its own original culture and arts. Over the last years people of Ukraine display a keen interest in the Ukrainian history and cultural heritage.

There are many higher educational establishments, theatres, libraries, museums, art galleries in Ukraine. It's also famous for many outstanding writers, poets and musicians.

Ukraine is a member of the United Nation Organization and takes part in the work of many international organizations. Nowadays the country builds new relations with the countries throughout the world.

Task 1.1. Do the Internet search to fill in the table given below. Some cells have been done for you as a sample. You may choose any English-speaking country you are interested in or going to visit/study in, but keep in mind that columns 1 – 3 are obligatory.

You can work in groups or teams to fill in the whole table.

Table 1.3.1

	Ukraine (UA)	Great Britain (UK)	USA	Canada (CA)	Australia (AU)
	1	2	3	4	5
Official Name	Ukraine				
Status	<i>Sovereign state:</i>				
Flag	<i>Flag-</i>				
Emblem	<i>Emblem –</i>				
Anthem	<i>trident</i>				
Area, sq.km					
Population					
Capital					
Geography (continent, neighbour countries etc.)					
Climate					
Language					
Administrative division					
Industries					
Mineral resources					

3.1.2 Text 2. Dnipropetrovsk



Dnipropetrovsk is located on the both banks of the Dnieper River. It is often called the “city of iron and steel” and the “city of scientists and students” due to its numerous higher educational institutions and its metallurgical plants and factories. The population of the city is more than 1 mln. inhabitants.

The city was founded in 1776 and named Yekaterinoslav (Katerynoslav) after the Russian Tsarina Katherine II and was planned as a capital of Southern Russia. In 1926 the city was renamed after Grygoriy I. Petrovsky, the first head of the young Ukrainian Soviet Republic, who worked at one of the local metallurgical plants. His name was united with the name of the river Dnieper, and since that time the city is called Dnipropetrovsk, though the city is often called Dnepr for short.

During its history the city was a home-town and place of activities and visits of world-wide known scientists, artists, actors, musicians, singers and writers: Oleksandr Pol', Elena Blavatskaya, Dmytro Yavornitskiy, Mariyes Liyepa, Aleksandr Pushkin, Aleksey Tolstoy, Vladimir Maykovskiy, Maksim Gorkiy, Aleksandr Galich, Oles Gonchar, Tatiana Shmyga, Josif Kobson. Thus, in 1820 the great Russian poet Aleksandr Pushkin exiled to the South of Russia by tsarist government stayed in Yekaterinoslav. Some events he was witness of are reflected in his poems. Many political statesmen, Presidents Leonid Brezhnev and Leonid Kuchma, Prime-Ministers of Ukraine studied or lived in Dnipropetrovsk for some time.

The first blast-furnaces were built in Dnipropetrovsk because of the closeness of iron ore deposits in Kriviy Rig and coal fields in Pavlograd, which are not far from the city, at the end of 19th century. Since that time the city have been grown and developed, and become known as an economic, scientific and cultural centre of Ukraine.

The peaceful years of hard labour of the citizens, which made their city one of the largest industrial cities in the former USSR, were interrupted by the Great Patriotic War (World War II). During two years and two months the city was occupied by fascists. They killed 30,000 people, among who were students, children and old people, 30,000 were captured as war prisoners and 75,000 of city inhabitants were taken to fascist Germany as slavers. In 1942 about 200 partizans united into the city “underground organization of resistance”. They were headed by N.I. Stashkov. On October 23, 1943 after fierce battles, Dnipropetrovsk was liberated by Soviet Army. The citizens remember the heroes who gave up their lives for peace, so you can find many monuments and memorials in the city to those perished in the war. The largest one and the most famous one is a 30-metres high Monument to Motherland which stands at the beginning of Karl Marks Avenue, the central thoroughfare of the city. The eternal fire to commemorate the memory of those who gave their lives on the fields of the Great Patriotic War was lit near the Monument in 1967 on the 25- th anniversary of Dnipropetrovsk liberation.

Years of hard labour after the war have made the city more beautiful than ever. Nowadays Dnipropetrovsk is a developed industrial centre and highly developed cultural centre. There more than 10 higher educational establishments which train specialists for different branches of economy and education, Museum of Arts, Historical Museum, Diorama “Battle for the Dnieper”, three Drama Theaters for adults and young spectators, Doll Theater, Opera and Ballet House etc.

Text 3. National Mining University



Task 1. 4 Read the text and make a chronological table of the University history. Some information about it is missed. Go to the University site: nmu.org.ua for the additional information. Make notes of it and insert in this text. Be ready to tell about the university using the chronological table or your notes.

The National Mining University located in Dnipropetrovsk (Ukraine) was founded in 1899 on the initiative and donations of the employers in the main branches industries in the South of Russia. In those times it was called Yekaterinoslav Higher Mining School which prepared specialists and engineers for mining and metallurgical industries. In 1912 the Higher Mining School was transformed in Mining Institute. Being the oldest higher educational institution in Ukraine specialized in training students at different degree levels for mining.

Go to the site to find more about the University history.

Nowadays the National Mining University is accredited IV level (the highest level in Ukraine) by the State Accreditation Commission that gives it legality to run the programs at all the degree levels of higher education, which are compatible with the European Higher Education Area (EHEA) Qualifications Framework.

The university is organized in 9 faculties of full-time study, the Institute of distance learning, Research Department, The Interbranch Institute of Continuing Professional Development that provides lifelong learning.

Key feature of the university is ongoing cooperation with the scientific and research organizations as well as with the enterprises, potential employers. For this purpose 15 education-research-production complexes have been established that provide combination of the educational process with the research and production in the area of coal extracting and its processing, labour safety, power engineering machine building and communication.

The university library fund covers 2 mln. books and different materials. The university has its own publishing house which provides the teaching/learning materials including textbooks and coursebooks developed by the teaching staff to be published and used in study process. The journal “Scientific Newsletter of the National Mining University” is included in Scopus database.

The university pays great attention to the development of students’ and young scientists’ personality and their potential. To raise socio-cultural awareness of students and to develop students’ socio-linguistic and pragmatic competences there is a variety of linguistic centres in the university: Ukrainian - American Centre, Ukrainian - Deutch Centre (under cooperation with Goethe Institut (Germany)), Ukrainian – Spanish – Latin America Centre, Ukrainian – Polish Centre, Ukraine-Japan Centre and the Linguistic Centre, where the British variant of English is taught. Recently the European Faculty has been opened in the university, where teaching is provided in English.

3.2 Tapescripts to Units 1 - 7

1. Use the tapescripts given below when necessary.

Unit 2 Making Friends

Speaker 1:

I met my best friend when I was at university studying. He lived in the next door, and always listened to strange, very loud music. I was studying Geology, which was a real challenge for me. Sometimes I thought, 'He is having a much better time than me!' It happened so that after the first term we became friends with him. Although, we graduated from the university, we are still in touch and always have much to talk about when we meet.

Speaker 2:

I want to tell you about Daryna, my wife. She was my university groupmate. Before meeting her most of my friends were boys and I didn't have any girlfriends. We met at university disco and began studying together, especially when preparing to modular control papers, and going out together from time to time.

We developed our own tips and tricks how to pass tests successfully. We basically spent evenings drinking juice or coffee and testing each other. The results were encouraging that made us to spend more time together. By the end of my university studies I realized I couldn't live without Daryna we were like two halves of an apple. So, I made her a proposal, and as soon as we received our diplomas we got married. We have a wonderful 2-year son Bogdan that means 'Given by the Lord'.

Speaker 3:

I've just met a new friend. Thomas, on the Internet. I was too bored with searching information for an English class, so I started surfing Internet, visiting different social networks like 'Odnoklassniki', 'V Kontakte', 'Moi krug' etc. until I faced an unknown foreign network of pen-pals. There were a plenty of various messages introducing girls and boys from different countries, but I like Thomas' picture and his message full of humour and optimism. Thomas is from Germany, he is a student of Mining School like me. We have found we have a lot in common. We are facing the same problems, listening to the same music..., though we live in different countries. This summer we are planning our meeting in Ukraine.

Unit 3 Meeting People. Describing People and Objects

Olga: Hi, Peter! Where are you running so fast?

Peter: Hi, Olga! I'm really in a hurry. I have to meet a student from Poland who is coming to our university to spend a term with us.

Olga: It sounds good. What does he look like?

Peter: Well, he's quite tall and very well-built.

Olga: How exciting? Come on. You must tell me everything!

Peter: OK! He's teenaged as he's a first-year student. He's got an oval face and gorgeous blue eyes. His hair is short and brown. He wears jeans and T-shirt – you know, casual clothes.

Olga: Tell me more about him!

Peter: According to his Application he is good-humoured. He wrote he liked jokes. He's quite imaginative and creative. He's never boring.

Olga: Hope, it's true. For me, he sounds too good to be true.

Peter: Well, I suppose he is outgoing person. You can judge by yourself if you join me.

Olga: I'd love to!

Unit 5 Making Arrangements by Phone

Call # 1

Answering Person: 6750831

Caller: Hallo is that Brown and Sons?

Answering Person: Yes. It is. Can I help you?

Caller: I'd like to speak to Mr. Brown.

Answering Person: Mr. Brown? I'm not sure he's in...

Caller: Will you find him?

Answering Person: OK. Will you hold on a moment?

Caller: Yes, I will.

Answering Person: Are you there?

Caller: Yes, I'm with you.

Answering Person: Mr. Brown is having meeting now. He can't speak at the moment. Will you leave a message?

Caller: No, I think I'll call back. When will the meeting be finished?

Answering Person: In four o'clock.

Caller: Perhaps I'll even come round. Do you think Mr. Brown will be available to have a talk with him?

Answering Person: I think so. Your name, please?

Caller: John Steel.

Answering Person: Can you spell it?

Caller: J-O-H-N S – T – double E – L.

Answering Person: OK. John Steel at four o'clock.

Call # 2

Receptionist: Good morning Forum Bank. Can I help you?

Richard: Yes, I'd like to speak to Sarah Moon, please.

Receptionist: Who's calling, please?

Richard: My name is Richard Silver.

Receptionist: OK, hold on, please. I'll try to put you through... Oh, Mr. Silver, I'm afraid she's on the other line. Would you like to hold?

Richard: Yes, thank you. How long will it take me?

Receptionist: I think not more than 5 minutes.

Richard: Oh, no. Could *she* call me back in 5 minutes? My number is 380612344759.

Receptionist: OK. I'll leave her a message: Call Richard Silver 380612344759 at 4.05 p.m.

Richard: Thank you. I will be waiting for her call in 5 minutes.

Call # 3

Liza: Hello. Who's that?

Bob: Oh, hi. It's Bob. Is Mary there?

Liza: No, it's me, Liza's speaking.

Bob: Hello, Liza. How are you?

Liza: Fine, thanks. Hang on, I'll go and get Mary.

...

Mary: Hello.

Bob: Hi! It's me.

Mary: You got my message then. I thought you've forgotten about me.

Bob: Don't be silly. Of course, I haven't forgotten you. I simply have forgotten your mobile number. Can you remind it for me?

Mary: 806733217856.

Bob: OK, I'll call your number in a moment.

...

Bob: 806733217856? Is Mary there?

Mary: Yes, it's me. Speaking.

Bob: I have bought tickets to the night club for tonight. Would you like to go with me?

Mary: I'd love to. When and where will we meet?

Bob: 8 p.m. near bookshop down the Main Street.

Mary: OK, 8 p.m., bookshop down the Main Street.



3.3 Supplementary Materials for Reading on Culture

Task 1. Read the text about culture and its impact on professional and business communication. You may use this information while doing Project work and/or in real life situations.

3.3.1 Defining Culture

What is culture?

Macmillan English Dictionary for Advanced Learners (2002) defines it as:

2 a set of ideas, beliefs and ways of behaviour of a particular organization or group of people: *The two firms have very different cultures./ Some organizations encourage a culture of secrecy.*

2a a society that has its own set of ideas beliefs and ways of behaving: *people from different cultures*

2b a set of ideas, beliefs and ways of behaving of a particular society: *society that share the same language and culture*' (338).

Longman Dictionary of Contemporary English (2003) defines **culture**:

1 IN A SOCIETY as the beliefs, way of life, art and customs that are shared and accepted by people in a particular society: *We speak Danish at home so that the boys don't loose touch with their language and culture. | In our culture it is rude to ask someone how much they earn./ I love working abroad and meeting people from different countries.*

2 **IN A GROUP** as the attitudes and beliefs about something that are shared by a particular group of people or in a particular organization: *Every government department has its own particular culture.* /

corporate/business/company culture *Changing the corporate culture is a long and difficult process. / In the field of drug development, the culture of secrecy is deep and strong. / modern American youth culture / the drug culture that is destroying so many young lives today'* (383)...

So as you see the word 'culture' in English has several levels of meaning. One definition is the sum total of beliefs, values and behaviours shared by a group of people, e.g. in a country or in a company. Another definition is culture is 'the way we do things round here'.

In the context of 'cross cultural communications' it embraces many aspects of human behaviour and characteristics.

“Differences between people divide them, commonalities bring them together”.

Below are some parameters of culture.

Ideas	Behaviour	Products
beliefs	language	literature
values	gestures	folklore
institutions	customs/habits	art & music

For you to know that **perception (first impressions) may be based on:**

<i>Feature</i>	<i>Example</i>
Physical cues	<i>dress</i>
Language	<i>directness</i>
Non-verbal	<i>eye-contact</i>
Character	<i>doctors, professors</i>
Events	<i>flowers</i>
Perception of self	<i>inflated</i>

Some examples of possible cultural misunderstandings are given below:

1. Different assumptions. *Eg. role of wives*
2. Different way of structuring information. *Eg. American vs Japanese*
3. Different ways of speaking. *Eg. small talk*
4. Different customs. *Eg. paying.*

Task 2.1 Some typical cultural contrasts or two extremes are given on each of the lines below. Put a tick (✓) or cross (x) on the line as appropriate for you. Remember there are no right decisions as well as positive or negative connotations.

Outgoing _____ Reserved/Private

Live to work _____ Work to live

Hierarchical _____ Democratic

Neutral _____ Emotional

Order _____ Flexibility

Welcoming risk _____ Avoiding risk

Innovative _____ Traditional

Individualist _____ Collectivist

Pride in your country _____ Foreign is best

Task 2.2 Compare the results of your work with the others, discuss them within a group and make a decision on the Ukrainian national culture.

3.3.2 A Student's Diary

Task 3.1 Read Ammanda's diary given below and answer the questions that follow.

Monday 15th March

Had a big row mum and dad today. They will treat me like I'm at school even though I'm 20 now. It's not my fault that I have to live at home.

I would have loved to have gone to the university in Scotland – Glasgow or St Andrew's – but there's no way we would have afforded it.

Tuesday 16th March

Went to the job centre today to look for a part-time job. I have to start saving some money for my future – after all, I'll have a £12,000 loan to pay off when I graduate. I've got interviews with McDonald's and a pub, so I can work after my lectures are finished. And then I can do more studying when I finish work.

Wednesday 17th March

Went into the uniLibrary to study then went to see Kate and Ali in their flat. They're really lucky – I'm really jealous of my friends who have their own accommodation. But their rent is £120 a week.

Thursday 18th March

Another row with mum. To be honest, I think she resents me being here. She thinks that I'm too old to be living at home. It was OK when she was a student in the 70s. She got a grant from government, so she had more freedom to choose her university and her accommodation. Anyway, I've got my interview at McDonald's tomorrow. Perhaps something will come of that.

*Sharman, E. (2005) *Across Cultures*. Edinburgh: Pearson Education Limited, p. 66.

- What accommodation does Ammanda live in?
- What accommodation do Ammanda's friends live in?
- What is the rent of her friends' flat?
- How was the situation different when her mum was at university?

Task 3.2 Discuss the information you have got from Ammanda's diary with your partner or within a group.

Task 3.3 Think on what is common and different if compared to you as a Ukrainian student. Share your ideas with a partner or within a group.

3.3.3 Netiquette

Task 4. Read this short guide, then take the self-quiz at <http://www.albion.com/netiquette/netiquiz.html> (Copy address and paste into a browser window if there is a need).

Don't worry, there are no grades on this test, but a good score indicates you are ready to participate in an online course.

A Short Guide to Netiquette

Before you hit SEND, check these 10 golden rules:

- (1) Read all unread messages in your inbox, to avoid sending superfluous messages.
- (2) Think before you write. Is your message relevant and appropriate?
- (3) Think after you write. Re-read your message. Is it clear, concise and (again) relevant? Off-topic comments (sometimes flagged OT in the subject line) may be acceptable in some online communities, but not in others.
- (4) Write properly. Many people will not take you seriously if you write messages without capitalization or punctuation (i dont like that). Use abbreviations only if you are sure everyone will understand them ("imho" "btw, "for example).
- (5) Break your writing into paragraphs: screenfuls of text are off-putting. "White space" separates your ideas, makes it easier to quote selectively (see #9 below) and encourages recipients to read your message in full.

(6) If you have nothing to say, say nothing. Unless your fellow users are very patient, emails that just say "me too", "me neither", "I agree" or (worse) "I don't know anything about this subject, but ..." are likely to irritate. Such messages might be better sent as a private email to the sender (do this by copying and pasting the private party's address into your mailer - most YahooGroups are set to reply to the whole list).

(7) Give your message a clear subject title. If you read your messages as a daily digest, try to refer to the subject of the thread to which you are replying, rather than digest #4203, as appropriate.

(8) Do not quote lengthy messages or entire digests in your reply. It is more annoying than you probably realize for users who read their messages in a daily digest, and it increases the time and cost of downloads for others. Similarly, a two line "signature" should suffice -- especially if you are frequent correspondent (we all know who you are! - and put your profile into the Yahoo Group site so we do!).

(9) Write for the lowest common denominator. Assume your reader is using telnet across a 12k dial-up modem on a slow 386 or an Apple II. Don't use html, don't use fancy graphics and colours and don't assume that links are clickable. Remember that internet access is expensive in some parts of the world, and many people pay per minute.

(10) Break one of these rules rather than go against your COMMON SENSE -
- the best guide to (n)etiquette ever discovered.

This guide was prepared by Nigel Caplan for EV Online 2003 (with a few edits and changes by Elizabeth Hanson-Smith), and may be freely distributed, providing this acknowledgement is included.

Nigel Caplan (nigelcaplan@yahoo.com)

University of Pennsylvania English Language Programs

THE CORE RULES OF NETIQUETTE

Introduction

Rule 1: Remember the Human

Rule 2: Adhere to the same standards of behavior online that you follow in real life

Rule 3: Know where you are in cyberspace

Rule 4: Respect other people's time and bandwidth

Rule 5: Make yourself look good online

Rule 6: Share expert knowledge

Rule 7: Help keep flame wars under control

Rule 8: Respect other people's privacy

Rule 9: Don't abuse your power

Rule 10: Be forgiving of other people's mistakes*

*The Core Rules of Netiquette are excerpted from the book **Netiquette** by Virginia Shea.

Task 5. Learn the abbreviations which you can meet while communicating online.

LOL	laughing out loud (I think this is funny)
thx	thanks, thank you
IMO	in my opinion (sometimes it is IMHO - in my humble opinion)
BBS	be back soon (I will return home / to work soon or I will return to the chat soon)
BTW	by the way (I've just thought of another thing I want to say)
BFN	bye for now (goodbye)
CU	see you (goodbye or can be part of a meeting arrangement. See you at 8 o'clock - CU @ 8)
OMG	Oh my God! (I am very surprised at this)
txt	text (for example, Send me a message on my mobile - txt me; I got a message on my mobile from you - I got ur txt)
@	at
gr8	great (I really like this or I really like this idea)
u	you
r	are
ur	you're / you are, your (You are great - ur gr8!; Your car is great - ur car is gr8!)
b	be
b4	before
2	to, too, two

4	for
wk	work, week (See you at work - CU @ wk; See you next week - CU next wk)
gd	good

Task 6. Make your own Netiquette Rules.

3.3.4 Fire Notices

Task 7.1 Read the fire notice below. Answer the questions that follow by using NO MORE THAN THREE WORDS from the passage.

Write your answers in boxes 1 – 4 on the Answer Sheet.

WHAT TO DO IF THE FIRE ALARM SOUNDS

If you hear the fire alarm (this is a long, loud, continuous ringing tone), please leave the building immediately following the **GREEN FIRE EXIT** signs. All those in the West Wing should evacuate building by staircase **J**. Rooms 1 – 199 are in the West Wing. All others should use staircase **A**. The **ASSEMBLY AREA** for occupants of the West Wing is the staff car park at the rear of the building. All others assemble in the front courtyard. Evacuate the building even if the alarm stops.

**DO NOT RE-ENTER THE BUILDING UNTIL YOU ARE TOLD
IT IS SAFE TO DO SO BY A COLLEGE OFFICIAL**

If you discover a fire, shout "FIRE" and operate the nearest fire alarm. Attack the fire with an extinguisher but do not take any risks. Inform reception by dialing 3333.

- 1 You are in Room 101. Which staircase should you take to evacuate the building?
- 2 You are in Room 201. Where should you wait outside after evacuating the building.
- 3 What should you do if the alarm stops?
- 4 Who should you contact if you discover a fire?

Answer Sheet		
Question No	Your answer	Correct answer
1		
2		
3		
4		

Task 7.2 Draw a Plan of Evacuation the building to illustrate the fire notice above.



Section 4 Writing

By the end of this section you will:

- be able write clear, detailed texts for variety of purposes related to personal and professional areas (e.g. letter of application, etc.)
- be able to draft and produce personal and business correspondence
- be able to write clear, detailed descriptions of the events and experiences in the academic and/or vocational life, marking the relationship between ideas, and following established conventions of the genre concerned
- be able to develop individual study plan.

Task 1. Fulfill all the written tasks given in **Follow-ups** of the **Units**.

The list of tasks is given below.

Week 1	Task 1.	<p>1. Write a list of questions you would like to ask your groupmates.</p> <p>2. Write a letter to your friend about your groupmates using the information you have got from interviewing them. Your letter should be not less than 100 words.</p>
	Task 2.	Write a short e-mail message introducing yourself to a pen pal. Try to be as brief as possible.
Week 2	Task 3.	Write a response to an e-mail you were interested in.
Week 3	Task 4.	Write a letter to your friend describing your new university friend. Follow the schemes and tables given in Unit 3.
	Task 5.	<p>1. Write down as many adjectives describing personal qualities as you know. You may use a dictionary if necessary.</p> <p>2. Classify them into three main groups: Positive Qualities (+), Negative Qualities (-) and Neutral Qualities (±).</p> <p>3. Put the ticks (✓) near the qualities you possess.</p> <p>4. Write a short paragraph describing your character. Focus mostly on your positive features.</p>
Week 4	Task 6.	Write a letter to your friend describing your daily routine.
	Task 7.	Describe your experience of learning English focusing on what you know and can do using English.

Week 5	Task 8.	Make your Action Plan for the whole course and for this module, in particular.
Week 6	Task 9.	Write a short article for the university students' newspaper about your impressions on your university as a fresher.
Week 7	Task 10.	Write 'Tips for Adjusting to the University Life' for newcomers to the university.
Week 8	Task 11.	Write a letter of complaint to the accommodation officer. (For details see Unit 7, Task 8).
	Task 12.	Write a Review of your learning experience during Module 1.

Task 2. Change the colours in **WBM** (Work Breakdown Matrix) as soon as you fulfill a writing task. Control your progress by yourself.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Task 1								
Task 2								
Task 3								
Task 4								
Task 5								
Task 6								
Task 7								
Task 8								
Task 9								
Task 10								
Task 11								
Task 12								

Section 5 CROSS-CULTURAL AWARENESS



By the end of this section you will be able to:

- understand how core values, beliefs and behaviour in Ukrainian academic or professional environment differ from culture to culture (international, national, institutional)
- understand different corporate cultures within specific professional contexts and how they relate to each other
- apply intercultural insights while interacting orally or in writing to immediate academic and professional situations

5.1 Project Work ‘Profiling National Culture’

Culture shows itself in many areas of activities. Some areas considered to be significant are given below.

Task 1. Add any other areas that you consider important in profiling Ukrainian culture.

Task 2. Make a profile of Ukrainian culture. Be ready to brief a foreigner coming to live and work in Ukraine by listing the key points to be included within each area.

Task 3. Try to make profiles of cultures of the countries you visited or are aware of. If necessary use interviewing foreigners, mass media, Internet etc.

Task 4. Fill in the Worksheet given below with the results of your team-work. Be ready to present the results of your Project work to the whole class and/or write an article.

WORKSHEET 1.1

Areas of activity	Ukraine (<i>Notes</i>)	<i>Notes on _____</i> (<i>Name of country</i>)
STRUCTURAL		
Geography		
Climate		
Regional differences		
Industrial relations and sectors developed		
The role of the family <i>Roles in the family</i>		
WORK		
Company organization (state-run or private: sole proprietorship, partnership, companies/ corporations)		
The importance of hierarchy		
Respect for leadership		
Delegation		
Planning		

Cooperation vs competition		
Team vs individual		
International attitudes		
The working day (hours, schedules)		
Organisation and running of meetings		
Company communication: <ul style="list-style-type: none"> • written/spoken • tone/style 		
SOCIAL		
Roles of sexes		
Priorities of personal life and work		
Dress and clothes (casual, official etc.)		
Punctuality		
Ways of addressing others		
Openness of conversation		

Formality		
Taboos		
Humour		
PHYSICAL		
Space between people		
Handshakes		
Contact		
Gestures		
Exposure of body		
Facial expression		
Speech: volume, speed		

PART III

TESTING AND ASSESSMENT

SECTION 1 CHECK YOUR PROGRESS

By the end of the section you will:

- understand assessment requirements
- read and understand rubrics necessary for taking end-of-module tests
- have practiced taking tests and manage time effectively.

1.1 End-of-Module Test

Check your progress in Module "Socialising in academic and professional environment" by doing a series of tasks that follow within 1.5 hour.

Task 1. To check your fluency in academic environment and vocabulary minimum fill in the gaps with **one** word (**a, b, c, d**) and put a tick (✓) in front of it.

1. Professor Lansdowne's a great speaker. Although there are 150 people listening to his _____, you feel like he's talking directly to you.

- a) presentation
- b) lecture
- c) seminar
- d) tutorial

2. Which informal verb means 'to study very hard' "I'll really have to _____ the books this weekend."

- a) study
- b) read
- c) hit
- d) learn

3. What do you call a weekly meeting of students and a tutor, who come together to discuss an aspect of the course?

- a) a presentation
- b) a lecture
- c) a seminar
- d) a tutorial

4. A: 'I'm finding the course really difficult'

B: 'Well why don't you discuss it with your tutor when you have your _____ on Thursday?'

- a) presentation
- b) lecture
- c) seminar
- d) tutorial

5. Which of these is an undergraduate qualification?

- a) BA
- b) MA
- c) MSc
- d) PhD

Task 2. To check whether you can behave adequately in various situations choose and underline the **one** correct answer for each of the ten questions below, keeping in mind situations you can find yourself.

1. If someone says "cheerio" what are they saying in an informal way?

- a. goodbye
- b. thank you
- c. hello
- d. my pleasure

2. Which of the following are NOT kind words of sympathy.

- a. Cheer up!
- b. Don't worry.
- c. Look on the bright side.
- d. Get a grip.

3. Which of the following do you NOT usually hear at a birthday party?

- a. Sorry, it isn't much but...
- b. Make a wish!
- c. Commiserations.
- d. Many happy returns!

4. Which of the following ways of giving your opinion is least formal?

- a. In my opinion...
- b. I believe...
- c. I think...
- d. I reckon...

5. A: "Do you mind if I smoke?"

B: "_____." (B thinks it is OK)

- a. Yes, of course.
- b. I'll take it thanks.
- c. No, of course not.
- d. Help yourself.

6. A: "Shall we walk or take the bus?"

B: "We _____ walk, we've got lots of time."

- a. might as well
- b. should as well
- c. could as well
- d. would as well

7. What is a polite response to the following? Thank you very much!

- a. Me too!
- b. Yours truly!
- c. Of course!
- d. You're welcome!

8. Which of the following is the most appropriate to say if you did not hear something clearly?

- a. Repeat please.
- b. Sorry, I didn't catch that.
- c. Could you speak better, please?
- d. Excuse me, I'm not hearing you.

9. What would be a suitable way of ending a formal job application letter?

- a. I look forward to hearing from you in due course.
- b. I will hear from you soon.
- c. Please reply as promptly as possible.
- d. I'm really looking forward to meeting you.

10. If you promise to 'give me a ring' you are going to _____.

- a. marry me
- b. telephone me
- c. buy me some jewellery
- d. visit me

Task 3. Look at notices (**1 - 5**). For each notice which sentence is correct? Circle an appropriate letter (**A, B** or **C**).

1. Reproduction in whole or part of any photograph, text or illustration without written permission from the publisher is prohibited.

A You can copy any photos, text or drawings from the magazine without asking.

B The publisher must write and allow you to use photos, texts and drawings from the magazine.

C You must write to the publisher if you want to buy the photos, texts and drawings.

2. IN THE EVENT OF FIRE ASSEMBLE IN THE YARD.

A If there is a fire in the yard, gather together here.

B If there is an assembly problem, meet in the yard.

C If there is a fire, everyone should meet in the yard.

3. 12/06/2005

Message for Nick

Reminder – Call Professor Ivanov 4.50 p.m

Nick should phone Professor Ivanov

A on 6 December.

B at ten to four.

C at ten to five

4. Please vacate this classroom by 3 p.m. at the latest.

A Leave the classroom before three o'clock.

B Return to the classroom by three o'clock.

C Be at the classroom at three o'clock.

5. PLEASE NOTE:

THIS WEEK'S TUTORIALS WILL BE HELD AT 11.15 A.M.
INSTEAD OF 11. 45 A. M.

The tutorials this week will take place at:

- A** quarter to eleven.
- B** quarter past eleven.
- C** quarter to twelve.

Task 4. Fill in the gaps (1 - 8) by choosing answers from the box below.
There are more words than spaces, so you will not use all the given words.

A) were set up	D) technical colleges	G) the tutorial system	J) are generally thinking
B) economic studies	E) were needed	H) the two oldest	
C) adult education	F) separate subjects	I) a considerable amount	

HIGHER EDUCATION IN BRITAIN

When people speak about higher education in Britain they (1) of university education. In fact, there (2) of post-school education, including part- time as well as full-time study, carried on in technical colleges, teacher training colleges, art colleges, institutes of (3) and so on,

..... (4) universities in England are Oxford and Cambridge. These date from the Middle Ages. Each consists of largely residential colleges. The teaching is based on (5) as well as lectures.

With the advance of industrialization in the nineteenth century and the growth of manufacture technicians and scientists (6). The older universities did not produce them. Therefore, science classes

(7) in industrial centers and they developed into either (8) or the «Modern Universities», e.g. London, Durham, Manchester, Birmingham, Leeds, Sheffield, etc.

Task 5. To check how appropriately you can use the given discourse markers in different situations, put the numbers of sentences opposite the given words which can be used in the gaps.

Let me see. You see. Right. Listen. Well. Mind you.
--

1. So, you're a doctor? _____, I finish my training next year.
2. A: Do you know her number?
B: _____, it's here somewhere.
3. A: It's quite a problem, I don't know, if I can do it.
B: _____, I'll help you, don't worry.
4. I'm afraid you can't come in, _____ you have to be 18.
5. _____, let's start, shall we?
6. I'm tired, _____, I only had 3 hours sleep last night.

Section 2 SELF-ASSESSMENT

By the end of the section you will:

- understand assessment requirements
- have practiced in self-assessment and self-evaluation
- be able to make plans how to arrange the time while taking tests
- be able to choose appropriate strategy while doing tests.

2.1 Answer Keys to the End-of-Module Test

Assess yourself by doing the following tasks on self-assessment.

Task 1. Check your answers to the test given in **Section 1 CHECK YOUR PROGRESS** by using keys and explanations given below.

1. b)

a) A *presentation* is usually given by one student to other members of the course and a tutor who then go on to discuss the issues raised.

b) In a **lecture**, the professor or lecturer talks to a large group of students in a lecture theatre. The students listen and take notes and may ask questions at the end. **Correct.**

c) In a *seminar*, a small group of students meets with their tutor on a weekly basis to discuss an aspect of the course.

d) A *tutorial* is a one-to-one meeting with a tutor to discuss the student's progress on the course and whether they are having any problems.

2. c)

a) You can *study a book*, but which verb means to study hard?

b) You can *read a book*, but which verb means to study hard?

c) If you **'hit the books'** you study very hard – note that this is used more in American English and is informal. **Correct.**

d) Which verb means to study hard?

3. c)

c) In **a seminar**, a small group of students meets with their tutor on a weekly basis to discuss an aspect of the course. **Correct.**

4. d)

d) **A tutorial** is a one-to-one meeting with a tutor to discuss the student's progress on the course and whether they are having any problems. **Correct.**

5. a)

B is for Bachelors Degree

M is for Masters Degree awarded after you have finished postgraduate courses and submitted thesis (dissertation). You can enter postgraduate courses only after you have got Bachelors Degree which is considered the First Degree in the UK.

Task 2. Check yourself using the correct answers given below. Read the explanation, when necessary.

1. a.

a. **Correct.** '**Cheerio**' is an informal way of saying *goodbye*.

b. Wrong. 'Cheers' or 'Thanks' can be used to mean thank you.

c. Wrong. 'Hi' is an informal word for 'hello'.

d. Wrong.

2. d.

a. Wrong. "Cheer up" is a suitably nice thing to say.

b. Wrong. "Don't worry" is a suitably nice thing to say.

- c. Wrong. "Look on the bright side" is a suitably nice thing to say.
d. Correct. "**Get a grip**" is a bit unfriendly, and shows little sympathy.

3. c.

a. Wrong. "Sorry, it isn't much but..." could be said when giving the present.

b. Wrong. "Make a wish!" could be said when the candles on the cake are

blown out.

c. Correct. "**Commiserations**" is usually said to show sympathy for someone. However it could be used in a joking way at a birthday to say that the person is getting old.

d. Wrong. "Many happy returns!" means "Happy birthday!"

4. d.

a. Wrong. "In my opinion..." is quite formal.

b. Wrong. "I believe..." is quite formal.

c. Wrong. "I think..." can be informal, but is not the most informal.

d. Correct. "**I reckon...**" means "*I think...*" but is very informal.

5. c.

a. Wrong. "Yes, of course" would mean here that you think it is NOT OK.

b. Wrong. "I'll take it" means you want to buy something in a shop.

c. Correct. "**No, of course not**" means you think it is OK.

d. Wrong. "Help yourself" means take something e.g. "Is this seat free?".

6. a.

a. Correct. This means we should do something as there is nothing better to do and no reason not to do it.

7. d.

8. b.

9. a.

- a. **Correct.** You can use for most formal letters.
- b. Wrong. This sounds bossy & rude, even a little angry.
- c. Wrong. This sounds too bossy for a job application.
- d. Wrong. This sounds too informal.

10. b.

- a. Wrong. You would say 'Will you marry me?' or 'Will you be my wife?'
- b. **Correct.** '**A ring**' is an informal word for *a telephone call*.
- c. Wrong. This is possible but a very literal interpretation.
- d. Wrong.

Task 3. Check yourself using the correct answers given below.

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

Task 4. Check yourself using the correct answers given below.

- 1. **J)** are generally thinking
- 2. **I)** a considerable amount
- 3. **C)** adult education
- 4. **H)** the two oldest
- 5. **G)** the tutorial system
- 6. **E)** were needed
- 7. **A)** were set up
- 8. **D)** technical colleges.

Task 5. Check yourself using the correct answers and explanation given below.

Let me see.	2
You see.	4
Right.	5
Listen.	3
Well.	1
Mind you.	6

Explanation:

We use '**Let me see**' as a *hesitation*, to gain some time before answering the question.

We use '**You see**' to introduce *an explanation about something*, e.g. I can't afford to go out, you see, I lost my job last week.

We use '**Right**' to get people's attention – to say '*Let's begin*'

We often use '**Listen**' to *introduce an offer or suggestion*, e.g. 'Listen, why don't we...?'

We use '**Well**' to show someone you are not giving the 'yes' answer expected. e.g. Do you speak French? Well, a little.

We use '**Mind you**' to *introduce an afterthought*, e.g. He looks old, mind you, he is 60

2.2 Answer Keys to Units

Assess your work through the course (**Parts I - II**), using the keys given below. Pay attention that some right answers are underlined or highlighted.

Unit 1 Getting to Know Each Other

10.

My name is/are Vladyslav Ivanovych Kravchenko and I am/are Ukrainian. I am /are not from Dnipropetrovsk as my parents am/are from Pavlograd. I am / was born in Petropavlivka in Dnipropetrovsk Oblast. My parents called me Vladyslav or Slava for short because it is / was my grandfather's/ grandmother's name. I am / have 18 years old. My birthday is / are on the eleventh of January. I love having a birthday in winter because we are/ will be always on holiday at that time. I am / are a first-year student and I study at the National Mining University in Dnipropetrovsk. I am / have been there for about 1 month. I really like studying but I am not / haven't made friends yet. So I am/is still missing home.

Unit 2 Making Friends

10.

- a) What activities and hobbies are you **good at** ?
- b) What topics do you like **reading on**?
- c) What do you **spend** most of your money **on** ?
- d) What types of activities are you **keen in**?
- e) What information are you **interested in**?
- f) What parties do you **belong to**?
- g) What do you usually **talk about** with friends?
- h) How many languages are you **fluent in**?

14.

- a) Where **were** you born?
- b) How long **have** you lived at home?
- c) He doesn't **lives** here anymore.
- d) **Is Does** he like playing football?
- e) **Does Is** he married or single?
- f) She **don't doesn't** like Mathematics.
- g) **Does** she plays the piano?
- h) **Does Is** she a student?
- i) Does he live in residence hall?
- j) **Does Did** he marry last year?
- k) Did he **met meet** her in Dnipropetrovsk?
- l) Who he **has/met** in Kyiv?

Unit 3 Meeting people. Describing People and Objects

8.

WORKSHEET 1.2

HEIGHT:	<i>of medium height, tall, short</i>
BUILD:	<i>slim, well-built, overweight, skinny, broad-shouldered, plump, fat, stout.</i>
AGE:	<i>middle-aged, teenaged, old</i>
COMPLEXION:	<i>tanned, pale, dar,</i>
FACE:	<i>Round, oval, wrinkled, fair</i>
HAIR:	<i>blond, braid, pony-tail, curved, wavy, short-cut, red, brown,</i>
EYES:	<i>hazel, blue, grey, green, silver,</i>
NOSE:	<i>straight, crooked, turned-up,</i>
LIPS:	<i>thin, full, red</i>
SPECIAL FEATURES:	<i>bold, scar, overweight, muscular, skinny, moustache, beard, long-legged, beautiful, handsome, ugly, pretty</i>

Unit 4 Describing Daily Life and Learning Experience

8.

Adjective

relaxing
easy
leisurely
dangerous
slow
similar
invigorating
punishing

Opposites

stressful or tense
difficult or hard
hectic or chaotic
safe or secure
fast or quick
different or varied
tiring or exhausting
rewarding or fulfilling

9.

Well, the best three adjectives I can think of my university study are hectic and tiring - but also very rewarding. I get extremely tired because I **have to** work the whole day. A student's life isn't easy. We usually **have** three or four classes a day. Each class is about 80 minutes long. Unfortunately, one scholarship isn't enough, so I work in two different places. As a result, I **have to** rush from one place to another, and I don't get any time to relax. It's better now when I can drive and **have** a small car, but it was really difficult when I **had to** go everywhere by bus. I was travelling for up to three hours a day which were better to have been spent on preparing my home task and doing homework. I'm lucky because I **have** a good specialism area, the specialists in which will be demanded in future. So, I study hard.

There are more than 20 students in our group, so it's hard to talk to all of them at the university. I enjoy socialising with them at weekends or in the evenings.

What I love about learning is the interaction with the teachers and students. I **have** learnt much since I entered the university. Every day I **have** lectures in different subjects, laboratory works and seminars. That is why I **have to** read much to be ready for classes. Preparation for classes takes a lot of time.

11.

Dear Petro,

I have been in Dnipropetrovsk for a month. At the moment I am studying at the National Mining University, so I live in a Residence Hall in a room 345 which I share with three other students. They are from different mining towns. We have a lot of in common and sharing the same interests.

We are hectic up to our eyes with studying during our daytime, but in the evenings... We listen to the music, having tea and endless talks on this or that.

I study at the Mining Faculty and planning to come back to our town.

Dnipropetrovsk is a large noisy city. Here everyone is in rush. I have am tired by this tempo and missing my home and our native town. I like the week-ends here very much, especially my going out down town or to a disco or night club. Unfortunately, they are too expensive, but it is worth going at least once.

Although, I getting scholarship, I am thinking on finding a job to earn some money.

How are you there? What's new?

Looking forward to hearing from you soon.

Best wishes

Vasyl

P.S.: I have attached some photo of me and the place of my residence.

6. Hello. Speak up, please.

Hello. Is it Department of Underground Mining?

May I ask who is calling, please?

It's Professor Brown from Friburg School calling.

I'd like to speak to Professor Kuzmenko.

Unfortunately, no.
Can I leave a message for him?

I would like to meet Professor Kuzmenko tomorrow morning at his office. Will he be available?

Tomorrow morning?
Does 10 a.m. suit you?

It's OK with me. Tomorrow morning at Professor Kuzmenko's Office at 10 o'clock?

Hold the line, please.
I'll take a piece of paper. Are you there?

Ok. Tomorrow morning at Professor Kuzmenko's office at 10 a.m. I will pass your message to him. Good-bye. See you tomorrow in the office.

12. 1. - l; 2. - h; 3. - o, b; 4. - t; 5. - k; 6. - f; 7. - f; 8. - a; 9. - e; 10. - c; 11. - j; 12. -r; 13. - p; 14. - s; 15. - m; 16. - u; 17. - g; 18. - l; 19. -m; 20 - n.

Unit 6 Exchanging Information and Discussing News

4.

Function	Words and structures
<i>Expressing own opinions</i>	B, E, F, G
<i>Focusing attention</i>	C, D, J
<i>Clarifying</i>	J, N, O
<i>Emphasizing</i>	I
<i>Concluding</i>	A, K, Q

References

1. Зарубина З.В., Л.А. Кудрявцева, М.Ф. Ширманова. Продолжайте совершенствовать свой английский: Учеб. пособие – 2 изд., испр. и доп. – М.: Высш. шк., 1988. – 287 с.: ил.
2. ГСВОУ ОКХ 0903 Освітньо-кваліфікаційна характеристика бакалавра напряму підготовки 0903 Гірництво КВАЛІФІКАЦІЇ 3117 – «Фахівець добувної промисловості». – К.: МОН України, 2004. – 19 с.
3. ГСВОУ ОПП 0903-03 Освітньо-професійна програма підготовки бакалавра напряму підготовки 0903 Гірництво. КВАЛІФІКАЦІЇ 3117 – «Фахівець добувної промисловості» – К: МОН України, 2004. – 69 с.
4. Загальноєвропейські рекомендації з мовної освіти: вивчення, викладання, оцінювання /Науковий редактор українського видання доктор. пед. наук., проф. С. Ю. Ніколаєва. – К.: Ленвіт, 2003. – 273 с.
5. Лобанов А.П., Дроздов Н.В. Самостоятельная работа студентов в системе высшего образования Республики Беларусь.// TERTIA. Альманах. – Днепропетровск, 2005. – С. 71 – 75.
6. Методика викладання іноземних мов у середніх навчальних закладах: Підручник. Вид. 2-е, випр. і перероб. / Кол. авторів під керівн. С.Ю. Ніколаєвої. – К.: Ленвіт, 2002. – 328 с.
7. Нормативно-методичне забезпечення кредитно-модульної системи організації навчального процесу: Навчально-методичний посібник/ За загальною ред. В.О. Салова. – Д.: Національний гірничий університет, 2006. – 133 с.
8. Програма з англійської мови для професійного спілкування. /Колектив авторів: Г.Є. Бакаєва, О.А. Борисенко, І.І. Зуєнок, В.О. Іваніщева, Л.Й. Клименко, Т.І. Козимирська, С.І. Кострицька, Т.І. Скрипник, Н.Ю. Тодорова, А.О. Ходцева. – К: Ленвіт, 2005. – 119 с.
9. Програма з англійської мови для університетів / інститутів (п'ятирічний курс навчання): Проект/ Колектив авторів.: С.Ю.Ніколаєва, М.І.Соловей

(керівники). Ю.В. Головач та ін.; Київ.держ.лінгв.ун-т та ін. – Вінниця: Нова книга, 2001. – 245 с.

10. Рамкова Програма з німецької мови для професійного спілкування для вищих навчальних закладів в Україні. / Колектив авторів: Амеліна С.М., Аззоліні Л.С., Беньямінова Н.Є., Гавриш М.М., Драганова Г.В., Жданова Н.С., Ісаєв Е.Ш., Леві-Гіллеріх Д., Левченко Г.Г., Олійник В.О., Петрашук Н.Є., Піхтовнікова Л.С., Сергєєва Л.І., Слободцова І.В., Соболева Н.Г., Чепурна З.В. – К: Ленвіт, 2006. – 90 с.

11. СВО НГУ НМЗ – 07 Нормативно-методичне забезпечення дисципліни «Іноземна мова за професійним спрямуванням». Стандарт вищої освіти Національного гірничого університету./ Колектив авторів: Кострицька С.І., Зуєнок І.І., Поперечна Н.В., Швець О.Д. – Дніпропетровськ: НГУ, 2007 – 165 с.

12. Степанова Ж.Г. Английский язык. Самые распространенные разговорные темы – Conversation English in Dialogues. – М.: АСТ Восток – Запад, 2007 – 160 с.

13. Тарнопольський О.Б. Методика навчання іншомовної мовленнєвої діяльності у вищому мовному закладі освіти.- Д.: Видавництво ДУЕП, 2005. – 248 с.

14. Тарнопольський О.Б., Кожушко С.П. Методика обучения английскому языку для делового общения. К.: Ленвит, 2004. – 192 с.

15. Ягельська Н.В. Європейський мовний портфель для економістів (Проект). – К.: Ленвіт, 2004. – 56 с.

16. Allison J. and P. Emmerson (2007) *The Business*. Macmillan Education. – 159 p.

17. Astanina, N., H. Bakaieva, I. Beliayeva, A. Boiko, O. Borysenko, N. Cherkashina, N. Filippova, A. Khodtseva, L. Klymenko, S. Kostrytska, T. Kozymyrska, I. Shevchenko, T. Skrypnyk, N. Todorova and I. Zuyenok (2004) *English for Specific Purposes (ESP) in Ukraine. A Baseline Study*. Kyiv: Lenvit. – 122 p.

18. Bachman, L.F. and Palmer, A.S. (2002) *Language Testing in Practice: Designing and Developing Useful Language Tests*. Oxford: Oxford University Press. – 377 p.
19. Brieger, N. and J. Comfort (1987) *Technical Contacts*. New York: Prentice Hall. – 160 p.
20. Brumfit, C. and K. Johnson (eds.) (1985) *The Communicative Approach to Language Teaching*. Oxford: Oxford University Press.
21. BULATS (Business Language Testing System) Teaching Resource. [online] Cambridge: University of Cambridge ESOL Examination. Available from <http://www.cambridgeesol.org/tech/bulats>. Accessed 17 Sept. 2007.
22. Business English in Ukraine (1999). A Teacher Training Programme organized by the British Council and taught by York Associates. Paper presented in Kyiv Course, Ukraine – 75 p.
23. Clare, A. & Wilson JJ (2006) *Total English (Intermediate)*. Harlow: Pearson Education Limited. – 176 p.
24. Comfort, J. (1996) *Effective Telephoning*. Oxford: Oxford University Press. – 126 p.
25. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (2001). Cambridge: Cambridge University Press. – 273 p.
26. Cottrell S. (1999) *The Study Skills Handbook*. London: Macmillan Press Ltd. – 145 p.
27. Dubin, F. and Olshtain, E. (1986) *Course design. Developing Programs and Materials for Language Learning*. Cambridge: Cambridge University Press.
28. Dudley Evans, T. and Maggie, Jo St John (1998) *Developments in ESP (A multi-disciplinary approach)*. Cambridge: Cambridge University Press. – 301 p.
29. Ellinger, B. et all (2001) Weaving the Web into an EAP Reading. *Forum*: Vol.39 No. 2 April.

30. Ellis, M. and C. Johnson. (1996) *Teaching Business English*, Oxford: Oxford University Press. – 237 p.
31. Ellis, M. and Nina O’Driscoll (1992) *Socialising*. Longmann. – 129 p.
32. Ellis, G. and B. Sinclair (1993) *Learning to Learn English: A course in learner training*. Cambridge: Cambridge University Press. – 139 p.
33. Ek, J.A. van and J.L.M.Trim (1998) *Threshold 1990*. Cambridge: Cambridge University Press. – 187 p.
34. Ek, J.A. van and J.L.M.Trim (1998) *Waystage 1990*. Cambridge: Cambridge University Press. – 187 p.
35. Ek, J.A. van and J.L.M.Trim (2001) *Vantage*. Cambridge: Cambridge University Press. – 187 p.
36. Emmerson, P. (2007) *Business English Handbook Advanced. The whole of business in one book*. Oxford: Macmillan Education – 128 p.
37. *ESP for University* (1986) ed. Harper, D. Oxford: Pergamon Books Ltd and the British Council.
38. Evans, V. (1998) *Successful Writing*. Blackpill: Express Publishing. – 116 p.
39. Evans, V. (1998) *Practice Exam Paper 2. (For the revised Cambridge Proficiency Test)*. Blackpill: Express Publishing. – 160 p.
40. Evans, V. (1998) *Practice Exam Paper 3. (For the revised Cambridge Proficiency Test)*. Blackpill: Express Publishing. – 160 p.
41. Evans, V. & Scott, S. (2002) *Listening and Speaking Skills (For the revised Cambridge Proficiency Test)*. Blackpill: Express Publishing. – 120 p.
42. Foster, P. (1999) Task-based learning and pedagogy. *ELT Journal* 53/2 Jan.1999. Oxford: Oxford University Press.
43. Fried-Booth, D. (1986) *Project Work*. Oxford: Oxford University Press. – 250 p.
44. Graves, K. (2000) *Designing Language Courses. A guide for teachers*. Boston: Heinle & Heinle Thomson Learning. – 308 p.

45. Haines, S. (1989) *Projects for the EFL Classroom*. Walton-on-Thames: Nelson.
46. Harmer, J. (1998) *How to Teach English. An Introduction to the Practice of English Language Teaching*. Harlow: Longman. – 198 p.
47. Hughes, A. (1989) *Testing for Language Teachers*. Cambridge: Cambridge University Press. – 320 p.
48. Hutchinson, T. and A. Waters (1987) *English for Specific Purposes*. Cambridge: Cambridge University Press. – 183 p.
49. International English Language Testing System (IELTS). (2002) *Handbook January 2002*. Cambridge: Cambridge University Press. – 40 p.
50. International English Language Testing System (IELTS). (2002) *Specimen Materials*. Cambridge: Cambridge University Press. – 48 p.
51. IELTS (2003) *IELTS Handbook* [online]. Available from: http://www.ielts.org/library/handbook_2003.pdf. Accessed 15 Apr 2004.
52. Jakeman, V. & McDowell, C. (2000) *Cambridge Practice Tests for IELTS 1*. Cambridge: Cambridge University Press. – 56 p.
53. Johnson, K. and K. Morrow (eds.) (1984) *Communication in the Language Classroom*. Harlow: Longman. – 129 p.
54. Jordan, R. (1997) *English for Academic Purposes*. Cambridge: Cambridge University Press. – 404 p.
55. Kay, S. & Jones, V. (2001) *Inside Out*. Oxford: MacMillan Publishers Limited. – 160 p.
56. Legutke, M. and H. Thomas (1991) *Process and Experience in the Language Classroom*. Harlow: Longman. – 120 p.
57. Littlewood, W. (1981) *Communicative Language Teaching: an introduction*. Cambridge: Cambridge University Press. – 108 p.
58. *Longman Dictionary of Contemporary English* (2003). Harlow: Pearson Education Limited. – 1949 p.
59. *Macmillan English Dictionary for Advanced Learners* (2002). Oxford: Macmillan Education. – 1692 p.

60. Massey, D. & Shields, P.N.(1998) *CANADA Its Land and People*. Second Edition. Edmonton: Reidimore Books. Inc – 242 p.
61. Materials of the University of Exeter Postgraduate Certificate Course in Trainer Development (ELT) (2004). Plymouth: School of International Education of the College of St Mark and St John. – 60 p.
62. Moon, J. (2002) *The Module & Programme Development Handbook. A Practical Guide to Linking Levels, Learning Outcomes & Assessment*. London: Kogan Page Limited. – 165 p.
63. Neville, J. M. (2002) *IELTS Practice Tests 1*. Newbury: Express Publishing. – 128 p.
64. Nikolayeva, S., M. Solovey, O. Petrashchuk, Y. Golovach, I. Inozemtseva, V. Tyaglovska, O. Kolominova, V. Leshchenko, N. Tuchina, I. Kamynin, L. Lysenko and Y. Sazonova (2001) *Curriculum for English Language Development in Universities and Institutes (Draft 2)*. Vinnytsia: Nova Knyha. – 245 p.
65. Nunan, D. (1991) *Syllabus Design*. Oxford: Oxford University Press. – 265 p.
66. Prabhu, N.S. (1987) *Second Language Pedagogy*. Oxford: Oxford University Press. – 153 p.
67. *Quick Placement Test* (2001) Oxford: Oxford University Press. – 26 p.
68. Ribe, R. and N. Vidal (1993) *Project Work: Step by Step*. Oxford: Heinemann. – 136 p.
69. Richards, J.C. (1990) *The Language Teaching Matrix*. Cambridge: Cambridge University Press. – 185 p.
70. Richards, J., J. Platt, and H. Platt (1992) *Dictionary of Language Teaching and Applied Linguistics*. 2nd edition. Harlow: Longman.
71. Scrivener, J. (1994) *Learning Teaching. The Teacher Development Series*. Oxford: Heinemann. – 256 p.

72. Sharman, E. (2005) *Across Cultures*. Edinburgh: Pearson Education Limited. – 159 p.
73. Stoller, F.L. (1997) Project Work. A Means to Promote Language Content. *Forum*, 35/4.
74. Strevens, P. (1988) The Learner and Teacher of ESP. ESP in the Classroom: practice and Evaluation. *ELT Document 128*. Editor: Dick Chamberlian and Robert J. Baumgardner. – 169 p.
75. Taylor, L. (2001). *International Express (Pre-Intermediate) Student's Book with Pocket Book*. Oxford: Oxford University Press – 132 p.
76. Taylor, L. (2000). *International Express (Intermediate) Student's Book with Pocket Book*. Oxford: Oxford University Press – 132 p.
77. Trappe, T. and G. Tullis (2005) *Intelligent Business*. Pearson Education Limited – 176 p.
78. Tomlinson, B. (ed.) (1998) *Materials Development in Language Teaching*. Cambridge: Cambridge University Press. – 336 p.
79. Telephone English - Leaving Messages - How to Telephone in English for Business English ESL EFL TOEFL TESOL Students and Teachers [online]. Available from: <http://www.esl.about.com>. Accessed 12 May 2008.
80. Wakeman, K. (2003) *Practice Tests for the BEC*. Newbury: Express Publishing. – 136 p.
81. Wallwork, A. (2001) *International Express (Upper-Intermediate) Student's Book with Pocket Book*. Oxford: Oxford University Press – 124 p.
82. Welcome to Marjon. Guide for Course Participants. Academic Year 2003 – 04. (2004). Paper presented at ESP Curriculum Course, Plymouth: Department of International Education, College of St Mark and St John – 17 p.
83. Williams, A. (1984) *Projects: Skills & Strategies*. Pitman. – 126 p.
84. Judith Wilson, J. (1986) Task-based Learning. *ESP for the University*. Edited by Harper, D. British Council, ELT Documents 123, 1986. – 169 p.

Index

Appearance 32, 36,

Culture 26, 38, 55, 62, 63, 70, 94 – 96 107 - 110, 118

- definition 107 - 108

Discussions 5, 14, 17, 32, 55 – 56, 62, 81 – 82,

Describing

- daily life 3 - 4, 38, 116 – 117, 137
- experience 3 - 4, 13, 16, 24, 28, 38, 40 - 41, 45 - 46, 55, 62 - 63, 66, 85, 89, 115 - 117, 137, 145,
- objects 3 - 4, 32, 34, 104, 136
- people 3 – 4, 13, 32, 57, 104, 107, 136, 146
- places 16, 43 - 44, 89, 92 - 93, 98, 100, 138

Exchanging ideas 3, 55, 61, 66, 81 – 82, 111

Exchanging information 3 – 4, 16, 21, 26, 30, 38, 39, 50 - 51, 55, 57, 62 –

63, 65, 74, 82, 89, 107, 109, 111, 116, 135, 140

- agreeing 15, 24, 41, 56, 84, 112,
- asking for clarification 14 - 15, 20, 28, 40, 47, 49, 58, 82, 130, 139
- asking for information 15, 20 - 25, 28, 30, 39, 51, 74, 82 – 83, 135
- asking for opinions 26, 61, 83, 125
- asking for repetition 15, 52, 74, 126
- asking for suggestions 134
- asking (rhetorical) questions 13, 15, 18, 20, 25, 27- 28, 30, 41, 46, 116
- checking 69, 83, 111, 124, 129 - 130
- checking facts 17 , 83
- correcting 15, 27, 44, 49, 83

- disagreeing 41, 56, 84
- expressing an opinion 21, 38, 55, 57 – 58, 140
- expressing reservations and doubt 84
- giving arguments 21, 24, 56, 58, 62, 81,
- giving confirmation 48, 53, 86,
- giving examples 82, 111, 113,
- giving information 23

Function(s) (see language and functions in **Exchanging information, Socializing, Telephoning, Writing (Letters)**)

Functional exponents (see language and functions in **Exchanging information, Socializing, Telephoning, Writing (Letters)**)

Greeting People 13, 17, 73

Introducing

- oneself/yourself 13, 16, 17, 19, 75
- people 13, 17, 74
- theme, explanation 134

Letter(s)

- formal 21, 28, 38 - 41, 85 – 86, 94, 133
- informal 3, 20 - 21, 28, 36, 38, 44 – 45, 85, 94, 116
- personal/private 3, 20 - 21, 28, 36, 38, 44 – 45, 85, 94, 116
- of application 91, 115, 126
- of complaint 62, 66 – 68, 86, 117
- language and functions
 - agreeing to requests* 86
 - apologizing* 86
 - closing/farewell phrase closing remarks* 86

enclosing documents explaining reasons 87, 90

giving bad news 87

giving good news 87

making reference 87

referring to future contact requesting 87

- structure 86

Listening 13 - 15, 17, 21, 25, 32 - 34, 40, 46, 48, 64, 70, 103 – 104, 123, 130, 144

Making arrangements 3 - 4, 46, 54, 80, 105, 113, 138

Message(s) 20, 23, 28, 46, 48 – 50, 54, 104, 106, 111 – 113, 127

- e-mail 20, 23, 28, 116
- leaving 48 – 49, 53 – 54, 80, 106, 139, 147
- taking 46, 48, 79 - 80, 105, 139

Notes 65, 100 - 101

- making 13, 32 – 33, 36, 42, 56, 59, 101, 119
- taking 32, 42, 48, 100, 130

Reading 3 - 4, 17 - 18, 23 – 25, 27, 32 - 34, 38 - 40, 44, 47, 50, 54, 56, 62 - 63, 66, 70, 72, 94, 107, 111 - 112, 114, 135, 143

- for detail 13, 21, 44, 47, 123
- for information 63, 66, 94, 100 - 101, 107, 111
- finding key ideas 25 – 26, 59,
- identifying argument, opinion/attitude and making inferences 55, 63,
- intensive 43, 44
- locating information 59, 94, 114
- scanning 41, 51, 109,
- skimming 40, 50, 63, 107

Self-assessment 4, 11, 130, 135

Socialising 3, 5, 43, 70, 72, 85, 123, 137, 144

- accepting (a proposal, idea etc.) 76, 91, 107, 111
- asking for and giving personal information 13, 16 - 17, 21, 28, 38, 65, 74, 88, 89, 91
- asking for repetition 74
- attracting and focusing attention 57 - 58, 67, 73, 134, 140
- congratulating someone 77
- declining (a proposal, idea etc.) 76
- greeting people 13, 17, 73
- inviting 76
- proposing a toast 77
- sympathizing 79, 125, 132
- taking leave 78
- welcoming 39 - 40, 76, 78, 126, 147

Telephoning 3, 46 - 47, 70, 79, 143

- language and functions 79
 - changing an appointment* 80 - 81
 - leaving message* 48 - 49, 53 - 54, 80, 106, 139, 147
 - making an appointment, arrangements etc.* 3 - 4, 46, 54, 80, 105, 138
 - making contact* 80
- taking message 46, 48, 79 - 80, 105, 139

Test(s) 4, 6 - 7, 11, 69 - 70, 91, 103, 111, 123, 130, 143 - 144, 146 - 147

Writing 27, 47, 117, 121 - 122, 194, 195 - 198, 211, 237, 239

- assignments 14, 42,
- letters (for detail see **Letters**)

Навчальне видання

Кострицька Світлана Іванівна

Зуєнок Ірина Іванівна

Швець Олена Дмитрівна

Поперечна Неллі Василівна

**Англійська мова
для навчання і роботи**

Том 1

**СПІЛКУВАННЯ У СОЦІАЛЬНОМУ,
АКАДЕМІЧНОМУ ТА ПРОФЕСІЙНОМУ
СЕРЕДОВИЩІ**

Навчальний посібник

Видано в редакції авторів

Підп. до друку 18.12.2013. Формат 30 x 42/4.
Папір офсетний. Ризографія. Ум. друк. арк. 8,4.
Обл.-вид. арк. 8,4. Тираж 250 пр. Зам. №

Підготовлено до друку та видруковано
у Державному вищому навчальному закладі
«Національний гірничий університет».

Свідоцтво про внесення до Державного реєстру ДК № 1842 від 11.06.2004.
49027, м. Дніпропетровськ, просп. К. Маркса, 19.