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Учреждение образования
«Белорусский государственный университет
информатики и радиоэлектроники»
Факультет компьютерного проектирования
Кафедра иностранных языков

ENGLISH SPEAKING PRACTICE

ПРАКТИКУМ ПО ОБУЧЕНИЮ УСТНОЙ РЕЧИ НА АНГЛИЙСКОМ ЯЗЫКЕ

*Рекомендовано УМО по образованию в области информатики
и радиоэлектроники в качестве пособия для специальностей*
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Представляет собой систематизированный практический курс английского языка, предназначенный для совершенствования навыков и развития умений устной речи в рамках определенных коммуникативных ситуаций учебно-познавательной, социокультурной, профессионально ориентированной и деловой сфер общения во взаимосвязи с другими видами речевой деятельности на основе разработанного комплекса упражнений.

Состоит из четырех модулей: University Studies; Young People's Problems; Choosing a Career; Job Hunting.

Модульная организация учебного материала позволяет использовать пособие как для аудиторной, так и для самостоятельной работы.

Предназначено для студентов, изучающих учебную дисциплину общего высшего образования по иностранному языку.

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ПРЕДИСЛОВИЕ

Данное пособие предназначено для студентов БГУИР дневной, заочной и дистанционной форм обучения.

Цель пособия – совершенствование у студентов навыков и развитие умений английской разговорной речи в рамках определенных коммуникативных ситуаций во взаимосвязи с такими видами речевой деятельности, как чтение, аудирование и письмо.

Пособие имеет модульную структуру организации материала и предусматривает объединение тематически связанных частей в модули, тщательный отбор аутентичного материала и создание комплекса упражнений, адекватных поставленной цели.

Разработанный на основе коммуникативного подхода комплекс упражнений, направленный на развитие умений говорения как средства общения, включает: упражнения по активизации фоновых знаний по тематике модулей; упражнения по формированию и совершенствованию лексико-грамматических навыков говорения; условно-речевые и речевые упражнения по совершенствованию речевых навыков и развитию речевых умений в рамках определенных коммуникативных ситуаций.

В пособии выделены четыре основные сферы общения: учебно-познавательная, социокультурная, профессионально ориентированная и деловая.

Реализация их содержания осуществляется в четырех модулях: 1. University Studies; 2. Young People's Problems; 3. Choosing a Career; 4. Job Hunting. Структура каждого из них состоит из трех частей и включает: Getting Started, Vocabulary and Speaking, Reading and Speaking, Listening/Video, Speaking Practice, Communication Activities, Writing Skills Development, Revise and Check, Final Activity.

Каждая часть представлена учебным текстовым и видеоматериалом, заданиями, нацеленными на усвоение лексики, совершенствование навыков и развитие умений говорения, аудирования и письма.

Каждый модуль завершается разделом Communication Activities, в котором представлены задания творческого характера.

Включение заданий дискуссионного типа, ролевых игр, интерактивных заданий с использованием QR-кодов и ссылок вносит разнообразие в учебный материал, повышает мотивацию обучающихся и способствует интенсификации учебного процесса.

Раздел Writing Skills Development содержит задания, направленные на совершенствование навыков письменной речи.

В состав каждого модуля также входит раздел Revise and Check, предусматривающий задания для определения степени усвоения изученного материала.

Пособие завершается разделом Final Activity, в котором обучающимся предлагается игра для активизации речевой деятельности на основе усвоенного

ранее лексического материала в рамках выделенных коммуникативных ситуаций, а также создания атмосферы иноязычного общения, способствующей установлению отношений, основанных на взаимодействии на иностранном языке.

Пособие построено на материале современных оригинальных статей, разговорных текстов, блогов на английском языке, взятых из интернет-источников, которые дают возможность обучающимся познакомиться с подлинными языковыми реалиями и погрузиться в ситуации реального общения.

Данное пособие может быть использовано как для аудиторной, так и для самостоятельной работы студентов в рамках программного материала курса изучения английского языка.

Пособие подготовлено преподавателями кафедры иностранных языков. Работа над изданием распределялась между авторами следующим образом: И. Г. Маликова – разработка общей структуры пособия, написание модуля 4, общее редактирование всех модулей пособия; И. И. Лихтарович – дизайн и верстка пособия, написание модуля 1; О. В. Андреева – написание модуля 2; Е. В. Юшкевич – написание модуля 3.

BOOK MAP

Modules	Parts	Vocabulary
Module 1 UNIVERSITY STUDIES	1. Higher Education in Belarus: Choosing a University 2. My University 3. Student Life. Extracurricular Activities	Words to describe: • a system of higher education, degrees, stages of academic study • a university structure, types of classes, facilities, subjects • extracurricular activities
Module 2 YOUNG PEOPLE'S PROBLEMS	1. Generation Gap 2. Digital Addiction 3. Communication and Relationship Problems	Words to describe: • a generation gap • the generation Z characteristics • social media addiction • emotional intelligence components • feelings and relations
Module 3 CHOOSING A CAREER	1. Choosing Engineering as a Career 2. Becoming a Successful Engineer 3. My Future Speciality	Words to describe: • career choice • qualities and skills of an engineer • challenges of an engineering profession • speciality
Module 4 JOB HUNTING	1. Looking for a Job 2. Résumé/CV and Cover Letter 3. Job Interview	Words to describe: • jobs and personality • strengths and weaknesses • hard/soft skills

Reading and Speaking	Listening/Video and Speaking	Writing
<ul style="list-style-type: none"> • text skimming • defining statements as “true” or “false” • scanning for facts and arguments • discussing questions and comparing ideas • expressing points of view • sharing thoughts • proving your point of view • debating the issues • role play 	<ul style="list-style-type: none"> • listening for detailed comprehension • expressing agreement/disagreement • exchanging opinions • making predictions • explaining the preferences • making decisions 	<ul style="list-style-type: none"> • an essay • a letter • a blog post
<ul style="list-style-type: none"> • text skimming • defining statements as “true” or “false” • presenting arguments • justifying your point of view • giving reasons • discussing benefits and risks • explaining your choice • role play 	<ul style="list-style-type: none"> • listening for gist • comparing facts and ideas • expressing agreement and disagreement • exchanging viewpoints • discussing questions • making decisions • sharing thoughts 	<ul style="list-style-type: none"> • a blog post • a short essay
<ul style="list-style-type: none"> • text skimming • scanning for opinions • defining statements as “true” or “false” • sharing ideas • discussing factors and choices • explaining the differences • giving reasons and evidence • expressing views • commenting on quotes • role play 	<ul style="list-style-type: none"> • extensive listening • discussing pros and cons • exchanging opinions • completing notes • predicting the answers • commenting on the stages and processes • comparing and evaluating opinions 	<ul style="list-style-type: none"> • an essay • a letter • a blog post
<ul style="list-style-type: none"> • text skimming • identifying the author’s point of view • defining statements as “true” or “false” • scanning for facts and arguments • giving reasons • commenting on pictures • expressing your opinion • comparing ideas • discussing questions • debating points of view • role play 	<ul style="list-style-type: none"> • listening for gist • listening for detailed comprehension • taking notes / completing the table • comparing facts and ideas • discussing tips • sharing ideas • expressing your viewpoint • presenting • giving comments and arguments 	<ul style="list-style-type: none"> • a résumé • a cover letter • writing an opinion



MODULE 1

UNIVERSITY STUDIES

Part I HIGHER EDUCATION IN BELARUS: CHOOSING A UNIVERSITY

“Choosing what you want to do, and when to do it, is an act of creation”.
Peter McWilliams

► GETTING STARTED

I. From the list choose the quotation you like best to speak on education and comment on it.

“The roots of education are bitter, but the fruit is sweet”.

~ Aristotle

“Knowledge is power”.

~ Francis Bacon

“Education is a work of self-organization by which man adapts himself to the conditions of life”.

~ Maria Montessori

“The whole purpose of education is to turn mirrors into windows”.

~ Sydney J. Harris

“Intelligence plus character – that is the goal of true education”.

~ Martin Luther King Jr.

II. Now you are first-year students. To get acquainted with your groupmates tell them about yourself.

Listen to your groupmates and be ready to ask them some questions.

USE THE FOLLOWING

introduce yourself

the place (city/town) you come from

the type of school you studied at

compulsory and optional courses you attended at your school (chemistry, drawing, etc.)

your favourite subjects

your hobbies and interests

III. Leaving school is not only about leaving everything behind but to learn to be independent and responsible. Work in pairs to discuss these questions. Share your thoughts with the whole group.

1. What roads are opened before school leavers? Why are there so many options?
2. What does a “gap year” mean?
3. What forms of further education can you name?
4. Is it possible to build a career without a degree? Why / Why not?
5. Why have you chosen higher education?



IV. Every year hundreds of thousands of prospective students choose higher education as their next step after school or college. You don't have to go to university and can build a career without a degree. But university can offer so much more than just a career path in the end. What are the benefits of university education?

Use the words in the box to complete the opinions below.

a) potential	b) network	c) character	d) labour
e) degree	f) research	g) knowledge	h) independent

1. One of the fundamental aspects of a university education is the acquisition of specialized ____.
2. University education gives possibilities for graduates to get further in life, not just because of the ____ they've earned, but the experiences they've gone through.
3. The most common purpose of higher education is to prepare for the ____ market.
4. Getting a university education will improve your earning ____.
5. Studying for a higher education qualification can help young people become much more ____, as they become responsible for their learning, managing their time, and managing their money.
6. Building a professional ____ is a crucial aspect of university education.
7. One of the most important functions of university education is developing the learner's ____ and training them on real-life expectations.
8. University education gives students the chance to contribute to groundbreaking ____, fostering creativity and innovation that benefit society at large.

Which opinions do you agree or disagree with? Share your ideas with your groupmates.

► VOCABULARY AND SPEAKING

I. A. Which of the words given in the table below are commonly associated with the following educational terms? Make as many word combinations as possible.

verbs	adjectives
to award, to take, to defend, to pursue, to do, to hold, to undertake, to get, to have, to complete, to present, to continue, to write	part-time, Master's, science, undergraduate, further, full- time, specialized, higher, professional, compulsory, academic, doctoral, current

EDUCATIONAL TERMS	course
	degree
	education
	study
	thesis

B. Use these word combinations in the sentences of your own.

II. Universities have a language of their own which you should know as at university you go through different levels. Find the definitions which refer to different stages of academic study. Say what stage you are in.

	a) a student working for his or her first degree;
1) a post-graduate	b) someone studying for a second or further degree;
2) a fresher	c) someone who has just started their first year at university;
3) an undergraduate	d) anyone who is studying at university or other place of higher education;
4) a graduate	
5) a student	e) a person who has completed a university degree course, esp. for a first degree.

III. Fill in the gaps with the appropriate word.

1. A _____ (*scholarship / tuition fee*) is given to especially bright students who have excellent results, and is usually much higher than a grant.

2. In accordance with the entrance requirements _____ (*graduates/applicants*) should take centralized exams in Mathematics and Russian.

3. The most important thing for me now is to study well and _____ (*to graduate from / to finish*) university.

4. This university offers a variety of educational _____ (*curricula/degrees*) at undergraduate and post-graduate levels.

5. You are to start by researching universities based on their _____ (*levels/rankings*).

6. Many students choose to _____ (*pursue/continue*) a master's degree to gain higher-level professional training in a specific field.

7. Staying connected with _____ (*alumni/freshers*) proves invaluable for the students in many terms.

8. A diploma in a given field of study is _____ (*rewarded/awarded*) after four or five years of study.

► READING AND SPEAKING

I. Work in pairs to discuss these questions. Make sure you give reasons for your opinions.

1. What is necessary to receive higher education?
2. What are the different types of higher education institutions in Belarus?
3. What do you know about the system of higher education in our country?

II. Read the article and name the levels of higher education in our country.

HIGHER EDUCATION IN THE REPUBLIC OF BELARUS

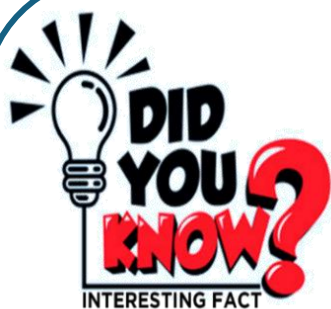
Education in the Republic of Belarus is about teaching and learning in the interests of the individual, the society and the state. It seeks to nurture talents and build skills across various professions and industries.

Higher education in Belarus is prestigious yet accessible. Possession of a **certificate** (or other similar document confirming the successful completion of basic education) gives its holder the right to become an **applicant** and enter Belarusian universities on a common basis. Students are admitted to higher education institutions after taking centralized tests and exams. Education can be received in full-time (daytime, evening), part-time (extramural, distance) forms of education and in the form of doctoral candidacy.

All graduates of certified higher education institutions receive standard state diplomas. Young specialists whose **full-time** education is paid for by the state are provided with post-graduation jobs in accordance with their specializations.

Belarusian higher education institutions are subdivided into classical universities, specialized universities (academies, conservatories), and institutes.

Higher education in the Republic of Belarus consists of three stages. The first stage of higher education provides specialists with both research and professional **proficiency** and



STANDARDIZATION OF HIGHER EDUCATION IN EUROPE

BS – Bachelor of Science: a first university degree in the natural sciences and technical fields (three to five years).

BA – Bachelor of Arts: a first university degree in the arts or social sciences (three to five years).

MS – Master of Science: a higher university degree in tech, the natural sciences, medicine, business administration, and mathematics (one to two years).

MA – Master of Arts: a higher university degree in the arts, humanities, and social sciences (one to two years).

PhD – A Doctor of Philosophy: a terminal degree that usually denotes the highest level of academic achievement in a given discipline and is awarded following a course of graduate study and original research (three to four years).

gives direct **access** to work. The Diploma of Higher Education is awarded in all fields (except Medicine) after defending a Diploma project and sitting for a final state exam. The nominal length of study is 4 years, and for medicine, dentistry, pharmacy, certain arts subjects, architecture, and engineering – 5 to 6 years. The Diploma of Higher Education gives access to Master studies.

The second stage of higher education leads to the Master's degree following successful **completion** of the first stage. Access to these programmes is competitive. Applicants take entrance exams in two academic disciplines in accordance with the chosen speciality. The Master's degree is awarded after one to two years of study and the presentation and **defence** of a thesis. The Master's degree gives access to postgraduate studies.

The third stage (postgraduate studies) corresponds to the training of scientific and pedagogical **staff**. Studies follow a two-step route: 1) the degree of Candidate of Sciences (which can be equated to PhD) requires at least 3–4 years of study in postgraduate courses, special examinations and the public defence of a thesis; 2) holders of Candidate of Sciences degree can prepare a Doctorate. After following the required research programme and public defence of a doctoral thesis, candidates are awarded the highest scientific degree of Doctor of Sciences.

Belarusian higher education institutions work hard to develop scientific, research, innovative, and **entrepreneurship** infrastructure with a view to creating innovative products and commercializing results of intellectual activities in line with the University 3.0 model.

III. Match the words in bold in the article to the definitions 1–9.

- 1) _____ *adjective* occupying or using the whole of the usual working day or week;
- 2) _____ *noun* the ability, right, or permission to approach, enter, speak with, or use;
- 3) _____ *noun* the people who work for an organization;
- 4) _____ *noun* someone who applies for something;
- 5) _____ *noun* justification or support by speech or writing;
- 6) _____ *noun* the ability to do something well because of training and practice;
- 7) _____ *noun* skill in starting new businesses, especially when this involves seeing new opportunities;
- 8) _____ *noun* a document that is an official proof that a person has finished school or a course of training;
- 9) _____ *noun* the fact of finishing something that is being done or made.

IV. In each set of words, cross out the word that does not have a similar meaning to the first one. Compare your answers with your partner. Discuss why the crossed out words are odd.

1.	certificate	document	copybook	diploma
2.	course	research	programme	curriculum

3.	enter	penetrate	access	leave
4.	proficiency	inexperience	skill	experience
5.	competitive	vying	cooperative	rival
6.	staff	workforce	personnel	employer
7.	required	necessary	optional	needed
8.	research	exploration	investigation	development
9.	thesis	theorem	dissertation	paper
10.	route	direction	rude	way

V. Fill in the gaps with the prepositions given in the box.

a) of	b) to	c) with	d) –	e) into	f) in	g) for
-------	-------	---------	------	---------	-------	--------

1. According to the status higher educational institutions of a university sector are subdivided _____ state and non-state.

2. State universities are paid _____ by money from the state.

3. Students are admitted _____ higher-educational institutions on the basis of competitive examinations.

4. Many students enter _____ universities to gain a qualification that will form the basis of their future career.

5. Each program consists _____ a set of courses and requirements that must be completed in order to earn a degree.

6. Distance learning is a way of studying in which students are provided _____ interactive teaching and multimedia materials.

7. Degrees are awarded _____ various fields of study, including arts, sciences, engineering, and business.

8. The first level of higher education corresponds _____ a minimum of four years of study.

9. The degree of Doctor of Philosophy (PhD) often leads _____ careers in academia as a lecturer or researcher.

10. Higher education is subdivided _____ undergraduate and graduate programs, with each level consisting of specific courses and requirements.

LEARN THIS!

be/study at university

go to university

but:

at the University of London

VI. Define the following statements as true or false. Correct the false ones. Justify your point of view to support your opinion.

1. Higher education institutions offer training in a wide range of fields of study.

2. All the graduates are provided with the first job.

3. There is a broad network of educational establishments in the system of higher education of Belarus.

4. Belarusian higher educational establishments have 3 forms of learning.

5. Belarus has been promoting only the practice-oriented training.

6. Students normally graduate after five years with the Diploma of Higher Education.

7. After university graduation young specialists have to work for three years before taking a postgraduate course.

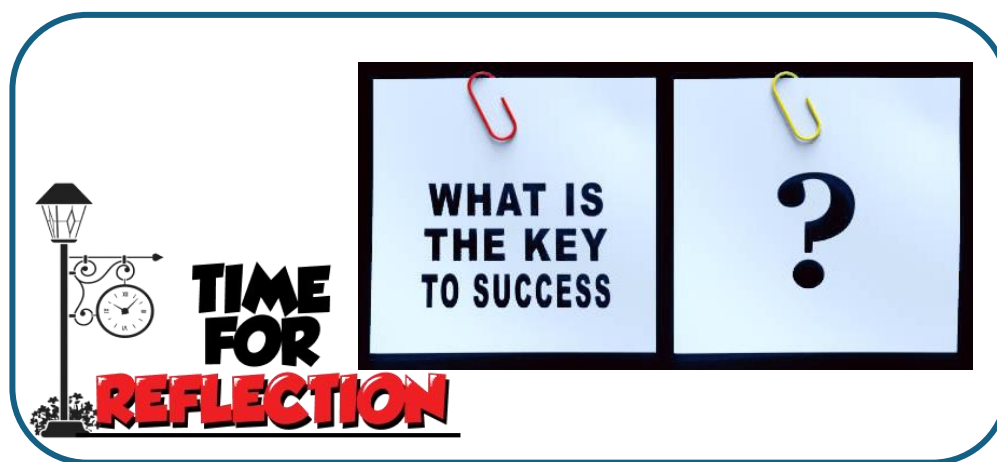
8. The University 3.0 model focuses on nurturing an innovation, creative and market-oriented environment for scientists, professors and students.

VII. In the article above search for the information that can help you to explain:

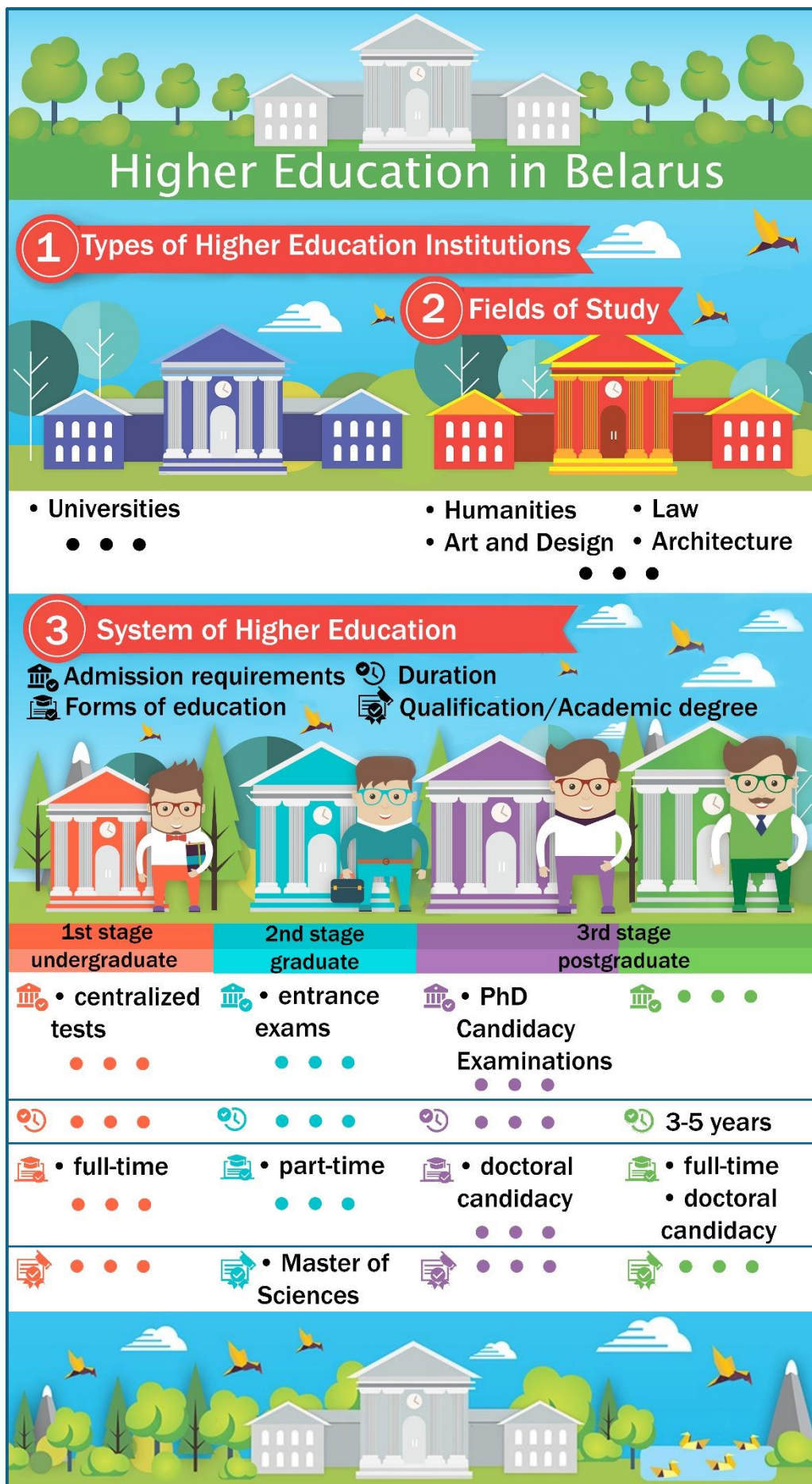
- a) how young people gain admission to higher education institutions in Belarus;
- b) what opportunities young people have apart from full-time education;
- c) what options university graduates have after the first stage of higher education;
- d) what degrees are provided by the universities;
- e) why access to Master's degree programmes is competitive;
- f) what differs Candidate of Sciences and Doctor of Sciences degrees;
- g) why Belarusian universities actively work to develop research, innovation and business infrastructure.

VIII. Discuss these questions with your partner. Prove your viewpoint.

- 1. What are the main goals of education in Belarus?
- 2. What type of document is required for an applicant to enter a Belarusian university?
- 3. How do Belarusian higher education institutions support young specialists whose education is funded by the state?
- 4. Why are standardized state diplomas important for graduates of certified higher education institutions in Belarus?
- 5. What is the primary requirement for a student to progress from the first stage to the second stage (Master's degree) of higher education in Belarus?
- 6. What are the efforts of Belarusian higher education institutions to develop their infrastructure aimed at?



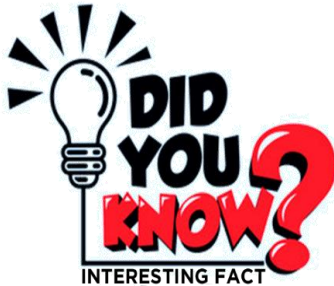
IX. Study the infographic and complete the gaps. Speak about higher education in the Republic of Belarus.



X. Tell your partner how higher education can affect a person's career prospects.

XI. Listen to the student anthem "Gaudeamus".

https://www.youtube.com/watch?v=xjkZ3WZp6rA&ab_channel=%D0%A5%D0%B0%D0%B1%D0%B0%D1%80%D0%BE%D0%B2%D1%81%D0%BA%D0%B0%D1%8F%D0%94%D1%83%D1%85%D0%BE%D0%B2%D0%BD%D0%B0%D1%8F%D0%A1%D0%B5%D0%BC%D0%B8%D0%BD%D0%B0%D1%80%D0%B8%D1%8F



"De Brevitate Vitae" (Latin for "On the Shortness of Life"), more commonly known as "Gaudeamus Igitur" ("So Let Us Rejoice") or just "Gaudeamus", is a popular academic song. It was first documented in a manuscript from the early 13th century, making it one of the oldest known student songs. Its origin traces back to European universities, where it was commonly sung during graduation ceremonies and other festive occasions. The song became an anthem for academic communities, celebrating youth, the pursuit of knowledge, friendship, and the transient beauty of life.

Most students sing it in Latin, but others prefer versions in their native languages, the lyrics of the latter have many variations.



Gaudeamus
(abridged)

Gaudeāmus iġitur, Juvēnes dum sumus! Post jocundam juventūtem, Post molestam senectūtem Nos habēbit humus.	Гаудеамус игитур, Ювенес дум сумус! Пост йокундам ювентутем, Пост молестам сенектутем, Нос хабебит хумус.	Therefore let us party While we are young! After pleasant youth After troublesome old age The earth will have us!
Vivat academia! Vivant professōres! Vivat membrum quodlibet! Vivant membra quaelibet! Semper sint in flore!	Виват академия! Вивант профессорес! Виват мембрум кводлибет! Вивант мембра квелибет! Семпер синт ин флоре!	Long live the university! Long live the profs! Long live any student! Long live any students whatsoever! May they always be the best!
Vivat et respublica Et qui illam regint! Vivat nostra civitas, Maecenatum caritas, Qui nos hic protēgint!	Виват эт республика Э кви иллам регинт! Виват ностра цивитас, Меценатум каритас, Кви нос хик протегинт!	Long live the republic also And those who rule it! Long live our city, And the charity of benefactors Which protects us here!

XII. Translate the student anthem into your native language.

► VIDEO

HOW TO CHOOSE A UNIVERSITY, 2:30

I. You have probably heard this cliché repeatedly: choosing a university is one of the most consequential decisions. Do you agree with it? Give arguments.

II. Suggest the answers to the following questions.

1. How many universities are there in Belarus?
2. Which is the oldest university in Belarus?
3. Would you like to study at the oldest university in the world? Why / Why not?

III. Make word combinations matching the words from columns A and C below. The right prepositions from column B should be used.

A	B	C
1) to make		a) projects
2) to hang out	in	b) university
3) to live	on	c) mind
4) to work	to	d) home
5) to attend	—	e) a choice
6) to go	for	f) a campus
7) to stay close	with	g) events
8) to keep		h) friends

USEFUL WORDS

foremost = main

hang out = spend time

campus = the area and buildings around a university

IV. You are going to hear a speaker giving tips how to choose a university for your higher education degree. Study the infographic and make your

predictions about which of them are mentioned in the video.



V. Now watch the video and check if you were right.

VI. Watch the video again and define if the following statements are true or false. Correct the false ones.

1. Before you start searching for universities, it is crucial to consider a number of factors to make the right choice.
2. Start by researching universities based on their rankings.
3. You can then narrow down your search by considering such a factor as a course that you want to study.
4. You are to study a campus; it gives a lot of opportunities for students how to spend free time.
5. The course of study doesn't depend on the tuition fees, so you can choose any university.
6. Students spend so much of their time on the campus that there is no need to know anything about the town or city you'll live in.
7. You are to take into account what kind of career you want to pursue after graduation.
8. By following these tips you can easily choose a university where you can excel in your studies.

VII. Complete the statements below. Use the information from the video.

1. The primary purpose of the video is _____.
2. Considering the academic aspects of a university, students should focus on _____.
3. Moving to a new city for university is beneficial, as _____.
4. If a university student knows the city well, it is _____.
5. The campus look and feel are significant as students spend a great deal of time there engaging in various activities such as _____.
6. Considering how a university can prepare a student for future career opportunities is vital, as _____.

VIII. Working in groups of three or four make a list of tips given in the video. Compare your list with the whole group.

IX. Which of the tips did you follow? Rank them in order of importance for you. Compare your ideas with those of your partner's.

X. How many pieces of advice were given in the video? Can you recommend one more based on your experience?

XI. If you were choosing a university right now, what tips would be useful to you? Explain your viewpoint by offering convincing arguments in favour of it.

► SPEAKING PRACTICE

I. Choosing the right university can be challenging. You have already made your choice, and you are a fresher now. Discuss these questions with a partner.

1. Was it difficult for you to choose a university? Why / Why not?
2. Did you have to choose among several universities? Why / Why not?
3. What did your choice depend on?

II. Students who entered universities were asked why they chose this particular university. Look through their answers and in pairs discuss the question: Did all of them follow the tips from the video “How to choose a university”?

 Anita
“I wanted to study with the best. You top the national rankings of universities, many top-class professors teach at your place, and I know that a degree from your university means something in the job interviews”.

“I chose this university because right from the time when I could decide for myself, I knew I wanted to do nothing more in life than follow in my father’s footsteps and become an engineer”.

 Alex

 Tony

“My main reason is your athletic team. I’ve studied the application rules carefully, and I know that with my results and record times I am eligible to get a scholarship at your place”.

“Two of my close friends study at your university. I interviewed them a couple of times, trying to get first-hand information, about the teachers, the subjects, the life at the university and everything. And I love what they say about the quality of lectures, the interaction with both teachers and students, the after school activities, as well as the leadership of the place. It motivated me to enter your university”.

 Jane

“I have several reasons for my choice. One of them is your location. I know the city well, like it a lot, especially the surrounding nature, and I can imagine living there for the next few years at least”.

 Rob

“Honestly speaking, I chose you because I know I have a realistic chance to get in. I haven’t been the best student at high school, and it would be a waste of time sending my application to certain universities, which would not even bother reading it once they see my GPA (Grade Point Average)”.

 Jim

“I just love everything about your place. First of all, the campus. The huge library, the park, I just found the place incredibly inspirational and motivating. I have visited it several times already”.

 Lucy

III. Name the reasons why the students chose their universities. Talk to your partner and explain why these reasons were in priority for each of them.

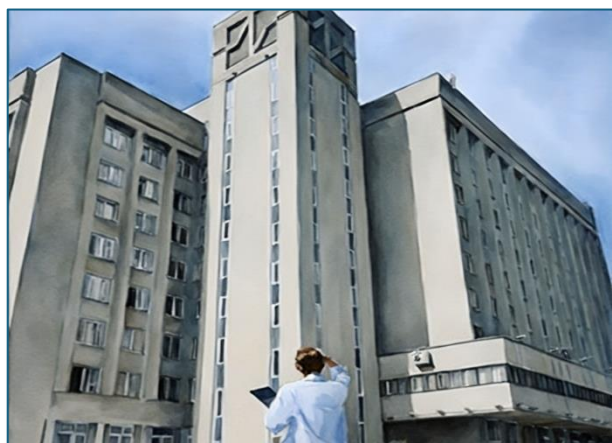
IV. You also had some reasons for entering our university. Which factors played the most significant role? Which of them were not so important in making your decision? Share your thoughts with your groupmate.

V. There are several opportunities in the choice of education. You've chosen an engineering university. Why? Do you think engineering education is in great demand at present? Prove your point of view.



- It is clear that in order to be successful you have to...
- Can you give me some information about ... ?
- May I ask one more question?
- Can you tell me about ... ?
- I see your point.
- First of all ...
- To begin with ...
- In my opinion...
- In other words ...
- To be honest ...
- Personally, I believe...
- From my point of view...
- Well, that's hard to say right now, ...

Part II MY UNIVERSITY



“Teachers can open the door, but you must enter it yourself”.
Chinese proverb

➤ GETTING STARTED

1. Read the following quotations and give your comments. If you don't agree, explain why.

“The first duty of a university is to teach wisdom, not trade; character, not technicalities”.
~ Winston Churchill

“A university is just a group of buildings gathered around a library”.

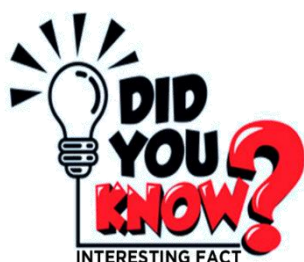
~ Shelby Foote

“It's not about perfect. It's about effort”.

~ Jillian Michaels

II. Have you ever heard the term “alma mater”? Read its definition given below and discuss the following questions in pairs.

1. What does the term “alma mater” mean?
2. Where did it come from?
3. Which three things can be named alma mater?
4. What is the full name of your alma mater?



Alma mater is Latin for “nourishing mother” /'ælmə 'meɪtər/. It was used in ancient Rome as a title for the mother goddess, and in Medieval Christianity for the Virgin Mary.

In modern times it is used to refer to the university or college a person attends or attended.

It also can refer to a song about a college or university similar to a fight song (team anthem).

This term is derived from the motto (“Alma Mater Studiorum”, meaning Nourishing Mother of Studies) of the world’s oldest, continuously-operating, degree-granting university: the University of Bologna, in Italy, founded in A.D. 1088, which is located in the city of Bologna.

III. Studying at university is often different from studying at school or college. Choose three things that made the most impression on you when you started university. Share your ideas with a partner.

a large number of students	a variety of engineering laboratories
the studying process	the opportunity to feel part of a university community
different types of classes	numerous sporting activities
large library resources	a wide range of clubs and societies

► VOCABULARY AND SPEAKING

I. Examine the meaning of the words to know, to study, to learn. Choose the correct word to complete the sentences.

1. The first- and second-year students _____ general engineering.

2. The purpose of the tests in this section is to help you to _____ new words.

3. My goal is to _____ hard and pass all the exams as I wish to get a high scholarship.

REMEMBER THE DIFFERENCE:

To know – to have information in your mind as a result of experience or because you have learned or been told it.

To study – 1) to acquire academic knowledge at an educational establishment; 2) to devote time and attention to gaining knowledge of (an academic subject), especially by means of books; 3) to examine something carefully in order to understand it.

To learn – 1) to gain knowledge or skill; 2) to commit to memory; learn by heart; 3) to get to know or become aware of, usually accidentally.

4. Your first year is the best chance to get to _____ your university.
5. As an IT professional, you will probably have to _____ and master several, if not all, popular operating systems.
6. Don't be afraid to ask questions if you don't understand something or there is something you want to _____.
7. Part-time students _____ for five years.
8. You have to keep up with time and always _____ something new.

II. Explain the difference between the following pairs of words. Use these words in the sentences of your own to show the differences.

1.	term semester	2.	department faculty	3.	curriculum syllabus
4.	to pass an exam to take an exam	5.	to teach to instruct	6.	to attend to visit

III. Make verb + noun collocations from the words given in boxes A and B below. Sometimes more than one variant is possible.

A	B
to miss to conduct to attend to apply to pass to carry out to fail to revise to take to improve to pay to fulfil to do to prepare for	exams lectures homework part in social events the material notes classes attention to studies research knowledge the requirements skills

IV. Using the collocations from the previous task tell your groupmates what you will do to become a good student.

V. Fill in the gaps with the appropriate word. Which of these quotations inspires you to work hard at university? Why?

a) predict	b) procrastination	c) beginner	d) mistake	e) progress
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1. "A person who never made a _____ never tried anything new". – Albert Einstein
2. "The best way to _____ your future is to create it". – Abraham Lincoln
3. "A little _____ each day adds up to big results". – Satya Nani

4. “_____ makes easy things hard and hard things harder”. – Mason Cooley
5. “The expert in anything was once a _____”. – Helen Hayes

► READING AND SPEAKING

I. Look at the photos of five universities. What do you know about them?



Work with a partner to exchange the information on:

- their names;
- their locations;
- specialities they offer.

You may browse the Internet if necessary.

II. Read what Andrew says about his university and prove that he is proud of it.

MY UNIVERSITY

My name is Andrew Petrov. I was lucky enough to get into university this year. My university is one of the largest scientific and educational centers. It enables training of highly qualified specialists and conducts fundamental scientific research in engineering education.

Now I am a first-year student of the Faculty of Electronics and Information Systems. I entered university to be provided with a high standard of theoretical and practical knowledge.

The university offers a great choice of engineering courses along with excellent study and research facilities.

Through the academic curricula, students develop their intellectual abilities and specialist skills that employers value in today's university graduates. The students are encouraged to be organised, initiative and take charge of their learning.

The academic year begins on the first of September and ends in June. It is divided into two terms. At the end of each term (in January and June), students have special exam periods, during which they take oral or written exams.

First-year students study general engineering subjects: mathematics, chemistry, physics, technical drawing, and descriptive geometry. We also study social sciences and foreign languages. In the second year students begin to study special subjects. The study of theory is accompanied by practical training.

The university offers theoretical and practical work. A theoretical course includes lectures. A lecture is a talk given in order to teach students about a particular subject. At the lectures you take notes. Those who miss a lecture usually copy up the notes. A practical course consists of practicals, seminars, laboratory works and tutorials. A practical is a class in which you make things or do experiments rather than simply write. A seminar is a class in which the teacher and a small group of students discuss a topic. A laboratory work means carrying out a scientific experiment and research. A tutorial is a regular meeting for a tutor and a small group of students.

I do my best not to miss classes because I know that it's a real way to fail my exams. Besides, those who pass the exams successfully get scholarships.

It goes without saying, up-to-date equipment improves the conditions of learning and research. The students of the university have all the necessary facilities to study well.

The university occupies 5 academic buildings which house well-equipped laboratories, computer classes, lecture halls, workshops and many classrooms.

The students can find all the necessary textbooks, research literature, periodicals in the university library and reading halls. Also, a large electronic library is at the students' disposal.

The majority of students take an active part in doing research. Students' research is an important element of training of a qualified specialist. It is aimed at students' creative activity. I hope that in the future I will also do scientific research, conduct laboratory experiments, take part in scientific student conferences, and participate in various discussions. These will help me to apply my knowledge in practice.

To sum up, the University provides a good engineering education. The university gives educational experience that encourages students for lifelong learning and to continuously improve their knowledge and competence.

III. Which of the words on the left is NOT a synonym for the word in bold in this context:

1.	let, invest, allow, permit	All further study programmes will enable you to develop skills that you could market to an employer.
2.	freshers, undergraduates, graduates, freshmen	First-year students study general and profession-oriented subjects.

3.	equipment, efforts, appliances, amenities	Conveniently located in the city centre, the campus offers excellent facilities for teaching, learning, research and recreation.
4.	mass, most, greater part, few	The majority of students (mainly senior students) take an active part in carrying out research.
5.	be followed, be supplemented, go along with, go with	Doctor's Degree may be accompanied by the honorary degree of professor.
6.	inspired, suggested, heartened, motivated	Students are encouraged to attend lectures, seminars and conferences, and to participate in research activities.
7.	high-tech, modern, current, obsolete	The most up-to-date equipment found there will help teachers and students in their scientific activity.
8.	capacities, capabilities, goals, skills	While learning a foreign language you can perfect yourself, your memory, your intellectual abilities – that will help you develop your personal features.

IV. Fill in the gaps with the prepositions given in the box.

a) in	b) of	c) out	d) at	e) –	f) with	g) into
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- Students also actively participate _____ intercollegiate sports events.
- The first year is aimed _____ providing general education, i.e. broadly-based studies in the humanities, social sciences, applied and natural sciences.
- It isn't so easy to enter _____ a prestigious university.
- Nonresident students are provided _____ accommodation at dormitories.
- I always have many things to do out of classes because I take an active part _____ social life.
- Universities are generally divided _____ a number of academic departments, schools or faculties.
- Learn more and take charge _____ your future today.
- A research degree is an opportunity to carry _____ an independent and original piece of work.
- Large electronic libraries are _____ the students' disposal.

V. In Andrew's story find the information to prove or disprove the following ideas. Give facts to support your opinion.

- Andrew entered university to get deep theoretical and practical knowledge.
- During their studies students develop their physical abilities, as strength and endurance are important to their future employers.
- Students are motivated to be initiative and take responsibility for their learning.
- The first and second-year students study general and special engineering subjects.
- The students who successfully pass the exams get a place in the dormitory.
- Most students are engaged in conducting scientific research.

VI. Find the information confirming that the university:

- a) provides a solid background in the field of engineering;
- b) has all necessary learning facilities;
- c) encourages students to take part in scientific research.

VII. Working with a partner, discuss the questions below.

- 1. What are the main goals of the university mentioned in the text?
- 2. How is the academic year structured at the university?
- 3. Why is it important for students to attend all classes during the term?
- 4. What facilities and resources are available to students at the university to support their learning?
- 5. How do students qualify for scholarships at the university?
- 6. What is the role of student research in the training of qualified specialists at the university?
- 7. In what ways does university life contribute to personal and professional development?

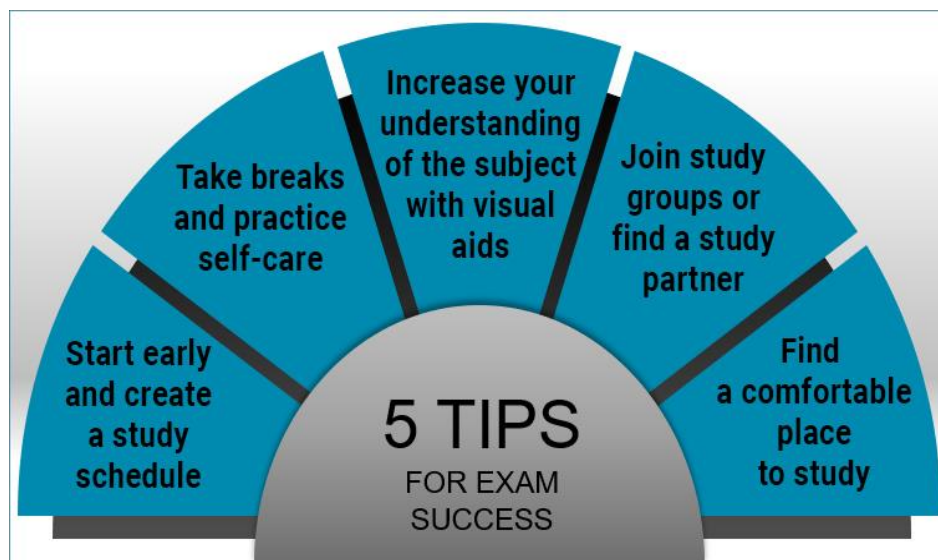
VIII. For many students, exam season can be a very overwhelming time. Read the quote and comment on it.



“Failing to prepare is preparing to fail”.

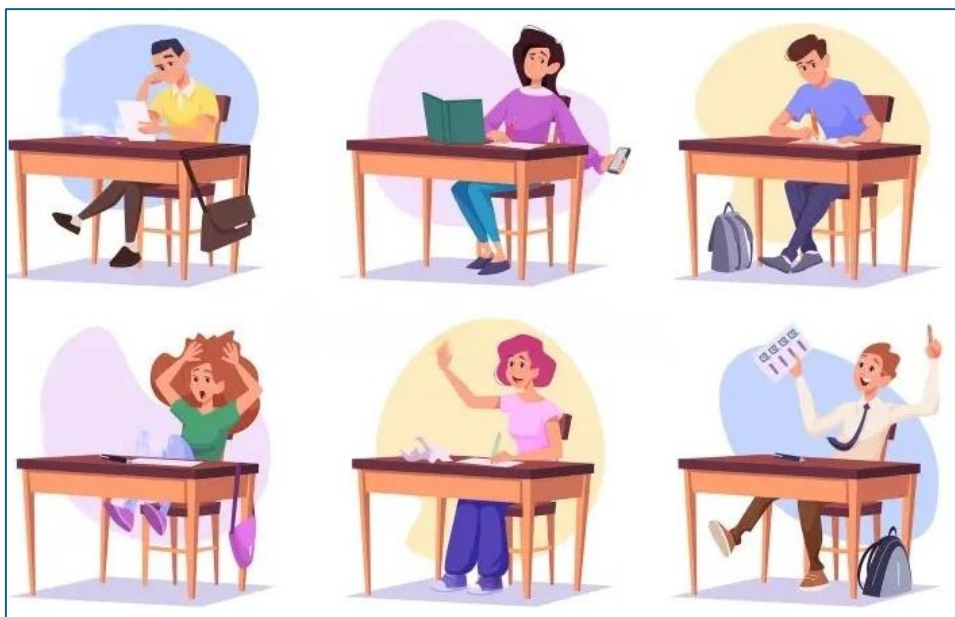
~ Benjamin Franklin

IX. A. In pairs, discuss the following pieces of advice on how to achieve success in exams. For each suggestion think of the reasons why it is a good idea. Which do you think are the best tips to follow? Why?



B. Can you add some more pieces of advice based on your own experience? Share your advice with your groupmates.

X. Look at the picture. What are the students doing? How are they behaving? Discuss how their behaviour might affect the results of the exam.



► LISTENING

ORGANISING YOUR TIME, 3:50

I. As a student, you know that time can be hard to manage. Between classes, assignments, studying for exams (and maintaining a social life), it can feel like there just aren't enough hours in the day. Discuss the following questions in pairs.

1. Can you manage your time effectively when faced with multiple tasks or deadlines?

2. Have you ever tried using a specific technique or method to enhance your productivity? If so, what was it? Tell your groupmates how it improved your work.

II. There's a technique that can help you overcome the challenges with your studies and increase your productivity. Listen to the interview and say what way of time management Peter proposes.

III. Explain why this technique is called Pomodoro.

IV. Listen to the interview again and define if the following statements are true or false. Correct the false ones.

1. The Pomodoro Technique was invented in the 1980s.
2. Peter claims that the Pomodoro Technique is used only for academic purposes.

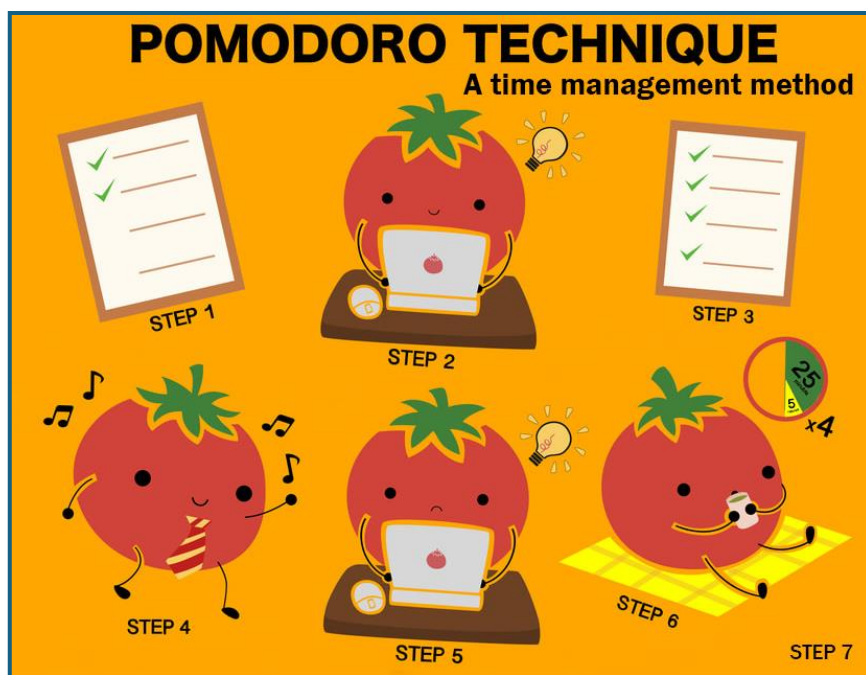


3. The Pomodoro Technique involves alternating between focused work sessions and brief rest periods.
4. Each break is called a “pomodoro”.
5. Peter suggests using a mobile phone timer to avoid distractions during study sessions.
6. It is stated that a long break is taken after every two short breaks.
7. The Pomodoro Technique has increased the student efficiency and reduced a waste of time.
8. The interviewer expresses interest in trying the Pomodoro Technique after the discussion.

V. Read a short summary of the interview and fill in the blanks with the correct words. Does the summary match the interview you listened to? Why / Why not?

In the interview, Peter introduces the Pomodoro Technique, which is a 1. _____ (*complex/difficult*) and challenging time 2. _____ (*development/management*) system. He explains how using the technique while studying can improve the effectiveness of learning and memorizing 3. _____ (*images/information*). By implementing the Pomodoro Technique into daily study routines, students can 4. _____ (*improve/approve*) their academic performance and cognitive 5. _____ (*qualifications/abilities*). This method requires individuals to work 6. _____ (*frequently/continuously*) without any breaks to achieve maximum 7. _____ (*capacity/productivity*). Peter also shares tips on how to adapt the technique for 8. _____ (*similar/different*) subjects and learning styles.

VI. Study the following infographic and describe the steps of the Pomodoro Technique.



VII. Do you think the Pomodoro Technique sounds like a good idea? Do you believe that a “pomodoro” of 25 minutes is enough time for serious work? Can you suggest any improvements to this method?

► SPEAKING PRACTICE

I. Here are some facts and figures about the Belarusian State University of Informatics and Radioelectronics. Look through the information and say what new facts you have learnt about the university you are studying at.

BELARUSIAN STATE UNIVERSITY OF INFORMATICS AND RADIOELECTRONICS (BSUIR) AT A GLANCE



► The Minsk Radioengineering Institute was founded on March 15, 1964.

► It was established on the basis of the Belarusian Polytechnic Institute (at present BNTU).

► Initially there were three faculties: the Radioengineering Faculty, the Faculty of Automation and Computer Machinery and the General Engineering Faculty for part-time students.

► In 1993 the Minsk Radioengineering Institute was granted the status of university and celebrated its 30th anniversary as the Belarusian State University of Informatics and Radioelectronics.

► BSUIR mission is to train engineers and scientists capable of generating and implementing innovative ideas, creating competitive high technology products in the spheres of computer science and electronics.

► Key areas of training and researching in BSUIR include Computer Engineering, Software Engineering and Technologies, Cyber Security



The emblem represents the well-known BSUIR's trademark. The blue colour emphasises the University academic activities and symbolises spirituality. It puts into reflections, aspiration for cognition and scientific work.

The emblem contains such elements as:

- **a sinusoid and radio signals** which point out that BSUIR carries out academic and scientific activities while training experts in radioelectronics;
- **the globe** which symbolises information activities of the University that practically encompass the whole world;
- **an open book** which symbolises the belonging of the University to the system of education is a symbol of high culture and a fount of accumulated wisdom;
- **a cornflower** which has been a traditional symbol of our nation country and land for many centuries.

and Information Security, Electronic Economy and Marketing, Artificial Intelligence, Radioelectronics and Radioinformatics, Infocommunication Technologies, Nanotechnology and Nanoengineering, Big Data, Internet of Things, Cloud Computing, Medical Electronics, Game Design.

➤ BSUIR is a leading national university in information technologies, infocommunications and radioelectronics (2004).




➤ BSUIR has got the status of Scientific Organization by the decision of the Belarusian State Committee for Science and Technologies and the Belarusian National Academy of Sciences (2011).

➤ Today the university includes the Institute of Information Technologies and Minsk Radioengineering College.

➤ The highly qualified teaching staff consists of academicians, Corresponding members of the Belarusian Academy of Sciences and foreign Academies of Sciences, professors, doctors, associate professors, senior lecturers, and assistants.

II. Using the BSUIR website, add the figures into the diagram. Check the results with the rest of your group.







FACTS and FIGURES



Faculties 	Departments 	First degree curriculum 
Students 	Educational buildings 	Student dormitories 
Teaching staff 	Scientific laboratories 	Foreign partners 

III. Tell your partner about the university you are studying at using the following plan:

- a) the history of BSUIR;
- b) the faculties and departments of the university;
- c) the areas of training and researching;
- d) the studying process;
- e) the studying facilities;
- f) the subjects taught at the university and types of classes;
- g) the teaching staff of the university;
- h) the international cooperation;
- i) the places where the graduates can work.

IV. Match the descriptions of the faculties with their names and emblems. Compare your answers with other members of the group. Are your answers similar or different?

Description	Faculty	Emblem
1. The faculty is focused on training highly qualified specialists who are proficient in the most modern tools and methods for designing electronic systems, mobile complexes and medical equipment.	A. The Faculty of Radioengineering and Electronics	a) 
2. It is one of the leading faculties, which trains IT professionals, its graduates are in great demand in the Hi-Tech Park.	B. The Faculty of Engineering and Economics	b) 
3. This faculty gives an opportunity to master modern information technologies in infocommunications and become a highly sought-after professional.	C. The Faculty of Information Technologies and Control	c) 
4. This faculty provides the students with integrated knowledge in the fields of economics and modern information technologies.	D. The Faculty of Computer Systems and Networks	d) 
5. It is one of the oldest faculties of the university, originally it was called the Faculty of Automation and Computer Engineering.	E. The Faculty of Pre-University Preparation and Occupational Guidance	e) 
6. This faculty trains regular officers on demand of the state military bodies of Belarus.	F. The Faculty of Computer-Aided Design	f) 

Description	Faculty	Emblem
7. At this faculty you will receive education that will make you a unique expert in the field of radio information systems, micro- and nanoelectronic technologies and systems.	G. The Military Faculty	g) 
8. This faculty offers two curricula: preparatory courses for Belarusian applicants and Foundation Year courses for foreigners.	H. The Faculty of Information Security	h) 

V. What do you know about your faculty? Discuss the following questions in pairs and then prepare a presentation of your faculty. Browse the Internet for more information.

1. What faculty are you studying at?
2. When was your faculty founded?
3. What are the most interesting and important facts in its history?
4. Who is the Dean of the faculty?
5. What specialities are offered at your faculty? What are you majoring in?
6. How many students study at your faculty?
7. How many departments does the faculty have? Name them.

► VIDEO

HOW TO SURVIVE YOUR FIRST YEAR OF UNIVERSITY, 3:03

I. The first year of university can be challenging. Were you given some pieces of advice before entering university? What were they?

II. The following words are important to understand the speaker. Guess the meaning of the words through their synonyms.

overwhelming, <i>adj</i>	amazing, breathtaking
thriving, <i>noun</i>	success, prosperity
assignments, <i>noun</i>	tasks
to tackle, <i>verb</i>	to perform, to fulfil
reference, <i>noun</i>	link
to enhance, <i>verb</i>	to improve, to deepen
diversity, <i>adj</i>	variety



III. Look through the following list. Watch the video and tick (✓) the tips mentioned by the speaker.

<input type="checkbox"/> 1. Make and follow a budget.	<input type="checkbox"/> 2. Attend your classes every day.	<input type="checkbox"/> 3. Strive for good grades.	<input type="checkbox"/> 4. Prioritize your well-being.
<input type="checkbox"/> 5. Learn how to cook.	<input type="checkbox"/> 6. Find the ideal place for you to study.	<input type="checkbox"/> 7. Broaden your horizons with new experiences.	<input type="checkbox"/> 8. Relax and take the stress out of your day or week.
<input type="checkbox"/> 9. Explore the city you're in.	<input type="checkbox"/> 10. Get a part-time job.	<input type="checkbox"/> 11. Use your time thoughtfully.	<input type="checkbox"/> 12. Ask for aid when needed.

IV. Watch the video again and answer the following questions choosing the most suitable variant.

1. What is the key advantage of investing in a planner or using a digital calendar?

- A. It helps plan social activities.
- B. It reminds you of important events.
- C. It organises personal finances.
- D. It tracks academic deadlines.

2. What does "Take care of yourself" mean?

- A. To maintain a healthy lifestyle.
- B. To follow a strict routine to ensure academic success.
- C. To make use of your student discount.
- D. To improve study habits.

3. What does the speaker recommend overcoming procrastination?

- A. To tackle larger tasks all at once to stay motivated.
- B. To increase your workload to avoid procrastination.
- C. To break down tasks into smaller, manageable chunks.
- D. To set strict study schedules and stick to them.

4. What is the primary benefit of getting involved in campus activities?

- A. To meet new people with common interests.
- B. To gain practical work experience for future career.
- C. To improve time management and academic performance.
- D. To enhance your resume and employability.

5. What is the main idea behind the use of campus resources?

- A. To avoid seeking help from professors and advisors.
- B. To focus solely on the library and its resources.
- C. To take advantage of campus resources only when necessary.
- D. To support students in their studies.

6. What is the overall message conveyed in the final tip about the university experience?

- A. To focus on academic achievements.
- B. To maintain a balanced lifestyle.
- C. To enjoy your student's life to the full.
- D. To be in contact with family.

V. There are some more pieces of advice suggested by the speaker. What do they mean?

1. Establish a routine.
2. Stay in touch with family and friends.
3. Take advantage of office hours.
4. Network and build connections.
5. Stay organised digitally.
6. Be proactive with your education.
7. Embrace diversity and inclusion.

- | |
|---|
| a. Review all your digital activities including your accounts, files, etc. |
| b. Meet with your professors. |
| c. Studying smarter than studying harder. |
| d. Keep a schedule. |
| e. Create an atmosphere where everyone feels welcome and valued. |
| f. Make relationships that can provide you with advice and contacts, which can help you make informed career decisions. |
| g. Get in touch with your family members and mates. |

VI. Express your opinion on the tips given in the video. Do you think they would improve the learning environment?

VII. Read what students say about their first year at university. What advice can you give to each of them?



"Initially, I thought I could juggle my coursework, social life, and extracurricular activities without a solid plan. This led to late-night cramming sessions and unnecessary stress".

"It seemed like a good idea to skip lectures and hang out with friends, but in the end I was almost expelled from the university. And I had to retake the exams".



"The freedom that university offered was exciting, and I often found myself prioritizing social activities over my academic responsibilities. As deadlines approached, I would scramble to complete assignments at the last minute, resulting in sleepless nights filled with stress and anxiety".

"Leaving home was emotionally difficult, and I found myself missing my family and friends more than I expected. This feeling of isolation made it difficult to fully participate in campus life".



"I often sacrificed my well-being for the sake of grades. Skipping meals and losing sleep became a norm, which ultimately affected my performance and mental health".

VIII. Think about 5 tips which will help you cope with the new situation and start your first year of studies successfully. Share your tips with your groupmates.

► SPEAKING PRACTICE

I. There exists a university in Russia which is considered to be an innovative educational and research centre known for its encouraging and comfortable international environment. Do you know the name of this university?

II. Read the abstract below to find and discuss with your partner the key information on:

- fields of specialisation;
- international academic cooperation;
- exchange programmes;
- cultural diversity of educational environment;
- the language of instruction.

INNOPOLIS UNIVERSITY. STUDENT EXCHANGE

Established in 2012, Innopolis University (IU) is primarily focused on education, research, and projects in the fields of IT and Robotics. The university has 17 laboratories and 8 research centers that specialize in but are not limited to Software and Service Engineering, Intelligent Robotics Systems, Computer Security, Data Analysis, and Artificial Intelligence.

To share and integrate the best international practices, Innopolis University actively develops a global network of academic partners. The essential areas of academic cooperation for Innopolis University include but are not limited to research internships, student exchange, joint research, and joint labs.

IU is engaged in significant academic exchange sending and receiving students, faculty members, and staff from various countries such as Austria, Belarus, China, Croatia, Finland, France, Germany, India, Italy, Serbia, Singapore, South Korea, Spain, and others. It is one of the most culturally diverse institutions in Russia. With the English language being the only language of instruction, the University provides an encouraging and comfortable international environment complemented by modern facilities.



III. Exchange your opinions on what makes this university innovative.

IV. Can you explain the term “academic mobility”? Would it be interesting for you to be an exchange student at Innopolis University?

V. Do you agree that university education is essential for career success? Prepare a brief argument supporting your view. Share your ideas in pairs.

VI. Think about the factors that keep you motivated for academic success, make your own motivational poster and present it to your groupmates.

Part III

STUDENT LIFE.

EXTRACURRICULAR ACTIVITIES



“The key is in not spending time, but in investing it”.

Stephen R. Covey

► GETTING STARTED

I. Many people say that student life is a golden period in the life of every person. Are you of the same opinion? Share your ideas with the groupmates.

II. Consider the opinions below with your partner. Which of them do you agree or disagree with? Give reasons to support your viewpoint.

The young people are highly motivated and work very hard.

Student life gives you a chance to meet outstanding persons. It's great!

The young people spend too much time having parties.

Youths spend a lot of time on social activities.

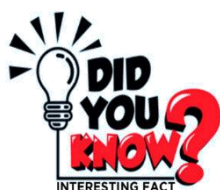
I enjoy student life as I've got an opportunity to study more useful and interesting subjects.

The youngsters are old enough to make their own decisions about how hard they work and to accept the consequences.

To be honest, the student life is boring.

At last! You are a student and can enjoy yourself till you have no exams.

III. Did you take part in extracurricular activities at your school (gymnasium, lyceum, college)? What were these activities? Share your experiences with your groupmates.



The word “extracurricular” can be broken down into two parts for a literal explanation: “extra” means “outside” and “curricular” refers to all of the work you do in the classroom. So, extracurricular activities are just activities that you do outside of class.

► VOCABULARY AND SPEAKING

I. Look through the extracurricular activities listed below and the table of personality traits and skills. What skills can you gain while taking part in these activities?

Academic activities	Art activities	Student Government	Volunteering activities	Sport activities
teamwork skills	problem-solving skills	organizational skills	planning skills	communication skills
social skills	flexibility	listening skills	self-reliance	determination
calmness	discipline	optimism	enthusiasm	intelligence
creativity	initiative	patience	research skills	confidence
leadership skills	relationship skills	negotiation skills	physical health improvement	time management skills

II. Complete the list of extracurricular activities according to the following categories.



Student Government

- Students' Trade Union Committee
- ...



Volunteering activities

- Animal shelter volunteer
- ...

Academic activities

- Society of Physicists
- ...



Art activities

- Drama Club
- ...





Sport activities

- Football
- ...



Miscellaneous Activities

- Debate Club
- ...

III. Fill in the gaps in the text with the correct words. Say where students can showcase their talents.

Extra-curricular activities offer students the opportunity to (1)_____ various talents, help to enhance their (2)_____ and mental health.

From the very (3)_____ the students take an active part in various cultural and social events. An (4)_____ year traditionally begins with the all-university holiday for freshmen. During the year the university (5)_____ and holds various festivals and contests devoted to the memorial dates. The result of the students' (6)_____ is the annual festival "University Spring".

1. a) grow; b) progress; c) develop; d) establish

2. a) anatomical; b) physical; c) physiological; d) bodily
3. a) opening; b) ending; c) starting; d) beginning
4. a) academican; b) academical; c) academic; d) academy
5. a) arranges; b) designs; c) forms; d) establishes
6. a) popularity; b) creativity; c) diversity; d) curiosity

IV. Examine the differences in meaning of the verbs given in the box. Complete the sentences with the correct verb. Use each verb only once.

1. Last summer, I had the opportunity _____ a community garden project that aimed to beautify our neighbourhood.

2. Many professionals are eager _____ online forums to discuss industry trends and share insights with colleagues.

3. The students were excited _____ the annual science conference, where they could present their innovative projects.

4. Maria decided _____ a book club to meet new friends who share her passion for reading.

5. The volunteers were excited _____ organising the music festival this spring.

REMEMBER THE DIFFERENCE:

To join: indicates becoming a member of a group or organization.

To participate in: focuses on taking an active role in an organised event or activity.

To take part in: similar to "participate", but less formal.

To be involved in: suggests a deeper connection or commitment to an ongoing activity or project.

To engage in: implies active participation, often with a focus on interaction or discussion.

V. Make up a short story about a student who joins a robotics club and how it helps him make new friends and develop new skills. Use as many verbs as possible from the task above and render it to your groupmates.

► READING AND SPEAKING

I. Discuss the following questions with your partner.

1. What does student life mean to you?
2. What were your expectations of university life before you started your studies, and how do they compare to your actual experiences?
3. What aspects do you think are essential for a fulfilling university experience?

II. Read the blog post and explain the role that student life plays in shaping one's future.

STUDENT LIFE

Student life, often referred to as the best years of one's life, is a bundle of experiences that shape the future. It's a time when one embarks on a journey of academic pursuits, self-discovery, and personal growth. It's a period when young

minds explore their passions, talents, and interests, when taking risks is encouraged, and opportunities are abundant. These years are marked by hard work studying, social interactions, and a quest for independence.

Student life begins the moment students enter the classroom. Academics are fundamental to student life. Academic achievements are more than just grades or degrees; they also show dedication, hard work, and the ability to overcome challenges. Some of the skills developed throughout student life include time management, critical thinking and problem-solving.

While academics are vital, the essence of student life goes beyond textbooks. Extracurricular activities such as sports, arts, music, and various clubs contribute significantly to the overall growth. Extracurricular activities help students develop leadership and teamwork skills, decision-making abilities and a platform to showcase their innovations and entrepreneurship. These experiences are crucial, as they instill confidence and prepare them for leadership roles in their future careers.

Friendship and social interaction are important elements of student life. These bonds enrich students' lives by providing support and companionship throughout life.

Beyond academics and friendships, student life encourages students to explore the world. From educational trips to international exchanges, these experiences broaden horizons and expose one to different cultures and ideas. It's time when one learns to navigate the complexities of the real world. These experiences broaden one's mindset, help in building a global outlook and enhance adaptability.

Balancing studies with extracurricular activities is sometimes challenging. There are moments when deadlines loom large, it feels like there aren't enough hours in a day. However, these experiences can help students develop time management skills, teach them to prioritise tasks effectively and seek support from peers when needed.

To sum up, student life is a journey of learning and growth. It is the time to explore new opportunities and overcome challenges. All this experience helps students prepare for future careers while also developing their character and personality – whether that means pursuing further education or stepping directly into the workforce.

III. Study the italicized words in the sentences below and give your own definition for the word. Consult a dictionary if necessary.

1. The Students' Union really tries to ***encourage*** any student to be active and participate in a wide range of social and sporting activities.

2. These experiences broaden one's mindset, help in building a global outlook and ***enhance*** adaptability.

3. Students learn and refine life skills in an environment that ***exposes*** them to great diversity of lifestyles.

4. However, picking up some of these strategies can improve your abilities, improve your ***mindset***, and expand your network to levels that will increase your chances for success in the workplace.

5. This first semester of university has been the most intense, ***challenging***, and amazing time of my life.

6. People may share the same talent and interest, but other aspects of their **personality** will dictate which direction to go with that interest.

7. Many universities hold annual events to **showcase** student projects and achievements, providing a platform for creativity and innovation.

8. Students find **abundant** opportunities to engage in extracurricular activities that enhance their personal and professional growth.

IV. Rephrase these sentences from the blog post using the words and phrases from the middle column.

Model:	<i>It's a period when young minds explore their passions, talents, and interests.</i>	<i>this is a time; to discover</i>	<i>This is a time</i> for young minds <i>to discover</i> their passions, talents, and interests.
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1.	These experiences are crucial, as they instill confidence and prepare them for leadership roles in their future careers.	vital; because; positions	
2.	Friendship and social interaction are an important element of student life.	play; a significant role	
3.	Beyond academics and friendships, student life encourages students to explore the world.	In addition to; motivates	
4.	It's time when one learns to navigate the complexities of the real world.	a period; individuals; intricacies	
5.	To sum up, student life is a journey of learning and growth.	filled with; personal development	
6.	Balancing studies with extracurricular activities is sometimes challenging.	academic; difficult	
7.	However, these experiences can help students develop time management skills, teach them to prioritise tasks effectively.	nevertheless; assist in; abilities; efficiently	
8.	It is the time to explore new opportunities and overcome challenges.	a period for; discovering; tackling	
9.	Extracurricular activities help students develop leadership and teamwork skills, decision-making abilities and a platform to showcase their innovations and entrepreneurship.	enable; enhance; provide; for displaying	

V. Fill in the gaps with the prepositions given in the box.

a) in	b) by	c) of	d) from	e) to	f) for	g) on
-------	-------	-------	---------	-------	--------	-------

1. Many students refer _____ online forums and study groups as valuable resources for sharing knowledge and clarifying difficult topics.

2. A bundle _____ textbooks and resources can sometimes feel overwhelming, but they are essential for academic success.

3. When a student embarks _____ their first year of university, they often experience a mix of excitement and anxiety about the new challenges ahead.

4. Student life is often marked _____ late-night study sessions, social events, and the pursuit of personal growth.

5. The essence _____ a fulfilling university experience lies in building relationships, exploring new interests, and embracing opportunities for learning.

6. Participating in group projects allows students to contribute _____ their peers' learning while developing vital collaboration skills.

7. It's important for students to seek support _____ mentors and advisors when navigating academic challenges or career decisions.

8. Balancing classes, studying, and social activities can make a student's schedule feel packed _____ a day, yet it fosters valuable time management skills.

9. Students must prepare _____ exams by developing effective study habits and utilizing campus resources like tutoring centers.

VI. Define the following statements as true or false. Correct the false ones. Justify your point of view to support your opinion.

1. Student life is solely about academic achievements and getting degrees.
2. Extracurricular activities are considered essential for the development of numerous qualities and skills.
3. Friendships formed during student life do have a lasting impact on individuals.
4. Students balancing studies and non-academic activities do not pay much attention to such an aspect as time management.
5. Student life is a period of self-discovery and personal growth.
6. The experiences gained during student life are irrelevant to future career preparation.

VII. Discuss these questions with your partner.

1. What is the primary purpose of student life?
2. What are the key experiences that shape student life?
3. What are the main skills that students develop during their academic pursuits?
4. In what ways can student life help develop a global outlook?
5. Why is balancing studies with extracurricular activities sometimes demanding?



- Why did the university students eat their homework?
– Because the teacher said it was a piece of cake.
- Why did the student sit on his watch in class? – To be on time.
- Why did the student do multiplication homework on the floor? – The teacher told them not to use tables.

VIII. Based on the knowledge gained from the text, identify three personal goals related to your student life for the coming semester. Describe the steps you will take to achieve these goals and how they will contribute to your development. Share your thoughts with your groupmates.

IX. Balancing academics and extracurricular activities is extremely important for students. Here are some effective strategies to help students manage their time. Rank them in terms of importance and comment on your choice.

Learn to say “no”	Take care of yourself	Use downtime effectively
Stay organized	Set realistic goals	Establish deadlines
Create a schedule	Prioritise your task	Avoid procrastination and distraction

► VIDEO

A GUIDE TO UNIVERSITY CLUBS AND SOCIETIES, 4:15

I. Each university offers a great number of extracurricular activities. In pairs, discuss the extracurricular activities that you find most beneficial for students and explain why. Share your ideas with the rest of the group.

II. You are going to watch the video about extracurricular activities. Before watching, study the words which are important to understand the speakers. Guess the meaning of these words through their definitions.

booth	a stall or stand (as at a fair) for the sale or exhibition of goods
to sign up	to agree to become involved in an organized activity
to related to	belonging to the same group, or type; connected
fascinating	extremely interesting or charming
respective	belonging or relating separately to each of the people or things already mentioned
awareness	knowing something; knowing that something exists and is important
charity	generosity and helpfulness especially toward the needy or suffering

III. In pairs, discuss the possible answers to the following questions. Share your ideas with your groupmates.

1. How can students choose the right extracurricular activity for themselves?
2. Who do you think will be talking about these activities?
3. What benefits of extracurricular activities do you expect to hear about?

IV. Watch the video and check if you were right.

V. Watch the video again and insert the missing information into the table. Talk about the types of extracurricular activities featured in the video.

Type of society/group	Examples
1. Sports	Basketball
	A. ...
	B. ...



Type of society/group	Examples
2. World interests	Geographical
	Anthropology
	C. ...
3. ...	China Society
	D.
4. Academic Societies	Classic and Ancient History
	E. ...
5. ...	Neuroscience
	F. ...
6. ...	Rock
	G. ...
7. Visual Arts	Oil Painting
	H. ...
8. ...	Oxfam
	Amnesty

VI. Exchange your thoughts on the questions below with your groupmate.

1. What surprised you about the variety of clubs available?
2. Did any specific club catch your interest? Why?
3. Which types of clubs do you think offer the most engaging activities for students? Why?
4. How can these activities impact student life?

VII. Share information with your groupmates on how the students of your university learn about clubs and societies.

VIII. Extracurricular activities can be beneficial in a variety of ways, but they can also have downsides. Study the table below and say if you agree or disagree with the given points, present your arguments. What other advantages and disadvantages can you add?

Advantages of Extracurricular Activities	Disadvantages of Extracurricular Activities
Time management is the key to success.	Time management and commitments.
Self-exploration with the diversity of talents.	Conscious or unconscious denial of priorities.
Enhances the ability to fulfil commitments.	Interests, likes and capability matter.
Social comfort and relationships.	Too many schedules in short time.
Improves the confidence and esteem of the students.	Tiredness and frustration.
...	...

IX. Read what students think about their participation and attitudes towards extracurricular activities. Which of them: 1) focuses on studies; 2) develops skills; 3) burns out; 4) sets realistic goals; 5) prioritises quality over quantity; 6) shows superficial engagement; 7) makes friends; 8) follows interests; 9) expresses a lack of personal interest; 10) can manage time?



Vera

"Being part of the theater group has introduced me to so many amazing people. We all share a passion for acting, and it feels great to be part of a supportive community".

"I try to create a schedule that allows me time for both studying and my non-academic activities. Finding that balance is key to avoiding burnout".



Alice



Max

"I'm part of five different clubs, but I don't feel truly connected to any of them. It's hard to build friendships when you're just bouncing around from one activity to another".



Jane

"Joining the art club has been a fantastic way for me to explore my creativity. I love painting and drawing, and this club lets me do what I enjoy most".

"I don't enjoy sports or arts, so why should I be pressured into joining something I'm not passionate about? I'd rather spend my time doing things I actually like".



Sophia

"I was really excited about joining the linguistic club, the drama club and the swimming team, but now I'm just exhausted. Sometimes it feels like I'm just running on empty, and I can't keep up with my studies".



Daniel



Henry

"I've learned so much from being in the robotics club, like coding and teamwork. These skills are not only fun to learn but also really useful for my future career".



Alan

"I realized that being involved in too many things was counterproductive. Now, I focus on just one or two activities that I really enjoy, which has helped me manage my stress better".



Emily

"I think extracurriculars are a waste of time. My main goal is to get good grades, and I feel like joining clubs or sports just distracts me from that".

"I used to join every club that interested me, but now I focus on just a couple that I really enjoy. It's much easier for me to keep my balance when I'm not too stressed".



Jack

X. Discuss the opinions above with your partner. Which of them do you agree or disagree with? Give reasons to support your viewpoint. What recommendations can you give to some of them?

► SPEAKING PRACTICE

I. BSUIR offers a large number of different extracurricular activities. Some of them are presented in the photos below. Study the photos, name the activities and say which of them you participate in or would like to participate in. Exchange your opinions on the skills that you have learnt and how these experiences shaped your university life.



II. ROLE PLAY. *In pairs, choose a photo that shows a club or event. Role-play a scenario where one person is trying to convince the other to join this extracurricular activity. Discuss the following:*

- the benefits of joining;
- personal experiences related to the activity;
- any concerns or questions about participation.

After you have finished, swap roles and discuss the next photo on your choice.

III. *In groups of three or four, propose ideas for a new student club or organization at your university that addresses an unmet need or interest. Present your club or organization to the rest of your group. Your presentation should include:*

- the purpose of the club or organization;
- activities offered;
- benefits for members;
- rules how to join it.



► COMMUNICATION ACTIVITIES

DEBATES: Is online learning as effective as traditional learning?

In two teams debate the question: “Is online learning as effective as traditional learning?”

One team will argue that online learning is equally effective as traditional learning, while the other will argue that it is not.

When planning your debates each team should explore the advantages and disadvantages of online learning and traditional learning and prepare arguments based on the following points:

Aspect	Team A:	Team B:
Engagement levels		
Learning outcomes		
Accessibility and flexibility		
Social interaction and collaboration		
Quality of instruction		
Student outcomes (grades, retention rates)		

The structure of the debates:

- **Opening Statements** (2 minutes for each team). Each team presents their opening arguments.
- **Rebuttals** (1 minute for each team). Teams respond to each other's points.
- **Open Floor** (10 minutes). Students from both teams can ask questions or challenge points made by the opposing team.
- **Closing Statements** (1 minute for each team). Each team summarizes their arguments and makes a final appeal.

During the debate, each team member should have a chance to speak.

► WRITING SKILLS DEVELOPMENT

I. Choose one of the tasks offered below. Write at least 200–250 words.

A. Write a letter to incoming students to your university. Share your experience, tips for success, and what you wish you had known when you applied. Include both academic and social aspects of student life.

B. Write a blog post titled “A Day in My Life as a University Student”. Describe your daily routine, including classes, studying, social activities, and self-care. Highlight what makes your university experience unique.

C. Write a short essay about what your ideal student life looks like. You should consider academic pursuits, social activities, and personal growth opportunities. Pay attention to the balance between your studies and extracurricular activities.

► REVISE AND CHECK

I. Are you ready to test your smarts? Let's dive into some fun university riddles! Test your wits and see how many you can get right!

1. I am the realm of higher thought; for many dreams, I am the sought. What am I?
2. I seek, I learn, I strive, I yearn; through books and lectures, my degrees I earn. Who am I?
3. I'm where students sleep, but not in their beds. What am I?
4. Quiet is my request, knowledge is my quest; shelves of wisdom rest in my nest. What am I?
5. I am a gathering, though not a crowd; I'm filled with knowledge, spoken loud. What am I?
6. I house young minds, yet am not young myself; my rooms know of late nights and early mornings. What am I?
7. A scientific playground, not for a goof, here experiments are the proof. What am I?
8. I'm a place to relax, hang out and play, I offer fun on the weekend or day.

9. I am the challenge at the end of a climb, I test the knowledge acquired over time. What am I?

10. A reward for the mind not light, eases the wallet's burden overnight. What am I?

11. The result of years spent in the grind, a paper testament that makes you refined. What am I?

12. A written work of sweat and tear, my completion brings a scholar's career near. What am I?

II. Find 15 words similar in meaning to the following ones in the suggested word grid. Words are listed only horizontally and vertically, NOT diagonally.

F	H	U	W	R	G	J	V	G	O	C	T	Z	D	K	Z	X	I	P	T	I	O	R
P	P	L	E	S	E	U	H	P	W	O	Q	P	P	R	L	E	N	E	W	L	R	E
E	R	U	V	N	P	O	B	U	J	X	H	O	X	X	M	P	V	F	M	L	P	M
G	J	X	Q	Z	W	H	X	J	R	A	T	O	K	X	J	E	E	P	V	E	A	T
O	H	K	B	K	Y	G	J	L	F	D	K	Y	X	F	I	X	S	N	F	N	F	L
P	P	Q	M	K	C	D	V	T	O	R	R	J	M	E	R	U	T	Q	H	C	J	O
B	T	D	I	N	L	G	H	F	B	J	L	C	X	S	A	X	I	E	G	D	Q	U
W	B	G	C	M	Y	P	D	G	A	P	V	W	M	S	Z	A	G	X	F	B	J	F
V	U	Q	U	R	R	R	I	A	V	K	N	G	A	A	J	J	A	T	Z	S	O	Y
D	T	S	C	C	V	O	S	P	N	F	F	W	V	K	L	R	T	R	O	N	Z	V
H	G	N	B	U	O	G	S	O	Z	M	G	O	W	X	I	X	I	A	M	E	M	B
F	V	A	Q	R	F	R	E	S	H	E	R	N	F	E	X	L	O	C	R	X	L	P
E	P	T	Z	Z	P	A	R	T	I	C	I	P	A	T	I	O	N	U	D	F	R	T
X	I	D	Q	F	U	M	T	G	K	Z	L	O	C	H	R	Z	Q	R	U	K	S	M
H	T	M	R	A	P	M	A	R	F	Q	A	L	U	M	N	I	T	R	A	X	H	G
D	V	W	R	W	N	E	T	A	S	C	H	O	L	A	R	S	H	I	P	M	S	I
C	A	D	V	C	T	W	I	D	O	R	M	I	T	O	R	Y	T	C	S	D	S	I
J	Y	I	S	L	V	Z	O	U	X	I	A	X	Y	V	L	L	C	U	W	Q	K	Z
H	E	A	W	B	H	H	N	A	E	D	J	F	Q	U	M	E	A	L	D	H	M	P
J	N	Q	D	R	Q	N	O	T	E	S	O	S	L	Y	V	P	M	A	W	V	S	O
T	I	M	E	T	A	B	L	E	J	V	R	B	H	I	H	I	W	R	Y	R	V	C
H	H	Z	S	D	B	R	R	P	Z	L	Z	Y	S	U	B	M	I	S	S	I	O	N

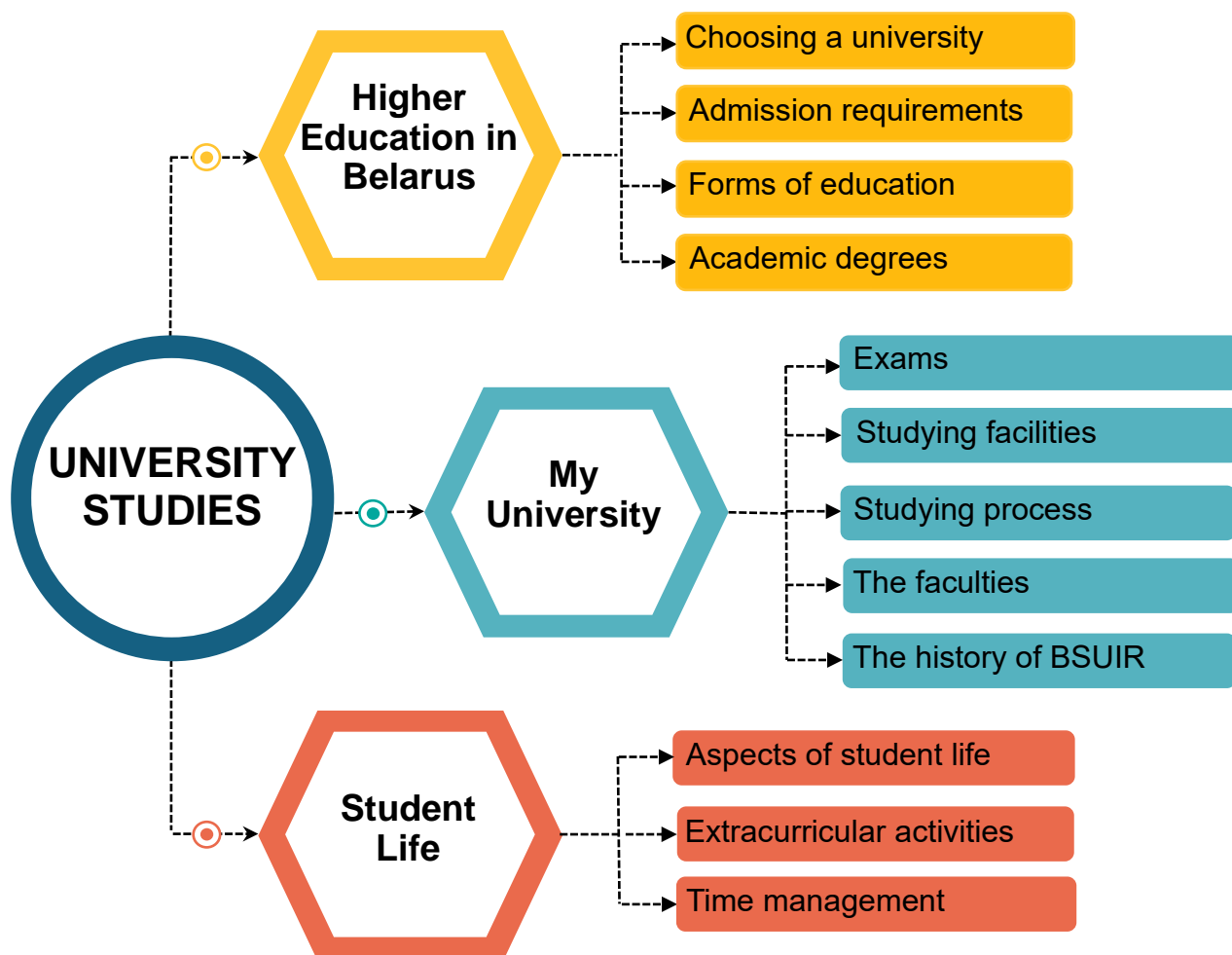
1. _____
an academic department
2. _____
involvement
3. _____
grant
4. _____
graduates
5. _____
residence
6. _____
course of study
7. _____
thesis
8. _____
graduate Level
9. _____
clubs and activities
10. _____
records
11. _____
specialization
12. _____
first-year student
13. _____
research
14. _____
schedule
15. _____
application

Scan the QR-code or follow the link given to do the task above.



<https://learningapps.org/watch?v=ptyrrwxq325>

III. Imagine that you are going to represent BSUIR at the school or gymnasium where you studied. Examine the mind map below and prepare your speech to convince pupils to enter our university. Be ready to answer questions.





MODULE 2

YOUNG PEOPLE'S PROBLEMS

Part I GENERATION GAP

“A father must lead his children; but first he must learn to follow. He must laugh with them but remember the ache of childhood tears. He must hold the past with one hand and reach to the future with the other so there can be no generation gap in family love”.

June Masters Bacher

► GETTING STARTED

I. To understand well what the “generation gap” is think over and explain what the term “generation” means. The following words can help you to express your ideas.

age	ideas	values	to understand	interests	principles
opinion	children	adults	parents	family	to exist

II. Check yourselves. According to the Cambridge Dictionary “a generation” is:

- all the people of about the same age within a society or within a particular family;
- period of about 20 to 30 years, in which most human babies become adults and have their own children;
- all the living things in a group that are born or start to exist at about the same time and are related to one that existed at an earlier point in time.

Compare these definitions with your ideas and say whether they are similar or different. Why / Why not?

III. As you know what the generation is, try to explain what the generation gap implies. You may use the words given below to state your ideas.

influence	changes	point of view
values	conflict	experience
beliefs	conditions	difference
tolerant	problem	misunderstanding
behavior	attitude	relationships
dilemma	lifestyle	to overcome

IV. Consider Kate's opinion on what the generation gap is. In small groups, discuss her point of view and say whether it corresponds to your explanation.



Generation gap is an age difference between the young people and their elders, especially between children and their parents. These two sets of people are influenced by the change of time, age, culture, mannerism, and morality. This change affects everyone. The generation gap is an endless social phenomenon. Every generation lives at a certain time under certain circumstances and conditions. So, all generations have their own set of interests and opinions. Every generation wants to uphold the principles they believe in. This is the problem that has continued for ages.

People born in different periods under different conditions have their views based on the circumstances they have been through. These differences may relate to beliefs, politics, language, work, demographics and values. The differences between generations can cause misunderstandings, but it is possible for generations to overcome their differences and maintain functional relationships.

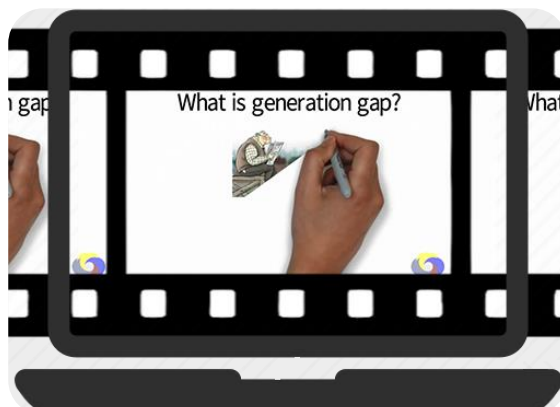
V. Answer the following questions. Make the whole group familiar with your opinion.

1. What are the main reasons for the generation gap?
2. How does the age difference affect interpersonal relationships across generations?
3. Do you think that the generational divide is an eternal problem? Why / Why not?

► VIDEO 1

UNDERSTANDING THE GENERATION GAP, 2:50

I. You are going to watch the video "Understanding the Generation Gap". Study the words to understand the speaker well. Match the words to their definitions.



- 1) to accuse
- 2) disobedient
- 3) rigid
- 4) outdated
- 5) bound
- 6) dilemma
- 7) to expect

- a) old, old-fashioned, or obsolete and therefore not as good or as fashionable as something modern
- b) to say that someone has done something morally wrong, illegal, or unkind
- c) to think or believe something will happen
- d) refusing to do what someone in authority tells to do
- e) not able to be changed or persuaded
- f) having a moral or legal duty to do something
- g) a situation in which a difficult choice has to be made between two different things

II. Match the words to get word combinations. In some cases, more than one correct variant is possible.

1) difference

a) environment

2) medieval [ˌmediˈviːv(ə)l]	b) changes
3) external	c) conflicts
4) experienced	d) society
5) massive	e) in attitude
6) different	f) revolution
7) post industrial	g) person
8) intergenerational	h) dilemmas

III. Watch the video and answer the following questions.

1. When did the generation gap start?
2. What events brought about the generation gap?

IV. Watch the video again and choose the correct alternative in the following sentences.

1. The older generation blames the younger one for being **disobedient/dutiful**.
2. The new generation accuses the old one of being too **modern/outdated**.
3. The external environment did not **change/evolved** quickly in the 14th–15th centuries.
4. In the medieval society a son **was bound to / shouldn't** live the same life like his father.
5. The generation gap started in the **15th/20th** century.
6. Dress, food, music and answer change every **40/20** years.

V. Define the following statements as true or false. Make sure you are right.

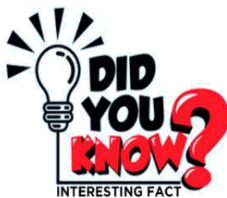
1. The generation gap is the difference between people of different generations that misunderstand and as a result accuse each other.
2. The generation gap appeared in the medieval society because of little social mobility.
3. Economy and lifestyle in the 14th century differed from those in the 15th century.
4. Father's inability to understand dilemmas facing his son resulted in a conflict.
5. Significant generational differences became evident only post industrial revolution in the 20th century.
6. Due to the increasing generation gap, modern parents are not able to be loyal to avoid intergenerational conflicts.

VI. Fill in the gaps with the words from the video.

Dissimilarity in **1. _____** and behavior between people of different ages is called a generation gap. The old generation consider the young as being **2. _____** and lacking in **3. _____**. While the new generation believes that the old is uncompromising and **4. _____**. There existed no generation gap in the medieval **5. _____**. A son was **6. _____** to possess the same profession as his father and live the same life. The **7. _____** environment too changed slowly. The generation gap started post industrial **8. _____** when the society began to change. In the 20th century **9. _____** led to massive changes in the social environment. Father and son were **10. _____** by different lifestyles. Due to his different choices and **11. _____** that his father would have no answers to, son would

look elsewhere for the answers. But his father would want him to listen. Result is a **12._____**. That is the generation gap. Today the increasing generation gap poses a challenge to the new parents who should be adaptable, understanding and **13._____** to avoid **14._____** conflicts.

VII. Compare the facts from this video with your answers given in task V p. 51, section “Getting started”. Are they similar or different? Justify your viewpoint.



It was in the 60s of the 20th century that the term “generation gap” began to be used widely. It became popularized during the cultural and political upheaval of the 1960s, as young people began to challenge the values and beliefs of their parents and the previous generation. The term was used to describe the widening chasm between younger and older generations, who seemed to have little in common in terms of culture, politics, and lifestyle.

► VOCABULARY AND SPEAKING

I. Match the following words to the ones with the similar meaning. Use these words in the sentences of your own.

- | | |
|--------------------------|--------------------------------|
| 1) to highlight | a) to advance, to progress |
| 2) to climb | b) to crush down |
| 3) to strive | c) to satisfy |
| 4) to rub shoulders with | d) to support, to stick (with) |
| 5) to slay | e) to solve |
| 6) to cater to | f) to emphasize, to accentuate |
| 7) to sort out | g) to attempt |
| 8) to uphold | h) to communicate |

II. In pairs, discuss the meaning of the following words and then match them to their definitions. Compare your results with those of your groupmates’ and say whether they are similar or different.

- | | |
|------------------|--|
| 1) worldview | a) the position or status of belonging to a particular country |
| 2) middle ground | b) something accepted as true or as certain to happen, without a proof |
| 3) workforce | c) a particular philosophy of life or conception of the world |
| 4) familiarity | d) to use something to maximum advantage |
| 5) citizenship | e) a particular way of dealing with or considering something; an approach or attitude |
| 6) to leverage | f) the total number of people physically able to do a job and available for work |
| 7) assumption | g) an intermediate position of compromise or possible agreement between two opposing views or groups |
| 8) posture | h) a close acquaintance with or knowledge of something |

III. Choose the correct alternative in the following sentences. Justify your choice.

1. Many young people have their goal in life and **crave/dream** continuous workplace learning and growth.
2. This generation grew up fully **developed/immersed** in digital technology.
3. This team prefers to focus on **longer/larger**-term projects.
4. It is widely known that any generation has the same needs and **aspirations/feelings**.
5. The younger generation is, the more digitally intuitive it is; that is why digital **workforce/workspaces** should be provided for their effective work.
6. His elder brother has a strong emotional **force/impact** on his younger sisters.
7. Their relationships are filled with a warm **affection/effect** and love.
8. Common interests **forgel/tag** a deeper connection between generations.

IV. Some young people have never faced such a problem as a generation gap. That is why they are sure that this problem does not exist in reality and was coined by psychologists. Those who know the price of this issue believe that the generation gap plays an important role in the modern society. Which group of folks do you support? Why? Share you point of view with your groupmates.

► READING AND SPEAKING

I. Do you know how many generations there exist and what their names are?

II. As our society changes over time, it is essential to recognize and appreciate the diversity of perspectives and experiences represented by different generations. The following table represents the text that illustrates different generations coexisting with each other. Unfortunately, its parts are mixed up. Read this text and put the names of generations and generational characteristics in the correct order.

Generational diversity refers to the presence of people from different age groups within a workplace. These groups, often referred to as generations, bring unique perspectives, experiences, and values to the table. It's useful to understand these generational differences to promote a harmonious and productive work environment.

Born	Generation	Characteristic
I. 1901–1924	1. Millennials or Generation Y	a) young adults in the 1950s, they are described as the “silent” generation when compared to their parents, the Greatest Generation, and to their children, Baby Boomers, known for their vocal and demanding attitude. The following core values shaped their behavior: <ul style="list-style-type: none">• a desire for stability. The silent generation experienced significant historical events, including World War II and as a result, many members of this generation valued stability and security;• respect for authority. This generation also came of age when respect for authority was highly valued, and many members of the Silent Generation carried this value with them throughout their lives;• loyalty to their employer. The silent generation was known for being loyal to their employers and often worked for the same company for many years

Born	Generation	Characteristic
II. 1925–1945	2. Greatest Generation	<p>b) also known as Zoomers, is described as:</p> <ul style="list-style-type: none"> • digital natives. They are the first generation to have been born into widespread access to the Internet and digital technology from a young age. That’s why they are called “digital natives” or “screenagers”, as they grew up with screens, smartphones, laptops, and tablets, and it’s a big part of their lives. They are the first population to cope with cyber-bullying and other Internet related issues; • socially and politically aware. Many members are known for their concern about social and political issues and are often active in efforts to bring about positive change. They are more progressive and liberal than previous generations and tend to prioritize issues such as climate change, racial and gender equality; • diverse. It is the most ethnically and racially diverse generation in history. This diversity reflects both the demographic changes and increased acceptance, and understanding of different cultures and backgrounds
III. 1946–1964	3. Generation Alpha	<p>c) is often characterized as having experienced social and economic turmoil that shaped their values and worldview. Some of the characteristics that are often attributed to them are the following:</p> <ul style="list-style-type: none"> • a sense of community and responsibility. This generation lived through World War II, and the majority served in the military or supported the war effort in other ways. As a result, they often had a strong sense of community and responsibility; • respect for authority. This generation grew up when respect for authority was highly valued. Many of this generation members carried this value throughout their lives
IV. 1965–1980	4. Traditionalists	<p>d) are called so because of the significant increase in the number of births in this era after World War II. The main traits of character often attributed to this generation include:</p> <ul style="list-style-type: none"> • willingness to bring about social change and progress. Many members were involved in the civil rights and feminist movements and were often at the forefront of efforts to promote social justice and equality; • a focus on personal fulfillment. This generation was known for prioritizing personal fulfillment and is often called the “me” generation, as they were considered more self-centered than previous generations; • technological innovation. They were the first generation to grow up with widespread access to technology, and they have played a significant role in developing and adopting new technologies
V. 1981–1996	5. Generation X	<p>e) is still quite young, that is why it is too early to label their characteristics accurately. However, some of the trends that are being observed include the following:</p> <ul style="list-style-type: none"> • digital intuitiveness. Growing up in a world where technology is ubiquitous, and having access to a wide variety of digital devices, platforms, and services they are considered to be even more digitally intuitive than previous generations. They don’t think about technologies as tools but integrate them singularly into their lives; • humans + AI collaboration. This generation is expected to have a high level of familiarity and comfort with artificial intelligence (AI) due to its integration into every aspect of life. As a result, they will collaborate with AI in a natural, seamless, and efficient way at home, at work, and for their everyday needs; • sense of global citizenship. This generation is expected to have a wide range of cultural and ethnic backgrounds;

Born	Generation	Characteristic
		<ul style="list-style-type: none"> • adaptability to change. Diverse and individualistic, they prioritize self-expression, self-reliance, and personal fulfillment. They also tend to be more open-minded and less likely to conform to traditional societal norms, which can be seen in how they approach education, career, and lifestyle choices
VI. 1997–2012	6. Baby Boomers	<p>f) is identified with the following characteristic attributes:</p> <ul style="list-style-type: none"> • independence. They were the first generation of the “latchkey kids” as more and more women entered the workforce, and more children were left to take care of themselves after school. This shaped them into more independent and self-sufficient than previous generations. They are known for their willingness to challenge authority and to think for themselves; • technological savviness. It was the first generation to grow up with widespread access to personal computers and the Internet. As a result, they are often seen as technologically savvy; • work-life balance. This generation emphasizes achieving a balance between their work and personal lives, and they are known for valuing their time outside of work. <p>It should be noted that to describe this age group, terms like “post-boomers”, “13th generation”, and “latchkey kids” were used before</p>
VII. 2013–2025	7. Generation Z or Gen Z, or iGen	<p>g) are often characterized as:</p> <ul style="list-style-type: none"> • entrepreneurial. Many representatives of this generation came of age during the Great Recession of 2008–2009 and have faced a challenging job market. This has led many to look for alternative ways to make a living, such as starting their own businesses; • highly educated. Most of them are highly educated and have been exposed to a wide range of ideas and perspectives. This has led many to pursue careers and business opportunities aligned with their values and passions; • flexible. They are not restricted to the traditional 9-to-5 workday, and they don’t want to be tied to a desk, so they explore opportunities to work independently, remotely, or as freelancers. <p>Some see them as the most narcissistic, others as the burnout generation, raised to be perfect and set up for failure. Others see them as the most diverse and socially conscious, changing the world for the better</p>

It also gives great insights into how humanity has evolved through time. By acknowledging and respecting our differences, we can be more **empathetic** and create a society that benefits everyone.

The future of humanity will be determined by how well people co-ideate, co-design, and co-create. So let’s make an effort to understand and appreciate each other, no matter what age we are!

III. Match the words in bold in the text to the definitions 1–9.

- 1) _____ *noun* skill, ability and practical knowledge in a particular field.
- 2) _____ *adjective* existing, being or seeming to be in more than one location at the same time.
- 3) _____ *noun* the most important or leading position.
- 4) _____ *noun* person having freedom to work from home or from a non-traditional workspace with a flexible work schedule.
- 5) _____ *noun* a state of great disturbance, confusion, or uncertainty.

- 6) _____ *noun* the quality of being happy to do something if it is needed.
- 7) _____ *adjective* showing an ability to recognize, understand and share the other persons' feelings.
- 8) _____ *noun* a person or organization having political or administrative power and control.
- 9) _____ *adjective* having or showing an excessive interest in or admiration of oneself and one's physical appearance.

IV. Study the sentences and paraphrase them using the original words and word combinations from the text given in the table below.

Model:

<i>respect for</i>	<i>age</i>	<i>technic</i>
--------------------	------------	----------------

Representatives of Traditionalists have due regard for establishment. – Respect for authority is their peculiarity.

a) widespread access	b) perspectives	c) to come of age	d) open-minded
e) conscious	f) core value	g) to be restricted to	h) self-sufficient

1. He excels in striving for independency. It is his distinguishing feature.
2. Next year he will reach the legal age of adulthood.
3. Digital technology is in common use among modern young people.
4. Latchkey kids are more able to maintain themselves without outside help than other generations.
5. He always expresses freely his particular attitude towards career and lifestyle choices.
6. Being a freelancer, he has flexible working hours.
7. As he is a typical millennial, awareness is one of his strengths.
8. Adaptable to changes modern teenagers are willing to acknowledge and explore different ideas, cultures, perspectives, and concepts.

V. Make word combinations matching the words and phrases from columns A and C. The right preposition from column B should be used.

A	B	C
1) to be set up		a) cyber-bullying
2) to be born	into	b) more independent
3) to cope	of	c) a desk
4) to concern	for	d) widespread access to digital technology
5) to shape	between	e) failure
6) a balance	with	f) cultural and ethnic backgrounds
7) to be tied	to	g) evolution
8) a wide range	about	h) work and personal lives
9) insights		i) social and political issues

VI. Define the following statements as true or false. Relying on the information from the text, justify your viewpoint.

1. Generational diversity is remarkable for every generation ability to offer their appropriate values, ideas, life experience and traditions.

2. Influenced by great changes in social life and economy the Greatest Generation is considered to be the most responsible compared to others.

3. Characterizing the silent generation, the term “latchkey kids” was used to underline their strong will for steadiness and loyalty to their chiefs.

4. The age group, born after World War II, was named Baby Boomers because the quantity of newborns went up considerably.

5. GenX was the first to cope with cyber-bullying, fishing, right violation, and other problems related to global network.

6. Being highly educated and having a big variety of interests and ideas, Millennials don’t strive to make their brilliant career.

7. Zoomers are not interested in great changes in social life and are more advanced in their opinions than their precursors.

8. Sociologists forecast that the Generation Alpha will become people coexisting across borders and races and feeling at home in any country.

VII. In the text search for the information to confirm that:

1) to ensure efficient collaboration in a workplace generational differences should be taken into consideration;

2) the Greatest Generation has a deferential attitude to power;

3) people referred to as Traditionalists often had been working at the same place for many years;

4) Boomers are often called the “me” generation;

5) Xers don’t make a difference between their work and private life;

6) generation Y representatives prefer to create their own enterprises and trading companies;

7) Gen Z demonstrates a great deal of variety concerning languages, cultures and consciousness;

8) the main characteristic of the Generation Alfa is their knack for digital technology.

VIII. In groups of three or four, decide which generation your grandparents, parents and you belong to. Give proofs why you think so.

IX. Taking into account your own characteristics given above define similarities and differences between your generation and older generations. Compare your way of life with that of your parents’. Share your opinion with the rest of the group.

X. According to the information acquired from the text, say, which generations offer a wealth of experience and industry knowledge and which bring fresh ideas and tech savvy approaches. Give your real-world examples.

XI. Think over and name generations usually living side-by-side in the same family.

► VIDEO 2

HOW TO MANAGE FIVE GENERATIONS IN THE MODERN WORKPLACE, 3:48



I. Representatives of different generations both coexist in the family and collaborate at work. Do you know which generations are involved in modern workplace? What are the varied skills and perspectives that each generation contributes to society?

II. To understand the speaker well study the words and word combinations matching them to their definitions.

1) workplace	a) the person who collaborates well with other colleagues
2) side-by-side	b) a demographic group with a common characteristic
3) civic minded	c) to exchange by replacing one person or thing with another
4) team player	d) working together closely
5) landline phone	e) the person who had a particular job or position before someone else
6) voice capability	f) having the sense of responsibility towards society
7) to switch	g) a fixed telephone connected by means of wires
8) predecessor	h) environment where professional tasks are completed
9) cohort	i) the possibility of communication in real world or voice communication functionality while using messengers

III. Match the words to get word combinations.

1) to work	a) one employer
2) distinct	b) force
3) to maximize	c) side-by-side
4) to stick with	d) technology
5) longer-term	e) meetings
6) to embrace	f) projects
7) driving	g) productivity
8) video	h) experiences

IV. Watch the video again and answer the following questions.

1. Is it possible for different generations to work side-by-side?
2. How to organize productive work at a single workplace?
3. Which generation prefers to work on time-consuming tasks?
4. The main Baby Boomers' goal is to make their brilliant career, isn't it?
5. What equipment allows making Gen X representatives more flexible in the modern workplace?
6. What is the Millennials' workstyle?
7. What is the youngest generation impact on working process?

V. Work in groups of three or four. Imagine that you are a team leader in an IT company. Your group consisting of five members is responsible for an important project. Relying on the information from the video think over and say which activities would be committed to each of your colleagues. Explain your choice.

Team player's name and generation	Activity
1. Ann – Traditionalist 2. John – Baby Boomer 3. George – Gen X 4. Olivia – Millennial 5. William – Zoomer	a) working in collaboration with partners by means of videoconferences
	b) generating new ideas by using information technologies
	c) developing 3D model/drawing/layout
	d) communicating in real life with potential partners and project details discussing
	e) strategizing/working out of strategy and setting aims and deadlines

► SPEAKING PRACTICE

I. All generations bring value to the table through their unique perspectives and experiences. Finding ways to leverage their uniqueness will be a 21st century competitive advantage. Think over and name at least three ways of overcoming generational differences at work.

II. There exist five tips to bridge the generation gap in the workplace.

A. Compare them with your own mentioned above, and say, which you consider most important.

B. Do you think that these tips could be applied to solve the generation gap problem in the family? Why / Why not?

Number one – awareness and appreciation. Before bridging the generational gap, one must be aware of how generations are formed and then must appreciate the differences that exist across generations. Take into account the time-period when one or another generation came of age. Make it a priority to consider the viewpoint of other generations representatives interacting and working across generations.

Number two – be respectful. The key is to be open to learning from anyone no matter their age. You will build a stronger connection across generations if you approach the individual with your hat in your hand. This posture of respect is also likely to open others to explore how they can learn from you.

Number three – find common ground. Common interests are the foundation for strong relationships establishing. Common ground allows for a deeper connection to be forged. Focus on others and strive to find things in common. Keep in mind that beyond generations there were all humans with the same needs and aspirations. We all want to be fairly compensated to achieve a healthy work-life balance and the opportunity to fulfil our potential. Leverage these similarities to find common ground.

Number four – slay your assumptions. It's easy to assume how Millennials want to be led, how Generation X prefers to collaborate or how Baby Boomers want to communicate. Don't let your assumptions blind you to reality. Instead, ask how different generations prefer to be led, collaborate or communicate in the workplace. Then, adapt your approach to best connect with that generation.

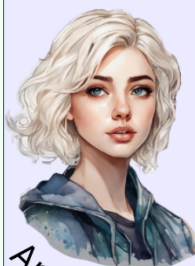
Number five – pursue cross-generational interactions. The best ways to continue learning about other generations, what they value and how they view life is to rub shoulders with them. Explore ways at work or volunteering or through an association, begin interacting with different generations.

III. The generation gap in the family is one of widespread issues in the modern society. Lots of parents and their children suffer from misunderstanding. Study the experience of young people, who succeeded in solving this problem in their families. In pairs, discuss the following questions: What are different ways of bridging the generation gap? Whose way is acceptable for you? Share your conclusion with the whole group.



Adrian

"Nothing in the world can be as beautiful as a parent-child relationship. That's why it's important to bridge the gap between the two generations. One day, I realized that neither is completely right nor wrong. Both generations have to develop more understanding and acceptance for each other. I started to listen to my parents' pieces of advice and consider their opinions. Having a dialogue with each other calmly, sorting out conflict amicably, changing their mindset for each other, and coming to a middle ground can be the most helpful instruments in bridging the gap".



Ann

"We are spending more time with each other. Outings, vacations, picnics, shopping, watching movies together could be some effective ways to build up a strong bond with each other. It helps to reduce the friction between the two generations, both parents and children have to give space to each other and define certain boundaries that the latter should respect. Both generations are responsible to fill their lives with love, affection, and trust. They should have mutual respect for the views and opinions that they uphold and advance cautiously with the development of society".

"One important way to close the generation gap is to encourage open communication between young people and their parents. This means creating chances for people of all ages to talk and really listen to each other. Older generations can learn from fresh ideas and viewpoints, while younger people can gain wisdom and insights from their elders".



Brian

"Actively listening to the perspectives and experiences of individuals from different age groups is crucial in fostering breaking down stereotypes. Encouraging intergenerational collaboration in the family can help bridge the divide by highlighting common goals and values while acknowledging and celebrating differences. Additionally, recognizing and accommodating diverse motivations and values across generations can facilitate smoother interactions and create more inclusive environment".



Alice

IV. Explain to your groupmates how you manage the problem of the generation gap in your family. The following words and word combinations given below might help you.

to involve parents in decision making	never show anger	to ask the right questions
to settle problems peacefully	always obey parents	to stop throwing attitude
to do what someone thinks important	to try to convince	to develop patience
to be ready to make concessions	to try to compromise	to ignore remarks
to insist on one's point of view	to rebel	to be useless to discuss



Part II DIGITAL ADDICTION

“Social media addiction is not just a problem for the youth, it’s a problem for all ages”.

Nicholas Carr

► GETTING STARTED

I. Psychologists consider any addiction as “a chronic condition that affects the brain

and its ability to process reward. When someone develops an addiction to a substance or a behavioral addiction, they experience an overwhelming urge to take part in it again and again, even when it is causing them harm. This urge is not a simple craving, like the urge to eat chocolate or order fast food; addiction can leave those suffering incapable of functioning without this behavior”. Are you of the same opinion? Share your ideas with the rest of the group and try to define an addiction on your own.

II. The Cambridge Dictionary defines an addiction as:

- an inability to stop doing or using something, especially something harmful;
- the need or strong desire to do or to have something, or a very strong liking for something.

Do these definitions correspond to yours given above? Why? Share your thoughts with your groupmates.

III. One of the widely spread types of addiction is digital addiction. What kinds of digital addiction do you know? Do you agree that addiction to social media is an ordinary phenomenon for young people?

IV. Social media use is becoming increasingly commonplace. We have access to different social media platforms, messengers and digital channels. Only around 4.1% of us are not active social media users.

A. Choose the words given in the box below to complete the people's opinions explaining why they are active social media users.

a) wind down	b) sensations	c) comments	d) barriers
e) hardwired	f) availability	g) reach out	h) relieve

1. Most social media sites are free, so there are no financial _____ to using them for excessive lengths of time.

2. Receiving positive _____ on their posts encourages social networking sites surfers to use them for longer and get pleasure again and again.

3. Social media is designed to be entertaining that causes users to visit sites to continue feeling pleasant _____ constantly.

4. I use social media in order to _____ after a particularly difficult day.

5. Every time, if I need to _____ stress I start surfing the Internet.

6. Social media attracts individuals because of its easy access and _____ that gives the chance to log in and start using it without any requirements.

7. As humans are _____ to seek connection with others, social media takes advantage of this tendency.

8. Due to social networking, Internet users have the possibility to _____ to their friends and followers.

B. Which opinions do you agree or disagree with? Discuss your ideas with a partner and explain why you use the Internet.

V. It is particularly difficult to determine whether our social media activity is perfectly normal or it is a cause for concern. Do you know the difference between appropriate social media use and social media addiction? Peter and Helen introduce themselves but their characteristics are mixed up, except for the first ones. In small groups, discuss which are related to Helen and which are associated with Peter. Then decide who is an Internet addict. Give your proofs.



Helen

- I scroll through social media when I need some time to relax and de-stress.
- I neglect social responsibilities in favor of scrolling, rarely engaging with friends in person.
- I rarely look at my phone to procrastinate or take my mind off certain tasks.
- I use social media as a coping mechanism to forget about problems that exist in my personal life.
- I use my phone to communicate with friends but still I take the time to socialize with them in person.

- If I'm unable to look at my phone every few minutes, I become distressed and on-edge.
- I obsess over how much attention my post is going to receive.
- I like posting but I don't worry about how often my posts are liked.
- I change aspects of my life in order to meet the standards of social media.
- I never edit posts to make them more exciting or pleasing to the eye.



Peter

► VOCABULARY AND SPEAKING

I. The words and word combinations below can be used to describe advantages and disadvantages of surfing the Internet and social media platforms.

A. Sort them into appropriate columns.

Advantages	Disadvantages

To communicate with friends; relatives and acquaintances; to share content; cyberbullying; to distance from friends and family; to fulfil relationships; to lose sleep; a bottomless source of creativity; depression; to expand connections; social rootlessness; means of entertainment; loneliness; to express oneself (self-expression); a valuable resource of information; to become secretive; peer pressure; to interact with other like-minded individuals.

B. What other words and word combinations can you add to this list? Make the sentences of your own using these words.

II. Social media is useful for people to communicate or access information. However, research has shown that it negatively affects mental health, linking it to worry, sleep concerns, compulsive behavior and other psychological problems. Find the definitions related to the following consequences of digital addiction.

1) distress	a) something or someone that an individual thinks about all the time
2) obsession	b) an excessive focus on or interest in someone's, thinking someone is the center of the world
3) hostility	c) belief and confidence in one's own value or abilities
4) anxiety	d) a great mental or physical suffering, such as extreme worry, sadness, or pain
5) self-centeredness	e) an occasion when someone is unfriendly or shows that they do not like something
6) self-esteem	f) an uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future

III. Match the words having the similar meaning.

1) to imagine	a) extreme
2) inoffensive	b) to skim, to scan
3) overwhelming	c) to conceive (of)
4) response	d) harmless
5) to browse	e) stealing
6) to scroll	f) criminal
7) theft	g) reaction
8) intruder	h) to move, to roll

IV. Choose the correct alternative in the following sentences. Explain your choice.

1. Social media addiction starts when people **devote/apply** a large amount of time to it.
2. One of the digital addiction symptoms consists in a strong desire to **control/check** social media.
3. The majority of Internet users take an active part in an endless **concealing/oversharing**.
4. Stealing data and identity theft have become commonplace attacks **targeted/served** at individuals.
5. While using social media channels people should be very attentive to keep away from the potential risk to be **supervised/traced** by cybercriminals.
6. Interaction with a wide variety of people by means of websites often leads to **fulfilling/accomplishing** relationships.
7. The Internet may be used as a **countless/bottomless** source of knowledge and information.

► READING AND SPEAKING

I. Work in pairs to discuss the following questions. Make sure you give reasons for your opinions.

1. Why is social media so convenient and unavoidable in our daily life?
2. What signs reveal that a perfectly normal Internet use is verging to addiction?
3. Does scrolling through Facebook, TikTok, Instagram, and countless other sites and platforms witness to social media addiction arising?

II. Read the article posted on one of the psychological sites and say whether using the Internet and social networks are so inoffensive as most young people believe.

SOCIAL MEDIA ADDICTION: RISKS AND BRIGHT SIDES

Many people enjoy using social media to connect with friends and family. It can be a useful and even enjoyable tool for some people, particularly for teenagers, who use the Internet starting from their birth and don't imagine their life without it. They don't realize that social media can be highly addictive and it can be very difficult to stop using web sites and apps.

So, when does social media addiction start? It happens when people feel an extreme compulsion **to log in** or use social media. They may also feel an overwhelming **concern** about social media and devote a large amount of time to it.

Symptoms of social media addiction may include a compulsion to check social media; spending long periods on social sites; spending less time doing offline activities; changes in mood, particularly when not looking at social media; withdrawal symptoms; and conflict as a result of social media use.

Social media platforms ignite the same reaction in the brain as **gambling** and **recreational drugs** do. When a person engages in a pleasurable activity, the brain

releases a hormone called dopamine. Dopamine is responsible for feelings of pleasure. When the person receives certain social media **notifications**, such as a like, instant positive response, repost, or comment, the brain may increase the dopamine level. This could cause the person to experience a pleasurable feeling, positively reinforcing additional Internet surfing. That is why social media platforms designers benefit from netizens and intentionally develop these sites to be addictive.

The Internet addiction in adolescents can cause psychological and physical problems and result in sadness and distress, etc.

Psychologists in their systematic reviews suggest a link between social media use and the development of mental health conditions, such as depression and anxiety. This may occur because increased social networks use may lead to sleep deprivation, lack of exercise, and peer pressure. Such negative aspects of social networking as stress, triggering content, hostility from others, comparisons to others, strong friendship expectations, and difficulty regulating social media use should be noted as well. In addition, people using negative language on social media are at higher risk for heart disease than those using positive language.

Two questions arise. *How to avoid digital addiction? How to overcome this addiction?* The answer is very simple! First, communicate in real life with real people rather than on-line with virtual friends. Second, limit time spent on the Internet, using it only when it is necessary. It is very difficult for people with social media addiction. However, it is an important step in dealing with excessive social media use.

Nevertheless, social media platforms provide plenty of benefits, allowing people to communicate, find information, and share content. They also offer community **engagement** and social connection. Social media users have the chance to express themselves and interact with a wide variety of people, which may lead to fulfilling relationships. It enables people to meet and contact with other like-minded individuals. Social media also serves as a platform that gives a voice to the voiceless. For example, people who **have been subjected** to violence and abuse can join appropriate communities **to air** their views, talk, and problems and to take social support.

III. In each set of words, cross out the word that does not have a similar meaning to the first one. Compare your answers with those of your partner's. Discuss why this word is odd.

1.	compulsion	need	urge	habit
2.	withdrawal	lack	isolation	absence
3.	to ignite	to provoke	to activate	to stimulate
4.	netizen	World Wide Web	internaut	web surfer
5.	deprivation	existence	loss	deficiency
6.	hostility	aggressiveness	disagreement	malevolence
7.	to regulate	to process	to control	to manage
8.	excessive	obsessive	uncontrollable	extravagant
9.	like-minded	open-minded	of one mind	of similar opinion

IV. Match the words in bold in the article to the definitions 1–8.

- 1) _____ *noun* substance that people take occasionally for enjoyment, especially when they are spending time socially with other people;
- 2) _____ *verb* to cause or force someone or something to undergo a particular experience or form of treatment, typically an unwelcome or unpleasant one;
- 3) _____ *noun* the activity of making money, for example in a game or on a horse race;
- 4) _____ *verb* to connect to a computer system by putting in a particular set of letters or numbers;
- 5) _____ *noun* an alert automatically generated and sent by an application to inform users of a new message, update, social media post, etc.;
- 6) _____ *noun* a worried or nervous feeling about something, or something that makes you feel worried;
- 7) _____ *verb* to distribute information in order to make it accessible to other people;
- 8) _____ *noun* the process of encouraging people to be interested and involved in the work of an organization.

V. Make word combinations matching the words and phrases from columns A and C below. The right prepositions from column B should be used.

A	B	C
1) enjoyable tool	in	a) feelings of pleasure
2) highly addictive	about	b) adolescents
3) extreme compulsion	to	c) the Internet use
4) overwhelming concern	–	d) social media
5) to be responsible	from	e) a platform
6) to benefit	for	f) teenagers
7) Internet addiction	as	g) log in
8) to serve		h) people

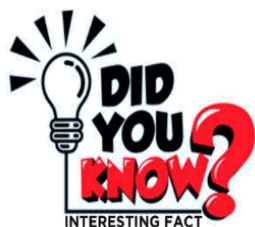
VI. Define the following statements as true or false. Prove your point of view.

1. Modern teenagers were born with smart devices under their hands and can't conceive of life without them.
2. In youth social networking is absolutely harmless and can't damage teenagers' health.
3. Young people's urge to sign in on countless websites and social networks witnesses to their Internet addiction.
4. The social media use response can be compared with the pain reaction.
5. The hormone called dopamine is responsible for human engagement in an agreeable activity.
6. Social media platforms designers aren't interested in intentional developing websites addictive to their users.
7. Everyone can overcome digital addiction with great ease.
8. Social media makes it possible for people subjected to cruel behavior and abuse to deliver their problems in order to be heard and take help.

VII. In the article search for the information that can help you to explain:

- a) why the World Wide Web is helpful and even pleasing;
- b) when the Internet use becomes an issue;
- c) what provokes an obsessive use of social media channels and platforms;
- d) what problems an endless scrolling through social media platforms can cause;
- e) what results psychological research demonstrates;
- f) how to avoid becoming an Internet addict;
- g) what advantages social media provides.

VIII. Think over and find the ways of keeping away from digital addiction, except for those given in the article. Write them down since they will be needed in further discussion. Exchange your ideas with your partner and then share your opinion with the rest of the group.



Women are more likely to become addicted to social media, while men are more likely to experience problems with online gaming use.

Women and men become addicted to internet use through different pathways. Men are more likely to be attracted to the competitive structures provided by online gaming and experience higher cravings that lead to activations of reward-related brain regions. Women, however, are often more sensitive to social signals, put higher value on relationships, and seek the interpersonal communication provided by social media.

Girls are also more likely than boys to be first exposed to social media at a younger age, spend more time on the sites, and as a result are more vulnerable to developing social media addiction.

► VIDEO

WHAT ARE THE DANGERS OF OVERSHARING ON SOCIAL MEDIA, 3:19

I. Most young people like oversharing on social media platforms. How often do you share your personal information on the Internet? What information and why do you repost/post? Make the rest of the group familiar with your ideas.



II. Before watching the video, study the words that help you to understand the speaker. Match the words with their definitions.


- | | |
|-----------|---|
| 1) staple | a) the digital mark of someone's presence on the Internet |
| 2) feast | b) forceful entry into a place or area |

3) footprint	c) a main product or part of something
4) fraud	d) the use of special software in order to make a deep analysis
5) blackmailing	e) something that is very enjoyable to see, hear, experience, etc.
6) invasion	f) collecting information about someone in order to give a description of them
7) mining	g) getting money from people or forcing them to do something by threatening to tell a secret of theirs or to harm them
8) profiling	h) the crime of getting money by deceiving people

III. Match the words and phrases from columns A and C to get word combinations. Use the correct preposition from column B. In some cases, more than one variant is possible.

A	B	C
1) endless	of — to at on	a) risk
2) the whole		b) habits
3) collection		c) post, photo, link
4) to be left		d) data
5) browsing		e) Facebook
6) access		f) data sharing
7) to put security		g) behind
8) sharing		h) shebang /ʃi'bæŋ/

IV. Do you believe that oversharing on the World Wide Web may be very risky? What may it lead to? Discuss these questions with your groupmates and give your predictions whether oversharing on the Internet may be safe.



**AMERICAN
IDIOM**

The whole shebang

means:

- (completeness) everything included in a situation or event.

We bought the house, furniture, and the whole shebang.

- (collection) the entire set of items or parts.

He ordered the computer, monitor, and the whole shebang.

V. Watch the video and compare your predictions with the risks mentioned in the video. What other dangers can you point out?

VI. Watch the video again and tick (✓) the dangers of oversharing on social media in the list suggested below.

<input type="checkbox"/> chatting	<input type="checkbox"/> discussion	<input type="checkbox"/> blogging
<input type="checkbox"/> talking	<input type="checkbox"/> financial fraud	<input type="checkbox"/> rights violations
<input type="checkbox"/> social media platforms	<input type="checkbox"/> increasing use of smartphones and tablets	<input type="checkbox"/> online banking security question
<input type="checkbox"/> tagging	<input type="checkbox"/> blackmailing	<input type="checkbox"/> link
<input type="checkbox"/> identity theft	<input type="checkbox"/> sharing	<input type="checkbox"/> photo

<input type="checkbox"/> digital footprint	<input type="checkbox"/> profiling	<input type="checkbox"/> invasion of privacy
<input type="checkbox"/> fishing	<input type="checkbox"/> generating	<input type="checkbox"/> tracking
<input type="checkbox"/> post	<input type="checkbox"/> data collection	<input type="checkbox"/> data mining

VII. Define the following statements as true or false. Justify your point of view.

1. A huge number of social media users are involved in data sharing.
2. Any actions on the Internet leave digital footprints.
3. Passive digital tags such as IP address, browser, cookies, Gmail username, etc., disappear without a trace.
4. Social media are evolving without a lot of risks and threats.
5. Any information shared on the websites enables attackers to profile any Internet user.
6. Generating and sharing data cause systematic rights violations, illegal data collection and data mining, consumer profiling and tracking.
7. Cybercriminals are not able to recognize the Internet user's online banking security question.
8. The only way to improve awareness about the risks of oversharing is to explain its serious consequences.

VIII. Complete the statements below using the information from the video.

1. Due to everyday creating and sharing a lot of information, _____.
2. Sophisticated smartphones and tablets allow millions of Internet users _____.
3. Every action creates on the Internet its trace left behind _____.
4. Data that people have ever shared, liked, copied, or bought _____.
5. The generated and posted information makes it possible to _____.
6. Dragging a square around any house on Google Maps, any IT enthusiast can _____.
7. Sharing his family information and photos on social media platforms and channels, for example Facebook, any social media user is subjected to danger that cyber intruders _____.

IX. What piece of advice is given in this video to prevent cybercrimes related to oversharing? Do you think it is effective? Why / Why not?

X. Work in groups of three or four. Relying on your own experience make a list of tips how to avoid the potential risk to be traced while using social media channels. Compare your list with the whole group.

► SPEAKING PRACTICE

I. Young people who were addicted to social media up to a point posted their ways of decreasing the Internet use. Study their pieces of advice and in pairs discuss the following question: How to avoid or overcome digital addiction? Compare your

answers with those written down on your own in task VIII p. 68, section: "Reading and Speaking". Are they similar or different? Prove your point of view.

"My name is Kate. What about me, sleep deprivation was my very big problem. That's why in the evening when I go to bedroom I try to keep my phone out of it. My mom says that it's better to leave the phone in another room".



"Hi! I'm Lora. Finding a hobby that does not require the use of screens, I succeed to get rid of social media addiction. Now, when I'm occupied I turn off all app notifications. Nobody disturbs me. I don't check messages and don't post photos every few minutes. As a result, I don't procrastinate, and I have no problems with time management. I'm happy!!!"



"Hello! Glad to meet you! I'm Jim. I'm going in for sports and don't have time to scroll through countless digital platforms and channels. I keep apps out of sight by removing them from the phone or most-used device. I download only those apps that can limit the time spent on social media".



"I'm Eliz. Social media provides platforms where I can relax, communicate, and express myself. One day, I felt that my internet use became obsessive. I was afraid and made my decision to stop it. I started to take frequent breaks from social media. Now, for example, I avoid taking the phone to family meals".

"Hi, I'm Richard. And I'm an Internet addict. I'm so lonely and feel depressed. My behavior is compulsive. It's very difficult for me to overcome this problem on my own. I think the best way to cope with problems is to ask my family and friends for help and support".



"Hello, friends. We are Ann and Sophie. We prefer offline communication. As a result, we removed all friends and followers that are unknown in real life. We can't bear haters as well, and we always ignore their negative messages".



II. Name the reasons why these young people made their decision to stop an excessive use of social media.

III. Prove that social networking is more than just a means of communication. Justify your point of view.

IV. Comment on the pictures.



V. Speak about the impact of social media on you. Do you feel addicted to it? Explain why or why not.



Part III COMMUNICATION AND RELATIONSHIP PROBLEMS

“Wise men speak because they have something to say, fools because they have to say something”.

Plato

“Sometimes you have to be apart from the people you love, but that doesn’t make you love them any less. Sometimes it makes you love them more”.

Greg Kinnear (The Last Song)

► GETTING STARTED

I. One of the most important things in the human life is communication. Why do people communicate? The following words and word combinations might help you answer this question.

information	relationship	social interaction	feelings	influence
wants and needs	emotions	conflict resolution	collaboration	learning

II. Communication is all around us, from the moment we wake up to the moment we go to bed. Communication enables us to work and relax. Discuss the following questions with your partner and share your conclusions with the rest of the group.

1. What is your favorite way of communication with your friends and relatives?
2. Would you say that you have good communication skills? Why do you think so?
3. Have you ever had any problems because of miscommunication?

III. While communicating people express their emotions and feelings. These concepts are closely related, and it is often difficult to draw a clear line between them. Let’s try to recognize the difference between them. The following tasks might help you.

A. Study descriptions below and decide which are related to emotions and which to feelings. Prove your choice.

- 1) they occur as an immediate reaction to a stimulus and specific events;
- 2) they are shaped by individual experiences, beliefs, and cultural context;
- 3) they are typically short-lived lasting seconds to a few minutes;
- 4) they endure for hours, days, or even longer as they are reflected upon;
- 5) they involve subjective experience, influenced by thoughts and memories;
- 6) they include cognitive and physiological changes;
- 7) they can be observed through the physical reaction;
- 8) they can be hidden.

B. Arrange the following words into two groups.

Fear, love, anxiety, sadness, jealousy, excitement, anger, disgust, happiness, calmness, joy, contentment, confusion, enjoyment, surprise, amusement, pride, shame, disappointment, empathy, affection, doubt.

Emotions	Feelings

IV. Name the emotions and feelings that you experience most often. Tell your partner about the last situation when this happened to you.

► VOCABULARY AND SPEAKING

I. Match the following words to the ones with the similar meaning and then using them make phrases on your own.

- | | |
|---------------------|------------------------------|
| 1) exciting | a) intellectual |
| 2) to criticize | b) temperament, character |
| 3) to conform | c) thrilling |
| 4) cognitive | d) to make friends / to know |
| 5) temper | e) to exercise |
| 6) to offend | f) to disapprove |
| 7) to exert | g) to hurt |
| 8) to be acquainted | h) to obey |

II. Match the words and word combinations to their definitions. Compare your results with those of your partner's. Are they similar or different? Share your conclusions with the rest of the group.

- | | |
|---------------------------|---|
| 1) gratification | a) a friend relying on someone else's generosity or hospitality without sharing in the cost or responsibility |
| 2) to lapse into | b) a person with whom someone is friendly despite a fundamental dislike or rivalry |
| 3) condescending behavior | c) to be unfaithful to a spouse or partner |
| 4) a frenemy | d) pleasure, especially when gained from the satisfaction of a desire |
| 5) a mooching friend | e) behavior having or showing an attitude of patronizing superiority |
| 6) heartache | f) making someone satisfied or happy because of fully developing their character or abilities |
| 7) to betray | g) pass gradually into an inferior state or condition |
| 8) fulfilling | h) emotional anguish or grief, typically caused by the loss or absence of someone loved |

III. Choose the correct alternative in the following sentences. Explain your choice.

1. The company of young people in the cafe enjoyed their *conversation/speech*.

2. Like the majority of teenagers, she dreams of **overwhelming/important** success.

3. Being a/an **known/experienced** person, he feels able to support the young and share his expertise with them.

4. The communication face-to-face has become a **challenging/heavy** task in the modern world.

5. **Trust/beliefs** is the most important quality to be in a good relationship.

6. Love and **roman/romance** are an integral part of young people's lives.

7. Lack of trust and respect is a **destructive/ruined** force when we are speaking about love and friendship.

8. While transitioning to adult life the youth **interact/face** problems that are difficult to solve even for grown-ups.

IV. The following words and word combinations will help you describe problems facing young people. Put them in the appropriate columns below, compare your results with those of your partner's and explain your choice to the whole group.

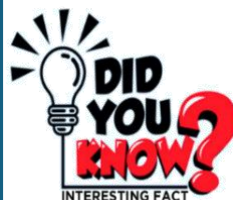
Communication		Relationship	
to date	to socialize	romantic	a back and forth dialogue
contact	conversation	in person	trust
self-esteem	self-image	peer	a meaningful discussion
electronic	heartbreak	interacting	playing online games
possessiveness	jealousy	fidelity	to solve problems

► READING AND SPEAKING

I. Work in pairs to discuss the following questions. Make sure you give reasons for your opinions.

1. To your mind, does communication play one of essential roles in life? Why / Why not?

2. Why are relationships so important for people?



Eye contact is all well and good, but be careful, gazing into the eyes of a stranger can make you fall in love with them. Now we know why people speak of "making eyes" at each other, it turns out "love at first sight" isn't just a cliché.

II. Read the article and say whether communication skills are so significant for young people's relationships. Justify your opinion.

COMMUNICATION AND RELATIONSHIPS

Navigating the world of the youth's relationships can be both exciting and challenging. As **adolescents** transition from childhood to adulthood, they encounter a myriad of relationship issues that can be overwhelming.

Communication has always been an important part of young people's life. It is very difficult to be on good terms with everybody as all people are different. Sometimes the young don't feel comfortable in a group because they are too shy or not very strong.

But, every human needs to socialize and it is the reason why they prefer different ways of communication.

Today the young choose between traditional, real, and new, electronic, ways of communicating. Traditionally they meet after classes with their university friends to relax and be acquainted with new friends. Unfortunately, the main young people's communication problem is the fact that they prefer to contact with their peers more electronically than face-to-face. Their online chats tend to be short. Back and forth dialogues with a multitude of friends can last for hours and simultaneous playing the latest online games is considered as a significant and important contact. The process of conversation in person has become foreign to them since they have limited experience of interacting in real life. Lack of experience to talk directly to each other **eliminates** the human **ability** to solve problems together. The use of electronics as the main means of communication causes the deficiency of patience for a long and **meaningful** discussion.

Relationship in adolescence can be sometimes complex and challenging. The youth start dating and establish **infactious** relationships with their romantic pursuits. However, sometimes they can experience trust issues, low self-esteem, negative self-image and have to experience heartbreaks. For an adolescent to prevent issues with their relationships, such as peer pressure, friendship, love, jealousy, assistance is necessary as they enter the world of romance. Every teenager behaves differently when it comes to relationships that is why rather than considering it a mistake and criticizing, one could look for assistance and guidance.

Building and maintaining trust can be challenging for teenagers, especially when they are still learning to trust themselves and others. Trust issues can **stem** from past experiences, **insecurities**, or fear of **betrayal**.

Teenagers often face pressure from their peers to conform to certain relationship norms or behaviours. This can lead to unhealthy relationships where partners feel pressured to act a certain way or make decisions they're not comfortable with.

Jealousy and possessiveness can be destructive forces in teenage relationships. These feelings often stem from insecurity, fear of losing the partner, or past experiences.

Young folks' relationships can be a rollercoaster of emotions, experiences, and challenges. By understanding and addressing common issues adolescents and their support networks can work together to build healthy, fulfilling relationships. Remember, open communication, trust, mutual respect, and self-awareness are key ingredients to navigating the complexities of young love. With guidance and support, young people can learn valuable life lessons that will serve them well in their future relationships and personal growth.

III. In each set of words, cross out the word that does not have a similar meaning to the first one. Compare your answers with those of your partner's. Discuss why this word is odd.

1	to transition	to progress	to move	to remain
---	---------------	-------------	---------	-----------

2	terms	conditions	relationships	relations
3	to socialize	to communicate	to interact	to revolutionize
4	heartbreak	happiness	anguish	heartache
5	assistance	support	opposition	help
6	guidance	emotions	advice	counsel
7	folks	people	individuals	man
8	complexity	evolution	complication	difficulty

IV. Match the words in bold in the article to the definitions 1–8.

- 1) _____ *verb* to originate in or to be caused by something.
- 2) _____ *adjective* serious, important, or useful in some way.
- 3) _____ *noun* the act of not being loyal when other people believe you are loyal.
- 4) _____ *verb* to completely remove or get rid of something.
- 5) _____ *noun* possession of the means or skill, talent, or proficiency to do something.
- 6) _____ *noun* a young person in the process of developing from a child into an adult.
- 7) _____ *noun* the state of being open to danger or threat, lack of protection.
- 8) _____ *adjective* having a relaxed, friendly, or unofficial style or manner of communication.

V. Make word combinations matching the words from columns A and C below. The right prepositions from column B should be used. In some cases more than one variant is possible.

A	B	C
1) myriad	in of — with from	a) patience
2) to contact		b) experience
3) experience		c) communication
4) means		d) peers
5) deficiency		e) pursuits
6) relationship		f) issues
7) to stem		g) interacting
8) romantic		h) adolescence

VI. Define the following statements as true or false. Prove your point of view.

1. Some young people can feel uncomfortable in the company of coevals because of their different traits of character.
2. The youth interact with partners directly rather than by means of electronics.
3. Young people prefer meeting their friends and visiting disco and nightclubs to staying home and playing computer games.
4. Young people are often betrayed by partners and friends that leads to suffering and mistrust in their relationships.

5. Adults should support young people and give them pieces of advice since they are inexperienced in their relationships.

6. Young people are able to build independently healthy and strong relationships in the future.

7. Adults who have a rich life experience should share it with the younger generation to help them achieve their goals in life.

VII. In the article search for the information that can help you to explain:

- a) why terms in youth can be demanding;
- b) why every human needs to be sociable;
- c) which type of communication the young usually choose;
- d) why real interaction has become difficult for adolescents;
- e) why relationship in adolescence can be sometimes complex and challenging;
- f) what key complexities of young love are.

VIII. There exist some ways of overcoming communication and relationship problems. Study pieces of advice for young people and their parents. In groups of three or four, discuss which are considered as most significant and which you would follow. Justify your viewpoints.

Tips for Teens	Tips for Parents
Communication	
Practice active listening skills or even the ability to act. Be honest about your feelings and concerns. Avoid making assumptions. Learn how to ask and answer direct questions.	Encourage an open dialogue with your teen. Model healthy communication in your own relationships. Provide guidance on effective communication strategies.
Trust	
Be consistent and reliable in your actions. Communicate openly about your feelings and anxieties. Give your partner space and privacy.	Foster a trusting relationship with your teen. Teach them the importance of honesty and integrity. Offer support and guidance when trust is broken.
Peer pressure	
Stay true to yourself and your values. Surround yourself with helpful friends who respect your choices. Don't be afraid to set boundaries and say "no" when necessary.	Educate teens about the threats of peer pressure. Encourage them to make self-determining decisions based on their own values and beliefs. Provide a safe and caring environment where they can express themselves freely.

Love and Jealousy	
Trust your partner and give them the freedom to maintain their individuality. Communicate openly about your feelings of jealousy and insecurity. Work on building self-confidence and self-esteem.	Teach your teen the difference between healthy and unhealthy jealousy. Encourage them to build a strong sense of self-worth and independence. Offer guidance on how to handle jealousy and possessiveness in a mature and respectful manner.

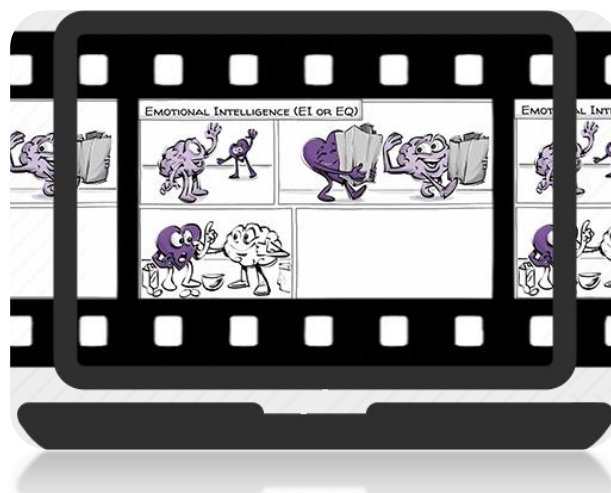
IX. Think over and suggest your own ways of keeping away from these problems.

► VIDEO

EMOTIONAL INTELLIGENCE, 3:24

I. In small groups discuss the following questions and share your ideas with the whole group.

1. What is the meaning of the term “intelligence”?
2. Have you ever heard the term “emotional intelligence”? Do you have any idea what emotional intelligence deals with?



II. Do you know the difference between IQ (Intelligence Quotient) and EQ (Emotional Intelligence Quotient). In pairs, discuss which of them:

- primarily measures cognitive abilities such as logical reasoning, problem-solving, and analytical skills;
- refers to your aptitude for understanding and managing emotions, empathizing with others, and building effective interpersonal relationships.

Share your conclusion with your groupmates.

III. Psychologists identify four components of emotional intelligence. Make sure that you know their meaning. Match these elements with their definitions. Take notes to be needed in further work.

- 1) self-awareness
- 2) social awareness
- 3) self-management
- 4) social skills and relationship management

- a) the ability to control our emotions and use our awareness of them to stay flexible and act positively
- b) the ability to use awareness of our emotions together with understanding of the emotions of others to manage interactions successfully

- | |
|--|
| c) the ability to understand our emotions as well as recognize their impact on relationships and performance |
| d) the ability to identify emotions in others and to understand their perspective and take an interest in their concerns |

IV. You are going to watch the video about the emotional intelligence. Study the following words matching them with those having similar meaning.

- | | |
|----------------------|------------------------------|
| 1) to discern | a) to deal with |
| 2) to adjust | b) to empathize, to identify |
| 3) inner | c) to endow |
| 4) relevant | d) to differentiate |
| 5) to perceive | e) inside, interior |
| 6) to comprehend | f) significant, important |
| 7) to gift | g) to sense, to feel |
| 8) to correlate with | h) to control, to manage |

V. Make word combinations matching the words and phrases from columns A and C. The right preposition from column B should be used.

A	B	C
1) feelings	— of to on in	a) other people
2) recognize		b) detect
3) identify emotions		c) coming
4) ability		d) feelings effectively
5) foundation		e) their own emotions
6) sentimental		f) our brain's ability
7) to channel		g) emotional intelligence
8) impact directly		h) information

VI. Watch the video and name the components that are at the heart of emotional intelligence. Write them down to use in the next task.

VII. Watch the video again and link the elements of emotional intelligence given in column A with those from column B. Prove your choice.

A	B
1) self-awareness	a) using emotions
2) social awareness	b) managing emotions
3) self-management	c) perceiving emotions
4) social skills and relationship management	d) understanding emotions

VIII. Choose the correct alternative in the following sentences.

1. Emotional intelligence allows people to communicate better **recognizing/following** sentiments of others.
2. Emotions can be **detected/acquired** by people's face expression.
3. Self-management contributes to **attach/align** our desires with our mind.
4. Understanding our emotions, we easily establish **complex/modern** sensible connections.
5. There exist people **offered/gifted** with emotional intelligence.
6. Our emotions and feelings impact directly on our brain's **possibility/ability** to listen and learn.

IX. Define the following statements as true or false. Justify your point of view.

1. Phenomenon that allows recognizing and controlling human emotions is called emotional intelligence.
2. Developing EI people learn to interact better.
3. The ability to identify their own emotions is peculiar to sociable people.
4. Emotionally intelligent people don't have to manage their temper.
5. We should disregard connections between feelings to monitor our emotional state changing over time.
6. It's necessary to work hard to acquire the ability to affect emotions of other people.
7. Most often, people, who succeeded in making their brilliant career, are creative problem solvers.

X. Now, we know that some people can simply communicate while others possess emotional intelligence. Read the following young people's characteristics and define who is sociable and who is emotionally intelligent. Give your proofs.

Sociable	Emotionally intelligent

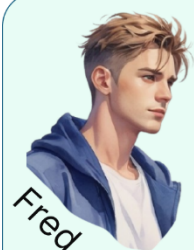
1. They have curiosity about people.
2. Easily socializing they can hold long conversations with people.
3. Funny, interesting, and confident they get easily acquainted with new people and make new friends.
4. Knowledgeable and flexible they embrace changes and make sure to be one step ahead with a plan in place to avoid their world turning upside down.
5. Having an extremely high level of self-awareness, they know how to maximize their strengths and transform their weaknesses, and can manage themselves against any situation or individual.
6. They spend a lot of time chatting with friends and acquaintances.
7. They are difficult to offend because of their ability to mentally draw the line between humour and degradation.
8. They attend many company events and parties.

9. They are very good at interacting with other people and enjoy doing so.
10. They know how to say “no” and to exert self-control since they delay gratification, and avoid impulsive actions.

XI. Think over and say what kind of personality you consider yourself to be: sociable or emotionally intelligent. Justify your choice and share your ideas with the whole group.

► SPEAKING PRACTICE

I. Read young people’s stories posted on social media platforms where they are speaking about their relationships with peers. What problems do they discuss? Which story has attracted your attention? Why? Exchange your point of view with the rest of the group.



“Hello! I’m 19. I can say I have a lot of acquaintances and friends because I’m very sociable. We often go to the cinema and to nightclubs, we see new films, play computer games, and so on. But I don’t have a true and reliable friend. Sometimes I feel lonely. There are some mooching and condescending friends and frenemies among my friends. I even had occasion to cope with liking a person who was disrespecting and putting me down. Today I understand I mistrust all these people around me. I feel I’m being used by them. That’s why I would like to have only one close male friend with whom we would be attached at the hip. To my mind, it’s very difficult to find such a friend”.

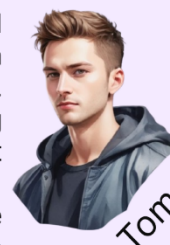
“For me there’s nothing more important than friendship. I know many people. I used to think that I had a lot of friends, but that is not the truth. Today I understand I’ve got only one true female friend Alice. She listens when I need to talk about my problems, she gives me advice. I believe she doesn’t betray me. If I have some problems really difficult to solve I have no one with whom I could discuss them, who could help me to overcome all my difficulties but Alice. She normally is my peer. We never lapse into condescending behavior. We have common interests, likes and dislikes. It’s a shame that I haven’t got more people in my life that I can trust. I understand that this problem of emotional and personal character as friendship looks silly and unimportant in the eyes of grown-ups but it appears to be extremely important to me and other young people”.



“Hi! The adults say that youth is also a time to meet our first love. Most people look for a perfect partner at this age. It is, of course, wonderful, but, as to dating and love, I don’t think much about it yet.

It is widely known that first love often has an unhappy end or even friends can’t stay friends that increases our problems. For me to love means heartache and fear because I know some people who are in love with someone who doesn’t love them in return. What should they do? Not everyone is strong enough to say: “Fine, you don’t know what you are missing out on”.

That’s why I think I have to solve the problems which seem most important to me at the moment. They are the eternal problems of choosing a career and getting education, the problem of independence and money. I should find my place in the world and “struggle” to fit myself into society”.



"Hello! I'm 18. This is the best time for romance, love, new discoveries and so on. In youth young people start dating. For me it's very important to fall in love with someone who is handsome, tall, rich, intelligent, good, faithful, and funny. I believe sincerely nothing is more important in the world than love. I would like to meet someone who will love me and take care of me. My dream is to be married and to have my house. I want to be a good wife and mother and to raise two children. I hope to avoid misunderstanding between my children and me in the future. I don't take an interest in my future career. I think it's my husband who has to earn a living and to support me and our children, that's why I don't intend to work. I'll be faithful to my husband and I hope my husband will also be loyal to me. I want to live happily with my spouse and to die in one day".



Tracy



Antony

"Hi! I'm 20. Like all young people of my generation, I've got used to my communicating with friends on social networks. Sometimes I communicate in this way even with my parents. When they are in the next room but I'm too lazy to go to them and I'm writing a message. This amuses them a lot. But I've noticed one strange phenomenon. When all the relatives get together, the younger generation use their smartphones while the grown-ups are making small talks, telling funny life stories, piffing and laughing. When the young have to stop their online activities, they feel uncomfortable and get angry".

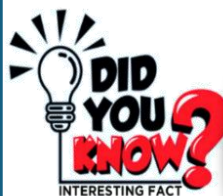
II. In pairs, discuss who of these young people has won your sympathy and antipathy. Which emotions and feelings do you experience towards them? Why? Present your conclusion to the whole group. The following words and word combinations might help you.

to be attached at the hip	to mooch	to betray	to put down
loyalty, faith, fidelity	a frenemy	to lapse into	to intend
to fall under the influence	well-being	indulgent	to endure
a mooching friend, a moocher	ill-being	to irritate	to abandon

III. Do you agree that it is normal for the youth to experience various types of emotional distress? Prove it by giving examples from your own and your friends' life.

IV. Speak about the influence of communication and relationship problems on you.

What is the meaning of the word "phubbing"? Try to guess by studying the picture.



► COMMUNICATION ACTIVITIES

I. Read the famous people's quotations below about the youth problems. Inform your groupmates which of them you agree with and develop their ideas.

"If you have nothing to say, say nothing".

~ Mark Twain

"If you love two people at the same time, choose the second. Because if you really loved the first one, you wouldn't have fallen for the second".

~ Johnny Depp

"Treasure your relationships, not your possessions".

~ Anthony J. D'Angelo

"Two monologues do not make a dialogue".

~ Jeff Daly

"Relationships are the hallmark of the mature person".

~ Brian Tracy

"There is only one rule for being a good talker – learn to listen".

~ Christopher Morley

"A generation which ignores history has no past – and no future".

~ Robert A. Heinlein

"Every generation revolts against its fathers and makes friends with its grandfathers".

~ Lewis Mumford

"Social media is more addictive than cigarettes and alcohol".

~ Gary Vaynerchuk

II. Imagine you attend the youth forum "Youth and their problems" where you have to give a talk. Choose one of the topics offered below or you might combine them as well.

1. Talk on the relations in the family and the help young people get from their parents. Discuss the problem of the generation gap in other participants' families.
2. Speak on the problem of social media addiction.
3. Have a talk on the ways of communication. Find out why your coevals choose the electronic way nowadays.
4. Speak on the relationship problem that worry young people.
5. Think over and discuss the ways in which all these problems can be solved today.

III. Share with your groupmates your personal experience about young people's problems you have ever experienced.

► WRITING SKILLS DEVELOPMENT

I. Choose one of three offered problems and write a short passage containing at least 250–300 words. Imagine that:

A. You have read a young girl's post on the Internet where she tells her sad story concerning the generation gap in the family. She suffers from misunderstanding. You are a happy person because you have the chance not to face this problem. In your blog post, explain what the generation gap is. Give pieces of advice on how to communicate with parents. Explain how you managed to avoid this problem. Share your ideas on how to overcome it.

B. You are an active Internet user spending all your spare time on social networks. This causes bad results at university. In your blog post, share your problem with other internauts, speak about the reasons for your excessive use of social media, and describe your actions on the Internet and consequences they have led to. Ask for help those who could cope with their addiction.

C. Write a short essay devoted to young people's problems related to their communication and relationship. Write about emotions and feelings. Give examples of sociable and emotionally intelligent individuals. Explain what the emotional intelligence is. Express your ideas on which way of communication is better. Attract your audience attention to relationships that exist between the youth.

► REVISE AND CHECK

I. There are 15 words hidden in the riddle that have to do with the young people's problems. Can you find them? Words are listed only horizontally and vertically, NOT diagonally.

R	A	T	T	I	T	U	D	E	P	J	K	B	O	L	K	D	C	Z	M	Y
E	F	E	V	U	A	M	I	Z	L	Y	W	E	Z	I	Z	T	H	Y	D	V
F	K	P	P	L	A	T	F	O	R	M	X	A	C	X	T	D	I	P	Q	Y
K	H	F	L	Z	M	U	F	U	B	Z	D	F	H	N	H	H	L	O	U	O
V	I	P	U	C	Y	B	E	R	C	R	I	M	E	X	A	B	I	Z	R	A
K	Q	Z	O	O	M	E	R	E	E	T	Z	F	R	O	E	C	Z	T	U	S
L	R	T	C	Z	Q	S	E	P	H	T	D	A	E	J	M	J	Z	R	N	B
N	K	V	R	D	Z	A	N	O	P	M	M	T	G	D	O	Z	W	R	C	F
R	Y	O	Q	M	C	M	C	J	W	T	N	T	Z	H	T	J	Z	D	U	G
P	K	C	I	N	D	P	E	E	R	X	M	A	C	N	I	Z	K	U	Y	C
B	S	H	V	P	A	N	E	A	D	D	I	C	T	I	O	N	W	Z	W	S
Z	P	F	R	E	F	E	E	L	I	N	G	K	I	T	N	V	G	T	F	P
G	E	N	E	R	A	T	I	O	N	T	I	Y	R	Y	W	T	E	A	P	I
J	T	U	V	Q	M	I	S	U	N	D	E	R	S	T	A	N	D	I	N	G
O	T	K	E	K	G	P	O	S	T	F	I	W	F	H	B	L	C	D	M	Z
G	H	A	N	X	I	E	T	Y	H	O	S	H	Q	H	V	F	T	T	G	V

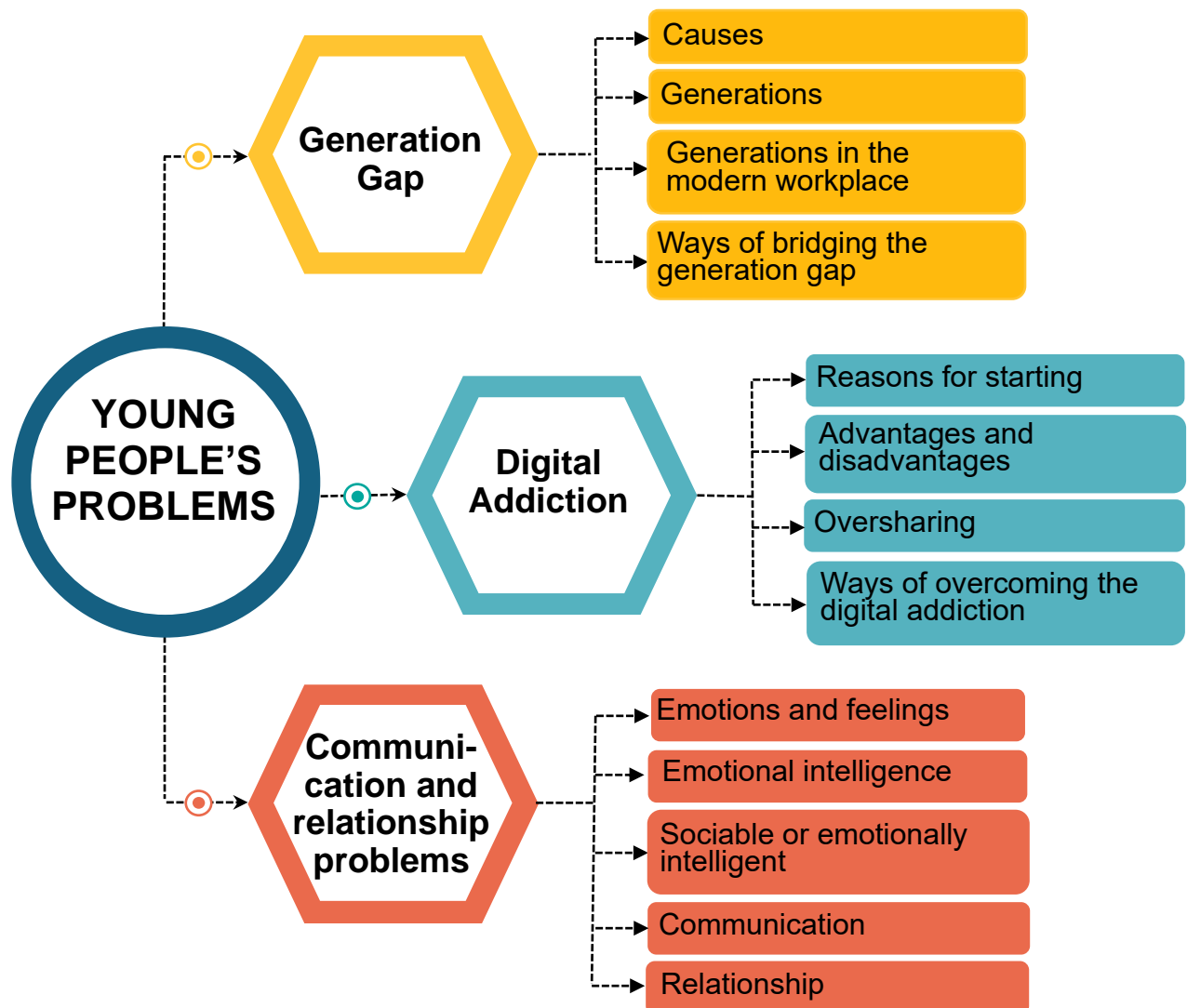
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

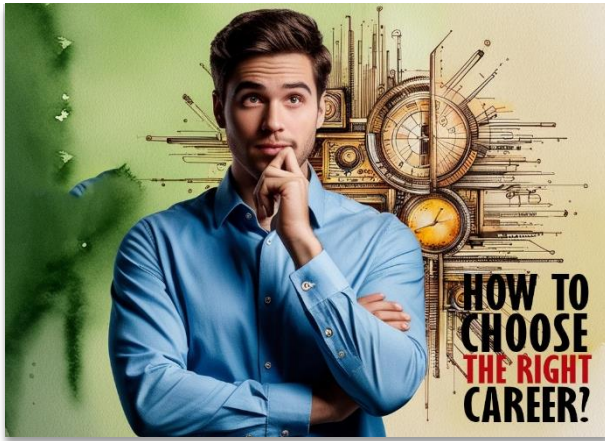


Scan the QR-code or follow the link given to do the task above.

<https://learningapps.org/watch?v=p6d780kd325>

II. Imagine you should make a report on the topic “Young People’s Problems”. Study the mind map below and describe issues that the youth face today. Be ready to discuss them with your opponents.





MODULE 3

CHOOSING A CAREER

Part I CHOOSING ENGINEERING AS A CAREER

“Science can amuse and fascinate us all, but it is engineering that changes the world”.
Isaac Asimov

► GETTING STARTED

I. Comment on the quotes given below. Which of them do you like best?

“Your career is a journey, not a destination. Enjoy every step along the way”.

“Work to become, not to acquire”.

“Dream big, work hard and never give up. Your career path is in your hands”.

“Your career is not just a job; it’s a way to make a difference in the world”.

II. The modern world offers an unprecedented range of career choices. From traditional professions to emerging fields, the abundance of options can leave you feeling confused by indecision. Selecting the right path can be a challenging journey for many individuals. In pairs, discuss the following questions, then share your ideas with your groupmates.

1. Why is engineering so attractive as a career for so many young people nowadays?
2. Have you faced challenges while choosing your future career?
3. What can make it difficult to determine which career path suits you best?
4. What factors do you consider most important when choosing a career path?
5. Do personal interests influence career choices? If yes, in what way?

III. In small groups, consider the following statements and say whether they are true for you. Why / Why not?

1. Many people believe that having many career options is more beneficial than harmful.
2. Changing careers can be difficult, regardless of your stage in life.
3. Self-assessment tools can help identify suitable career options.
4. Financial security is the only value that should guide career choices.

► VOCABULARY AND SPEAKING

I. Below is a list of words related to a career you should be aware of. Match them to their definitions.

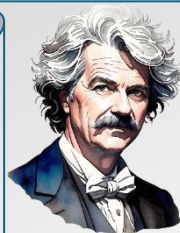
	a) a skilled job that involves making or repairing things, often requiring hands-on experience and training
	b) a type of work that requires special training or education, often with a degree or certification
1) job	c) a long-term journey of learning and work in a specific field that often leads to advancement
2) career	d) a specific task or role you do for payment, usually within a company or organization
3) occupation	e) the effort or tasks done to achieve something, often in exchange for pay or as part of daily life
4) profession	f) a strong feeling of being called to a certain kind of work, often related to helping others or fulfilling a purpose
5) trade	g) a particular role or title someone holds within an organization, indicating their responsibilities
6) position	h) the general term for any activity or job that a person does to earn money
7) work	
8) vocation	

II. Fill in the gaps with the correct word from task I.

1. A successful _____ in engineering often requires a lot of hard work and dedication.
2. She hopes to apply for a senior _____ at the leading technology company soon.
3. To excel at _____ in engineering, you need strong problem-solving and teamwork skills.
4. Many people find their true _____ in environmental engineering, helping to protect nature.
5. He recently got a _____ in a well-known engineering company after graduating from university.
6. Carpentry is a skilled _____ that can be very rewarding for those interested.
7. Engineering is a popular _____ for students who enjoy math and science.
8. His _____ as an engineer allows him to travel to different parts of the world.

III. Read the quote and clarify its meaning. What is the difference between vocation and vacation?

IV. A. Make up word combinations from the words given in boxes A and B below. Sometimes more than one variant is possible.



“The secret of success is making your vocation your vacation”.

~ Mark Twain

A	B
to follow, to seek, to make, to gain, career, job, personal, to build, rational, to solve, a source of, to take into, to get.	interested in, relations, approach, growth, a decision, problems, an impact, inspiration, your passion, experience, account, someone’s advice, path, market.

B. Make up your own sentences using these word combinations.

V. Working with a partner, read the following dialogues and fill in the gaps with the appropriate word combination from the task above.

1. **A:** Choosing the right _____ can be really challenging.

B: Definitely, there are so many different options today.

2. **A:** Networking is very important. We need to _____ with professionals in all spheres.

B: Doubtless, strong connections open so many opportunities for cooperation.

3. **A:** I want to work on projects that really _____ on the society.

B: That’s a great idea! Engineers have the power to improve the world.

4. **A:** I think it’s important to _____ when you’re just starting your engineering career.

B: Of course, learning from experienced professionals can really help you.

5. **A:** Being able to _____ is a valuable skill in any job.

B: Certainly, employers actually look for this in every candidate.

6. **A:** Finding a _____ can help clarify your career goals.

B: I agree. It can discover your passion for this specific path.

7. **A:** I believe a _____ can assist in making the best choice.

B: Yes, evaluating the pros and cons is really useful.

VI. Explain what a person has in mind when he says: “I don’t want a job, I want a career”.


I WANT A:

JOB ○

CAREER ●




VII. Read what different people think about choosing a career and say which points of view you agree with. Make sure you give reasons for your opinion.



Sheila


"Choose a career in which you don't have 'to work hard'."

No, I don't mean a career in which you have least work to do, but a career where even a lot of work doesn't make you feel tired and where you always want to do more and better. You need to love your work. Love means you can be dedicated towards it and not lose interest in your ups and downs with it. If someone tells you there is more scope in engineering than in arts, tell them that there are many artists who can earn more than engineers and there are engineers who can earn much more than many artists. You cannot go a long way if you have "to work hard" or force yourself into work".



Amrita

"It has to be a combination of your hobbies, interests and something that will help you to show your talents, should challenge and help you to grow. But mostly it should be something which you won't hate on Monday mornings when you are going to work".



Oliver

"When you don't know what you have to do, you must know what you don't have to do."

So, just make a list of your strengths and weaknesses. You must also know the differences between a hobby and a profession. Try to develop a rational approach".

VIII. In small groups exchange your opinions on the question: What does a career mean to you? Some ideas given below may be of help.

- Having impact
- Doing something meaningful
- Becoming successful in life
- Being a part of something bigger that has a meaning
- Doing something new that will help me to grow
- Professional development and personal growth
- Self-expression

► READING AND SPEAKING

I. Read the article and explain what engineering involves and what makes it different from other courses.

Choosing the right career path is a significant decision that can shape your future. If you **possess** an analytical mind, a passion for problem-solving, and a desire to make a tangible impact on the world, then engineering might be the perfect choice for you. In this article we will explore what engineering entails, who should choose this career path, how it differs from other courses.

Engineering is a discipline that applies scientific and mathematical principles to design, create, and improve structures, machines, systems, and processes. It encompasses various branches and engineers are responsible for developing innovative solutions to complex problems and transforming ideas into reality.

Who should choose engineering? If you possess a natural curiosity about how things work and enjoy finding practical solutions, engineering is an ideal career choice for you. Engineering requires individuals with an **affinity** for technology, a knack for logical reasoning, and strong problem-solving abilities. Additionally, a creative

mindset, attention to details, and the ability to work well in teams are also advantageous traits for aspiring engineers. Strong analytical thinking and a systematic approach to challenges are **crucial**.

Engineering sets itself apart from other courses due to its emphasis on practical application and the ability to contribute to the development of society. Unlike some fields that primarily focus on theoretical knowledge, engineering bridges the gap between theory and practice. Engineers work on projects that have real-world implications, tackling challenges ranging from designing **sustainable** infrastructure to developing cutting-edge technologies.

To **pursue** a career in engineering, you will need a strong foundation in mathematics and science. Most engineering programs require a high school diploma or equivalent, including coursework in subjects like physics, chemistry, and mathematics. Additionally, many universities and colleges may have specific entrance exams or eligibility criteria for engineering programs, so it is crucial to research the **requirements** of your chosen institution.

Before committing to an engineering program, consider certain factors. Research different engineering disciplines to find the one that aligns with your interests and goals. Explore the curriculum and coursework offered by various institutions to **ensure** they provide the necessary specialization you desire. Connect with professionals and current engineering students to **gain** insights into the field and its potential career paths.

In conclusion, we should underline that engineering is a rewarding career path for those who possess a passion for problem-solving and a desire to create a positive impact. By understanding what engineering entails, considering your own interests and skills, and researching the educational requirements and career opportunities, you can gain clarity on whether engineering is the right choice for you. Remember, engineering offers a wide range of disciplines, so explore your options and find the branch that aligns with your passion. With dedication and the right attributes, a career in engineering can be both fulfilling and **impactful**.

II. Match the words in bold in the article to the definitions 1–10.

- 1) _____ *adjective* having a strong effect on people or situations, causing a significant change or influence;
- 2) _____ *noun* specific things that are needed or necessary for a particular purpose or task;
- 3) _____ *adjective* able to continue over a period of time;
- 4) _____ *noun* the established attitude or way of thinking that influences how you approach situations;
- 5) _____ *verb* to seek or follow something you want;
- 6) _____ *verb* to make something certain to happen;
- 7) _____ *adjective* extremely important or essential;
- 8) _____ *verb* to get or obtain something useful;
- 9) _____ *noun* a liking or sympathy for something;
- 10) _____ *verb* to have or own something.

III. Fill in the gaps with the words given in the box.

a) opportunities	b) significant	c) solutions	d) aligns	e) range
f) problem-solving	g) specialization	h) impact	i) desire	j) rewarding

1. A strong _____ to learn more about technology will help you succeed in your career.
2. Employers look for candidates with strong _____ abilities in their resumes.
3. A _____ part of an engineering career is continuous learning and development.
4. Many engineers choose a _____, such as mechanical or electrical engineering.
5. Engineering careers can _____ from designing buildings to developing software applications.
6. In our group project, we have to find _____ to the technical challenges that we are facing.
7. Their inventions and designs have a significant _____ on daily life, making transportation faster and homes safer.
8. Many people choose to become engineers because it _____ with their interests.
9. There are many _____ available for internships in the field of computing today.
10. The satisfaction that comes from solving complex problems makes engineering such a _____ career.

IV. In the article find the words or word combinations with a similar meaning to the ones in bold.

1. This research does not have a **noticeable effect** on society.
2. She is **the best candidate** for the job.
3. This new curriculum **includes** various subjects like science, math and history.
4. Her **talent** is to motivate people for better performance.
5. **Ambitious** people typically set specific, measurable goals for themselves and actively work towards achieving them.
6. We continue to work hard to **undertake problems** and take advantage of opportunities.

V. Define the following statements as true or false. Correct the false ones. Justify your point of view to support your opinion.

1. Engineering is mainly about theoretical knowledge rather than practical application.
2. A strong interest in technology and logical deduction is beneficial for ambitious engineers.
3. Studying such subjects as physics and psychology is a must for engineering students.
4. Non-standard thinking is necessary for a career in engineering.
5. Leadership skills are highly valued now in engineering.

6. Engineers are involved in projects resulting in a significant impact on many spheres of real life.

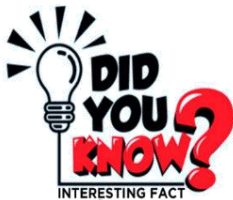
VI. In the article above search for the information that can help you to explain:

- what engineering is;
- what qualities are considered to be advantageous traits for aspiring engineers;
- what most engineering programs demand;
- for whom engineering is a rewarding career path.

VII. Say which of the factors mentioned in the article should be taken into account when choosing a career in engineering? Which of them did you consider when you tried to make the right choice? Share your thoughts with your groupmates.

VIII. Discuss the following questions with your partner. Give proofs.

- Do you believe that having a strong foundation in subjects like mathematics and science is essential for all careers?
- Is it important to speak to professionals in a field before making a career choice? Why?
- How can interdisciplinary knowledge enhance your effectiveness in a technical career?
- What role does problem-solving play in everyday life? Can problem-solving skills be developed or improved over time?
- Why is creativity crucial in technical fields such as engineering?



Engineering isn't just about building bridges and designing machines; it's a world filled with creativity, innovation, and amazing discoveries.

- The snowboard was invented by an engineer.
- Engineers design running shoes for protection, performance, and comfort.
- A civil engineer created the slippery part of the water slide.
- The launch and return of spacecraft is a monumental engineering triumph.
- The Ferris Wheel is considered one of the greatest engineering wonders in the world.
- Engineers make interactive television possible. The technology allows viewers to select any program, film, or game from more than 500 channels.
- Engineers play an instrumental role in the theme park industry.
- Engineers are involved in creating the Virtual Reality and Simulation Initiative. This technology applies computer simulation and visualization to 3-D modeling projects, such as virtual offices.
- Bioengineers are creating a new and exciting medical technology. This technology will utilize virtual reality to help surgeons reconstruct facial birth defects.
- Computer engineers in collaboration with animators have created special effects in movies such as "Jurassic Park", "Lord of the Rings". Through "morphing technology" images are digitally mastered to appear realistic.

IX. What other achievements made by engineers can you add to this list to encourage young people to choose engineering as a career. Which of them inspire you?

X. Study the information presented on the poster “10 Great Reasons to become a scientist or an engineer”. Working with a partner, comment on it and name the reasons for your choice of an engineering career.


10 GREAT REASONS

to become a scientist or an engineer

1 Develop all this ...


- Artificial limbs for the injured and medicine for diseases like Ebola
- 3D games consoles and solar powered laptops
- Make-up that automatically matches skin tone
- System to reduce the risk of flooding
- Driverless vehicles and spacecraft for future tourists
- Smart fabrics with in-built digital technology
- Supercomputers that predict the effects of climate change

... and more




2 Work in your favourite industry

From food, medicine and renewable energy to sport, film and music - **scientists and engineers are needed everywhere.**




3 Earn great money

On average, engineering apprentices **earn almost double** the national minimum apprentice wage.



Minimum apprentice wage




Engineering apprentice wage

The average starting salary for people with engineering and technology degrees is **20% higher** than for all graduates.


4 Make a difference

Help tackle some of the world's biggest challenges, like responding to natural disasters, improving cyber security and developing clean energy sources.




5 Be in demand

More than **2.5 million** jobs requiring science, engineering and research skills need filling.



6 Choose your own route

Go to **college**, do an **apprenticeship** get a **university degree** or combine different routes.




7 Have your pick of future careers

Capture tidal energy, design a robot, discover a cure for cancer... or do a job that doesn't even exist yet!

Continuing with maths and science - especially physics - keeps your options open for as long as possible for jobs in **science, law, business, space, architecture** and much more.

8 Travel the globe

Work in dynamic teams with people from different backgrounds, on exciting projects all over the world.




9 Gain respect

Be remembered for your work and go down in history for designing incredible structures, making awe-inspiring advancements in technology, discovering planets or identifying crucial genetic codes.

10 Design, create and innovate

Subjects like design and technology, art and computing can help pave the way to careers that **revolutionise the way we live.**



► VIDEO 1

ENGINEERING DEGREE: PROS AND CONS, 4:00

I. You are going to watch the video about pros and cons of an engineering degree. The following underlined words are important to understand the speaker. Replace these words with a word or phrase from the box.



- 1) to get through the engineering coursework;
- 2) aptitude for science;
- 3) to encounter problems;
- 4) to keep up with the latest technology;
- 5) a tough decision to make;
- 6) abundant job opportunities;
- 7) to pave the way to future study;
- 8) the amount of stuff you learn is negligible.

a) ability	b) to continue to learn something new	c) to experience	d) unimportant
e) plentiful	f) to cope with	g) to prepare for	h) difficult

II. Make word combinations from the words given in columns A and B below.

A	B
1) to maintain	a) one's own creation
2) to earn	b) the theories and principles of science
3) unpredictable	c) a problem
4) a wide variety of	d) excellent money
5) to implement	e) a good work-life balance
6) to solve	f) workload
7) to apply	g) job opportunities

III. Watch the video and complete the notes below. Compare your list with the whole group.

Pros	Cons
one of the best degrees	
	more time required

Pros	Cons
earn excellent money	unpredictable work
world will always need engineers	competitive atmosphere for promotion

IV. Watch the video again and define the following statements as true or false. Correct the false ones.

1. Engineering degrees are often ranked among the top college degrees due to their job stability and high salary.
2. Engineers are likely to be in demand all over the world due to increasing technological advancements.
3. The workload in engineering careers is consistently predictable.
4. Engineering students have many opportunities to take courses in art and writing.
5. An engineering degree can lead to management positions and lucrative earnings over a career.
6. The knowledge gained at university is comprehensive and directly applicable to industry work.
7. Everyone can easily cope with the engineering coursework.

V. Name the pros that you find most attractive in an engineering career.

VI. Tell your groupmates whether you were aware of any cons of an engineering degree? Do you think you are ready to deal with the challenges of the profession of an engineer? Which of the cons seem so serious that you might change your mind?



**LET'S
SMILE**

What Engineering Taught Me!

I never believed in luck
 But engineering taught me!
 I never believed in shocking miracles
 But engineering taught me!
 I never believed results could be so freaky
 But engineering taught me!
 I never believed I could smile at my professor who screwed my life
 But engineering taught me!
 I never believed I could study 1000 pages in 1 night
 But engineering taught me!
 I never believed I could write 36 pages in 3 hours
 But engineering taught me!
 I never believed friends could be so handy to help out writing exam
 But engineering taught me!
 I never believed "I could cry without tears"
 But engineering taught me!
 Enjoy one of the most difficult courses offered in the world!
 Enjoy the thrill!
 Enjoy the impossibilities!

Dedicated to all the engineers!!:)

► VIDEO 2

WHY I LOVE BEING AN ENGINEER, 1:06

I. The young people are often advised to contact real engineers if they are thinking about an engineering career. In the video you are going to watch engineers are speaking about their careers. Before watching, guess the meaning of the words through their synonyms.



senior	older, higher in the rank
to be curious	to be interested; to be eager to learn
definitely	certainly, for sure
to figure out	to understand or grasp fully
a reward	a prize

II. Watch the video. Four people explain what they love about being an engineer. There is one thing that all of them mention. What is it?

III. While watching the video one more time complete the table below. Use the information provided after the table.

Speakers	Name	Profession/Occupation	Why they love being engineers
Speaker 1			
Speaker 2			
Speaker 3			
Speaker 4			

Names	Profession/Occupation
a) Giovanni Freda	a) Software Engineer
b) Chead McQuillen	b) Senior Technical Staff Member
c) Chad Birch	c) Mechanical Engineer
d) Emily Stefano	d) Senior Engineering Manager
Why they love being engineers	
a) to come into work every day	h) the constant challenge
b) to spend days on the same bug	i) to figure out what's going on
c) a beautiful mix between creativity and freedom	j) to make someone else's life better
d) to be curious	k) to experience the moments of great reward
e) can't think of anything better	l) to be never bored
f) to learn something new	m) to make someone else's life easier
g) to solve problems	

IV. Working with a partner, fill in the gaps with the appropriate word or word combination from the box.

a) reward	c) creativity and freedom	e) easier and better
b) satisfaction	d) learning opportunities	f) solving problems

1. The joy of being an engineer lies in _____ and being curious.
2. The combination of _____ in engineering is greatly appreciated.
3. Constant challenges in engineering provide a sense of great _____.
4. In general, being an engineer is fulfilling due to the continuous _____.
5. Solving problems not only benefits the engineer but also makes someone's life _____.
6. Spending days on the same bug can lead to moments of _____.

V. In pairs, discuss what makes these people feel proud of being engineers. Which of the viewpoints do you share?

► SPEAKING PRACTICE

I. Look through some posts where people express opinions about their career choices. Are they all satisfied with the choices made?



Lane

"I am currently a student at the University of Pittsburgh enrolled in mechanical engineering. I came into college undecided and chose engineering as my major in my sophomore year. Engineering is a struggle for me, it takes a lot of time and self-discipline. I know that I want to make a difference in the world, and I want to do something that helps people. But I am always asking myself if I made the right decision for myself".



Maryam

"I feel comfortable with the choice I made in my life. Frankly speaking, I didn't prepare properly or plan for my career. I just chose what I liked. I found myself to be good at math and I wished to go for engineering. I got the chance to study it and I went for it. During my first year in college I found that Electrical Engineering is very interesting to me".

"I'm not a huge fan of engineering, but I've always been good at math, problem solving, logical puzzles. So, I followed my family's advice and got my degree and subsequently built a career in engineering. I've been doing this for a while, and I can honestly say, I've only ever met like 3 engineers over 28 who really enjoyed engineering and are excited to come to work every day. For the rest of us, it is a job".



Tom

"My parents are both engineers, so they pushed me toward that too. During that time, I discovered I enjoyed design, research, and problem solving, so I felt going into industry would be alright. I have a good job that aligns with my interests, so I feel like it's working out for me".



Daniel



"I chose to become an engineer as a tool to fulfill my dream. My dream is to help people and humanity. This was always a desire of mine. I saw engineering (computer engineering in my case) as a way to understand electronics and learn how to design and make devices that can ultimately be helpful to humankind, animals, the earth. And so far, I have been fulfilling that dream".



"I've chosen to be an engineer because I thought it would be a lot of fun! Engineering is the field that solves the most impactful of our problems in the world like creating clean energy or detecting cancer. As engineers, we are constantly changing the world with inventions and solutions that affect everyone's lives. We get to dream up all the coolest gadgets, then we get to go into the lab and actually make them. Engineers are like magicians; everyone wants them to fix their problems, and no one is quite sure how they came up with the solution. Being an engineer is fun because I get to use magic to create things every day. One day, I'll make something that can help change the world and that's why I want to become an engineer".

"Well, I can't be too certain if I regret majoring in engineering yet. I have a feeling that I might. To give a little bit of context here my dream has always been to do research and get into academia or work in national labs and things like that. However, I'm coming to the slow realization that in engineering it's quite difficult to be involved in deep theoretical research which is more of what I wanted".



Olivia

II. Work in pairs and discuss what pieces of advice you would give to someone who is unsure about his future career.

III. Engineers are like wizards of our society, they are driving our future. We are amazed and inspired every day by what engineers can achieve. Prove that it's worth being an engineer. Browse the Internet for information if necessary.

IV. Comment on the following statement:

Design your future to design our future!

V. ROLE PLAY. Role play the following situation in pairs.

Student A	Student B
<p>You are a journalist accredited for work at the annual international conference "My Career Pathways". Interview one of the participants (Student B). Ask them:</p> <ul style="list-style-type: none"> • what factors influenced their career choice; • who inspired them to choose a career path in engineering; • if they can give names of successful engineers, scientists or businessmen 	<p>You are invited to take part in the annual international conference "My Career Pathways". Answer the journalist's questions (Student A). Think about:</p> <ul style="list-style-type: none"> • factors that influenced your career choice; • who inspired you to choose a career path in engineering; • give names of successful engineers, scientists or businessmen who might

Student A	Student B
<p>who might serve a good example for young people to follow;</p> <ul style="list-style-type: none"> • what qualities are necessary to be a well-qualified engineer; • which of these qualities they have; • if they can describe their dream job, etc. 	<p>serve as a good example for young people to follow;</p> <ul style="list-style-type: none"> • qualities that are necessary to be a well-qualified engineer; • which of these qualities you have; • your dream job, etc.

When you have finished, swap roles and practice again.

Part II BECOMING A SUCCESSFUL ENGINEER



“Scientists study the world as it is,
engineers create the world that never has
been”.

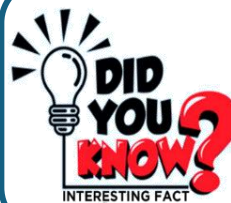
Theodore von Kazman

► GETTING STARTED

I. Working with a partner, give a definition of an engineer. Share it with your groupmates.

II. Compare your definition with the one given in the Cambridge dictionary.

Engineer is a person whose job is to design or build machines, engines, or electrical equipment, or things such as roads, railways, or bridges, using scientific principles.

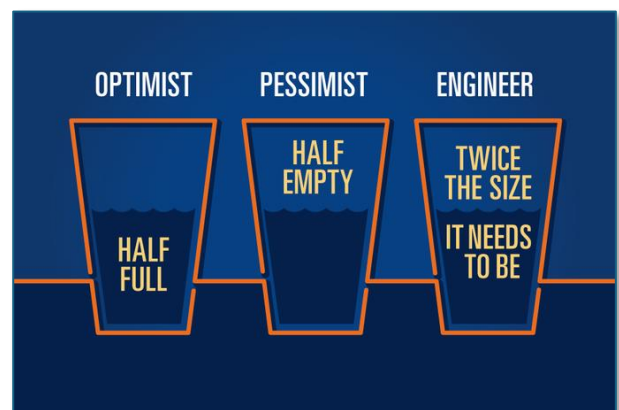


The word engineer is derived from the Latin words **ingeniare** that means to contrive, devise and **ingenium** that means cleverness.

III. Define the following statements as myths or facts about engineers. Justify your point of view to support your opinion.

1. They have no social skills.
2. A good engineer is also a skilled scientist.
3. Engineers find innovative solutions to complex issues.
4. They love to “fix” everything.
5. All engineers are math NERDS.
6. Engineers have a keen eye for detail.
7. Engineers shape the world of tomorrow.

IV. Look at the picture and comment on it.

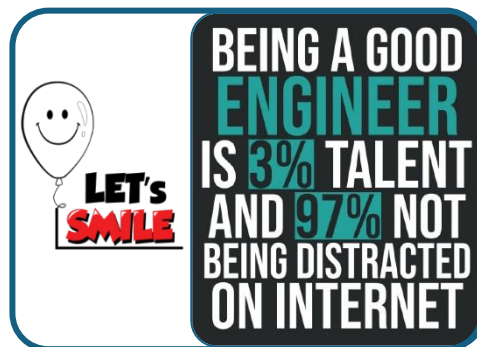


► VOCABULARY AND SPEAKING

I. Some people say that “success” is doing the work you like that allows you to live a life you want. Do you agree with this opinion? What is a success for you?

II. It is considered that practically all successful specialists should possess a number of qualities. From the list below choose the words that can be used to describe a well-qualified specialist.

imaginative	patient	motivated
sloppy	self-confident	nervous
enthusiastic	just	incompetent
reliable	indifferent	broad-minded
indecisive	creative	constant learner
lazy	impulsive	stress-resistant
experienced	irresponsible	goal-oriented



What other qualities can you add to the list?

III. Match these words to the ones with a similar meaning.

- | | |
|----------------|---------------|
| 1) ambitious | a) systematic |
| 2) tactful | b) precise |
| 3) attentive | c) liable |
| 4) responsible | d) aspiring |
| 5) organized | e) respectful |
| 6) accurate | f) careful |

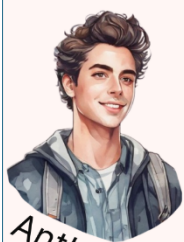
IV. Read the following posts below and underline the words that describe some other crucial qualities and skills of engineers.



“Based on my 30+ years as a Silicon Valley software engineer, I can confidently tell you that you have hit upon one of the key secrets of the success for great software engineers. As I see it, there are three traits of excellent engineers: technical knowledge and expertise; the ability to communicate and work well with others; a sense of humor and patience. Too many people develop the first skill and don’t realize that the other two are nearly as important”.

“Engineers are good at math and science, with strong analytical minds. They must be hard-working and detail-oriented, in order to design the intricate electrical circuits, components, devices, and systems needed to support a wide range of projects. I think good engineers include innovation, adaptability and flexibility. These qualities enable engineers to tackle complex problems, design innovative solutions, and work collaboratively to create effective and sustainable solutions for the benefit of society”.





Anthony

"A successful engineer must be able to find and organize all pertinent data, and to use the information correctly. This requires a good memory and strict attention to detail and excellent troubleshooting skills. Product design and engineering need a creative problem-solving approach, as well as intuition and empathy. They must be adaptable and willing to change their aims and tactics on a regular basis. A successful engineer is one who can stay up with the newest technology advancements while still offering the highest value and quality work".

"A promising engineer must be curious, creative and collaborative. Passion is essential if you are trying to achieve anything great. In engineering, passion will help you to log the long hours necessary to get to grips with complex mathematics, and will give you the stamina to keep working on lofty goals when others would have given up. Also, engineers should keep an open mind and should not pursue engineering for the degree but for honing his skills".



Brain

V. Analyze your own qualities. What traits and skills do you need to develop or strengthen in order to become a prosperous engineer?

VI. Who are the most successful engineers? Share with your groupmates the names of these engineers and their achievements that have made an enormous impact on people's lives. Do you know the reasons for their success? What makes a great engineer? Browse the Internet for the information if necessary.

VII. Say if every person can be a well-qualified engineer and what you should do in order to become a successful specialist. Complete the list of tips below.

- keep an open mind;
- think outside the box;
- come up with new ideas ...

VIII. Working in pairs, make a portrait of a successful highly qualified engineer from your field of study.

► READING AND SPEAKING

I. Read the article and explain the key difference between scientists and engineers in their primary goals.

Scientists and engineers collaborate to **accomplish** the advances that **epitomize** the modern world. But while science and engineering both build on each other's achievements, they are **distinct** disciplines. We look at the similarities and differences between scientists and engineers, and the career routes you can take to work in these fields.

Scientists work to further our knowledge of the natural world. Some **core** areas of study within science are biology, microbiology, chemistry, physics, geology and astronomy. Nowadays, they work across all industries and may be employed by, for example, universities, hospitals, companies, governments and in various environments, including laboratories or conducting field work.

The scientific method underpins all scientists' work. This is a cycle that comprises making observations, asking questions, generating hypotheses, collecting information, analyzing data sets, and repeating all this to **refine** theories about the world around us.

Curiosity is essential for scientists because a desire to understand how and why something happens motivates their work.

Engineers apply knowledge about the natural world to solve everyday problems. Their roles consist of designing, building, testing, and maintaining products and processes that meet the needs of people and organizations. Their goal is to improve efficiency and productivity. Engineers might be based in research and development laboratories, factories or construction sites.

The design process is the cornerstone of engineering. This involves defining problems, researching background, brainstorming ideas, creating prototypes, finalizing designs, analyzing outcomes and identifying improvements.

Engineers should be good problem-solvers because finding innovative ways to do things is the key job role. Communication, teamwork and leadership skills are also essential for them. Engineers should be attentive to detail, as small errors can have significant real-world **consequences**, and be able to work under pressure, as they often work on big projects with tight deadlines. They face important time management challenges due to the complexity of their projects, and the unpredictable nature of the work. Engineering can be demanding, with long hours and challenging projects that can lead to exhaustion and burnout.

Thus, scientists and engineers are closely related professions, and they **complement** each other's work. Scientists are concerned with new discoveries and adding to existing knowledge. They conduct research that helps us to make sense of the natural world; but it is the innovative minds of engineers that **utilize** this knowledge to make tangible differences to our lives. Scientists use the scientific method while engineers use the design process. It is the job of engineers to apply scientific research to real-world problems.

Science careers may be best suited to those who want to make new discoveries, focus on collecting and analyzing data in their daily working life, and are enthusiastic about spending longer at university. Engineering careers may be best suited to those who want to design new products and processes and are excited by the prospect of seeing their ideas make tangible differences to people's lives.

II. Match the words in bold in the article to the definitions 1–8.

- 1) _____ *verb* to contribute extra features to (someone or something) in order to improve their qualities;
- 2) _____ *verb* to improve an idea, method;
- 3) _____ *adjective* clearly separate and different;
- 4) _____ *verb* to be a perfect example of a quality or type of thing;
- 5) _____ *verb* to finish something successfully or to achieve something;
- 6) _____ *noun* the basic and most important part of something;

- 7) _____ *verb* to use something in an effective way;
 8) _____ *noun* results of a particular action or situation.

III. Fill in the gaps with the words given in the box.

a) outcomes	b) comprises	c) efficiency	d) make sense	e) tangible
f) observations	g) collaborate	h) research	i) conduct	j) various

1. You can invite people to _____ on a project from another team, and then discuss your content in Messages app.
2. The university has received _____ grants from the education department.
3. The _____ of this project will help us make better decisions.
4. The scientists _____ experiments to test new materials in the laboratory of the factory.
5. His _____ during the research improved the engineering design of the device.
6. The results of the experiment provided _____ evidence of the effectiveness of this technology.
7. The team _____ experts from diverse fields, working together to solve complex problems.
8. Recent _____ in nanotechnology has showed innovative solutions using new materials in different engineering applications.
9. There are several factors that affect _____ and productivity in the workplace, such as work environment, job satisfaction and training.
10. It may take some time to _____ of all your thoughts and feelings.

IV. In the article find the words or word combinations with a similar meaning to the following ones in bold.

1. These specialists have a range of different communication channels **to support** their work.
2. Many engineers have **a passion** for creating innovative solutions to complex problems.
3. The professor **encourages** the students to explore various fields within engineering and technology.
4. Consistency is the **basis** of success in all areas of life.
5. The article describes **important** principles on which this modern technology is based.
6. **Original** thinking stimulates students to explore beyond boundaries and it encompasses the ability to approach learning with an open mind.
7. To solve complex problems effectively engineers must **concentrate** their efforts on the critical factors that can influence project performance.

V. Define the following statements as true or false. Correct the false ones. Justify your point of view to support your opinion.

1. Scientists and engineers play completely different roles in society and do not overlap with each other.

2. Engineers' work focuses on making new discoveries in science.
3. Engineering careers are suited for people who work on practical applications of knowledge.
4. The main purpose of the design process is to analyze data and refine theories.
5. Leadership skills are highlighted as the most vital for engineers.
6. Science and engineering drive advancements in technology and help improve our daily lives.

VI. In the article above search for the information that can help you to explain:

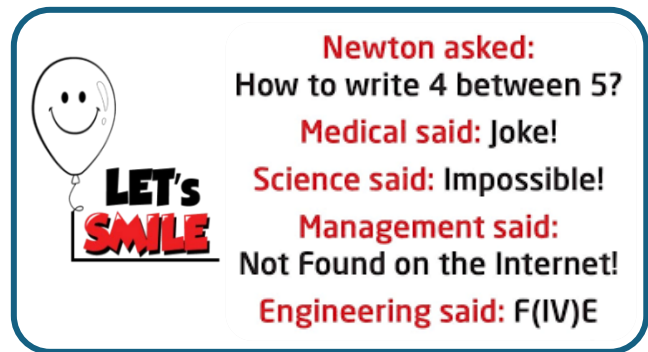
- a) where scientists are mainly involved;
- b) what scientists' work includes;
- c) what aim all engineers try to achieve;
- d) the main qualities and skills that all engineers should possess;
- e) what difficulties most engineers meet with;
- f) who science careers are appropriate for.

VII. Tell your partner about the importance of research and development in society today.

VIII. Share with your groupmates any examples of projects that you have participated in involving designing or building something? What was it like?

IX. Think about your career in engineering and say what you would enjoy most about working in this field.

Would you like to be involved in science in future as the next step in your career?



► VIDEO

THE ENGINEERING DESIGN PROCESS, 3:05

I. In pairs, suggest the answers to the following questions:

1. How have technological advancements influenced modern engineering practices?
2. Is it important to evaluate different solutions before making a decision? Why?
3. What challenges do you think engineers face trying to balance innovation with functionality during the design process?



II. Before watching the video, make sure you know the meanings of the words below. Match them with their definitions.

1) to define	a) very many of the same type, or of different types
2) scope	b) extremely unusual or strange
3) bizarre	c) to accept or agree to something after careful consideration
4) to interact	d) to suggest or think of an idea or plan
5) multiple	e) to judge or calculate the quality, or value of something
6) to refine	f) to explain the meaning of a word or concept
7) to approve	g) to try to deal with something or someone
8) to evaluate	h) the extent or range of a subject
9) to tackle	i) to communicate with someone or react to something
10) to come up with something	j) to make something pure or improve something

III. Replace the italicized words in the sentences below by a word or phrase from the box.

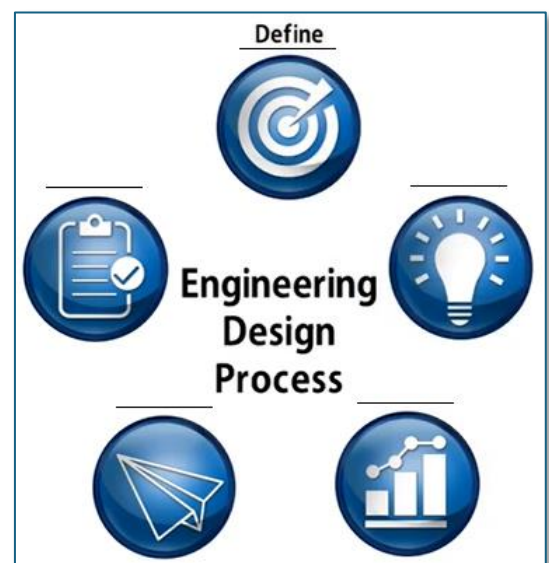
a) lead to	b) improvements	c) gather information
d) visualize	e) preliminary	f) perform

1. It is important to *collect data* about a problem before analyzing it.
2. The ground-breaking *preparatory* work behind the new test took the researchers eight months to complete.
3. Other improvements will *result in* even easier access, improved support and adjustability for different sizes.
4. They needed to *imagine* a special motionless container in order to understand such physical concepts as velocity and acceleration.
5. The authority has a month to decide either to approve or to *carry out* a more detailed investigation.
6. He introduced the seminar method to teach students the latest *advances* in mathematics.

IV. Watch the video. Explain what an engineering design process is and name the main purpose of it.

V. Watch the video again. Working in pairs, complete this diagram, and then comment on what each stage of the engineering design process involves.

VI. Explain what a brainstorming technique is and its role at the second stage involving imagination. Have you ever tried this technique? If yes, was it effective?



VII. Say if the engineering design process is always linear or designers can go back and forth between stages.

VIII. Explain how knowledge about processes, like an engineering design, can help people in everyday life.

► SPEAKING PRACTICE

I. Read engineers' opinions about their work. What challenges of an engineering career are mentioned? Which of them do you find most serious?



Gary

"Engineering is a complex field with its unique set of challenges. The most common challenges that engineers face are technical complexity and time management. They have to deal with complex technologies, systems, and processes that require in-depth knowledge and expertise. Also, engineers often work on multiple projects simultaneously, each with its own set of deadlines and priorities. Good specialists overcome these challenges by continuously learning and keeping up with the latest trends and technologies, by prioritizing tasks, creating a schedule, and setting realistic goals".

"Many engineers lack good communication and collaboration skills that are essential for success. Engineers have to communicate complex technical information to non-technical stakeholders and work effectively with other team members. Engineering projects often involve a team of people with different backgrounds and areas of expertise. Qualified specialists should build strong relationships with team members, actively listen to others, understand their strengths and weaknesses to achieve project goals".



Scott

"Engineering is a very hands-on field. Engineers often work with or are in charge of heavy machinery that can be dangerous if not handled properly. These professionals need to have proper training to handle such equipment efficiently. They should follow safety precautions by wearing relevant protective gear like eye goggles, gloves, rubber aprons, etc., when working. It can be quite challenging for engineers to understand the safety measures on a work site before they proceed with their day-to-day work".



Adam

"With the complexity of their work and the need for detailed planning, engineers often put tasks off until the last minute. Tight deadlines and multiple projects add to the pressure and can lead to further procrastination as engineers struggle to prioritize their workload. The fear of making mistakes or not meeting high standards also contributes to this battle with perfectionism. Overcoming this challenge requires effective time management strategies, prioritization techniques, and breaking tasks into smaller, manageable steps".



Terry

II. Name the ways how to overcome the difficulties that arise on the path of an engineer.

III. Comment on the following statement.

The ideal engineer is a composite ... He is not a scientist, he is not a mathematician, he is not a sociologist or a writer; but he may use the knowledge and techniques of any or all of these disciplines in solving engineering problems.

IV. ROLE PLAY. *Role play the following situation in pairs.*

Student A	Student B
<p>You are a novice engineer. Talk to a successful engineer from the company UniDEV (Student B) to learn detailed information about an engineering career. Ask:</p> <ul style="list-style-type: none"> • whether it is difficult to become a professional in this sphere; • what qualities are necessary to possess; • which of these qualities they have; • what engineer's work includes; • what challenges most engineers face with; • what pieces of advice can be given to overcome all difficulties; • what a dream job is for them. 	<p>You are a successful engineer working for the company UniDEV. Answer the novice engineer's questions (Student A). Think about:</p> <ul style="list-style-type: none"> • difficulties of becoming a professional in this sphere; • qualities that are necessary for all well-qualified specialists; • which of these qualities you have; • what engineer's work includes; • challenges most engineers face with; • pieces of advice you can give to overcome all difficulties; • your dream job.

When you have finished, swap roles and practice again.

Part III
MY FUTURE SPECIALITY



“The engineer has been, and is, a maker of history”.

James Kip Finch

► **GETTING STARTED**

I. Engineering is a diverse profession that branches out into every area of our society. Name the main branches of engineering.

II. Follow the link or QR-code and match each picture to the correct engineering branch.

<https://learningapps.org/display?v=p647cnoqt24>



III. How much do you know about different branches of engineering? Do the short quiz below.

1. Which field of engineering is the oldest one?

A. chemical

B. civil

C. agricultural

D. mechanical

2. What is the most widely spread type of engineering?
A. electrical B. industrial C. mechanical D. chemical
3. What kind of engineering is focused on circuits and computer components?
A. biomedical B. software C. civil D. electrical
4. Where is the potential income the highest one?
A. mechanical B. civil C. chemical D. agricultural
5. What field of engineering focuses on processes that involve the use of living organisms or their components for the production of food, biofuels, pharmaceuticals?
A. biomedical B. chemical C. electrical D. civil

IV. Check your answers using the link or QR-code and watching the video “What are the Different Types of Engineering Degrees?” Tell your partner which branch of engineering your speciality belongs to. What new facts have you learnt about engineering types?

<https://www.youtube.com/watch?v=YZX58k1vmSw&t=113s>



► VOCABULARY AND SPEAKING

I. In pairs, make a list of activities engineers are generally involved in. The first one is done for you.

Design, ...

II. Look at the picture to have more ideas and say which of these activities you find most interesting for you.

III. Our university provides training in many specialities in the field of engineering and computer science. What specialities can you name?



IV. Match the following specialities to their descriptions of responsibilities for engineers working in these fields.

1. Information systems and technologies	5. Infocommunication systems and networks	9. Electronic systems and technologies
2. Micro- and nanoelectronics	6. Radioelectronic systems and radiotechnologies	10. Nanotechnology and nanomaterials in electronics
3. Information security	7. Computer engineering	11. Electronic engineering
4. Software engineering	8. Electronic and information control systems of physical installations	12. Engineering and pedagogical activities

a) computer design of microelectronic products and modeling of technological processes for creating micro- and nanoelectronic devices;

- b) programming the hardware microprocessor part of mobile devices and developing software for operating systems based on Android, iOS, Linux, FreeRTOS;
- c) information systems development using interface design technologies taking into account user experience to achieve convenience and comfort for the target audience;
- d) design and operation of multifunctional electronic and radio-electronic systems and technologies;
- e) design, production and operation of special technological equipment;
- f) design, creation and operation of a cybersecurity system, detection and response to information security incidents in information systems;
- g) design of telecommunication systems, and implementation of technical operation of information and communication systems and networks;
- h) development and application of information systems and technologies for solving business analytics problems in various fields of activity, as well as for solving industrial safety problems in various sectors of the economy;
- i) computer design of integrated circuits and sensors, as well as development of technologies for their production, and application of modern methods for studying nano-objects;
- j) creation of intelligent radioelectronic systems and complexes for solving control and information processing problems;
- k) development, design, production and operation of physical installation systems;
- l) design of radioelectronic devices and systems; database development and management; organization of educational and scientific activities of students.

V. What are the most in demand specialities today? Give examples and prove your point of view. Name your speciality and say whether it is in the top list.

VI. Fill in the gaps with the words and phrases given in the box.

a) products	b) innovative	c) upgrade	d) come up with
e) a wide variety of	f) tests	g) specialize in	h) communication
i) repair	j) hardware	k) research	l) handheld

As an electronics engineer you can work in **1. _____** environments and industries. An electronics engineer does **2. _____** and designs new electronic systems and circuitry, creates and **3. _____** prototypes for new **4. _____** in the manufacturing industry. Electronics specialists build **5. _____** using both analog and digital components, service and **6. _____** electronic systems, **7. _____** older electronic control systems and instruments with new components. You may **8. _____** a specific area of electronic engineering, such as semiconductors, **9. _____** devices, engines, or **10. _____** systems. The job of an engineer is to **11. _____** ideas and create **12. _____** products and solutions for employers or clients.

VII. Read some posts where people describe what they do at work. Define their professions according to given responsibilities. Prove your choice.

a) security specialist	b) electrical engineer	c) systems engineer
d) web developer	e) software engineer	f) systems analyst

"My responsibility is to design the architecture, identify all of the requirements and guide in the selection and/or development of the components of the system, then lash it all together. I can work wherever I have the necessary access to the hardware and/or software I need to test, implement and debug the systems I will be engineering. This can be anything from a home office to a dusty factory floor, to a data center, to a regular office environment".



Samuel

"As a specialist with over five years of experience, I have developed a deep understanding of the intricacies involved in optimizing business processes and enhancing system functionality. My ability to identify areas for improvement and implement effective solutions has consistently resulted in increased efficiency and cost savings for my employers".



Luke



Evan

"My primary responsibility is to design, implement, and maintain cybersecurity infrastructure including firewalls, intrusion detection/prevention systems, antivirus software, and encryption protocols. I also conduct regular security assessments and audits to identify vulnerabilities and recommend appropriate solutions, develop and maintain incident response plans to effectively address security breaches or cyber-attacks".



Olive

"I get excited about anything that involves solving problems, whether it be figuring out how to optimize a certain part of an existing application or entirely coming up with new applications to solve certain needs. My day-to-day tasks as a specialist might include designing and maintaining software systems or applications, evaluating and testing new software programs, writing and testing code".

"In general, I am responsible for the design, construction, and commissioning of electrical distribution systems and equipment in high-tech manufacturing and mission-critical facilities. My daily duties are: evaluating electrical and control systems; working with high, medium and low voltage distribution systems; confirming system and components capabilities by designing testing methods and procedures".



Gabriel

"I am a successful specialist with years of experience in creating and managing websites. My skills include coding in HTML, CSS, and JavaScript, as well as working with CMSs like WordPress and Drupal. I am also experienced in using server-side scripting languages like PHP and Ruby on Rails. I am confident in my abilities and am always looking for new challenges and opportunities to grow".



Adrian

VIII. Work in pairs and discuss your future job responsibilities and career opportunities.

IX. Artificial intelligence is no longer a futuristic concept; it's a reality that is transforming industries and reshaping the job market at an unprecedented pace. Do you agree that AI will pose a significant threat to certain types of engineering careers? What types of engineers will be replaced by AI in the future? Justify your point of view.

► READING AND SPEAKING

I. Read the post and explain the primary role of a software engineer.

Did you know that the world runs on software and software engineers are the architects of this digital world? It's true. Every app on your phone, every website you visit, every digital system you interact with, all of it is the handiwork of software engineers.

So, what exactly does a software engineer do? Well, let's **dive** into it. At the heart of it, a software engineer is a problem solver. They use their expertise in computer science, design, coding, and testing to create software solutions. Your favorite mobile game, the app you use to order food, the platform that lets you stream movies, all of these were brought to life by software engineers. They're involved in every stage of software production, starting with understanding what the user needs. They then design and write the code for the software. And don't forget testing. They meticulously **comb** through every line of code, weeding out bugs, and ensuring the software runs smoothly.

And their job doesn't end there. Once the software is up and running, they continue to maintain and improve it, making sure it stays **relevant** and functional. In essence, software engineers are the **masterminds** behind your favorite apps and digital platforms.

Now you might be wondering, what skills do I need to become a software engineer? Well, first of all, you need a solid grounding in computer science principles and a **proficiency** in programming languages. Java, Python, C++, these are your new best friends. And don't forget about databases, algorithms, and data structures.

But it's not all technical. You should be able to **think on your feet** and create innovative solutions. Teamwork makes the dream work, so strong communication skills are a must. You'll need to articulate complex concepts to non-technical team members after all.

Like any job, software engineering comes with its own set of challenges and rewards. One of the most common hurdles software engineers face is the pressure of tight deadlines. The **fast-paced** nature of this industry often means that projects need to be completed quickly, and that can sometimes mean long hours and high stress situations. Additionally, software engineers are constantly faced with complex problems that require innovative and out-of-the-box thinking.

Now let's talk about the benefits. One of the biggest perks of being a software engineer is the high salary potential. With experience and expertise, software engineers can command substantial salaries. Another benefit is the flexible work schedule. Many software engineers have the option to work remotely, allowing for a work-life balance that suits their lifestyle. And do not forget the satisfaction of creating products that impact millions of users. Despite the challenges, the rewards of being a software engineer often **outweigh** them.

Software engineering is a field with opportunities for growth. You start off as a junior software engineer, delving into different languages, platforms, and systems. As

you gain experience and master your craft, you could become a **senior** software engineer, leading projects and mentoring junior colleagues.

With **dedication** and continuous learning, the sky is the limit in your software engineering career. So, are you ready to code your way to a fulfilling and lucrative career?

II. Match the words in bold in the post to the definitions 1–10.

- 1) _____ *noun* someone who plans a difficult activity in detail and makes certain that it happens successfully;
- 2) _____ *adjective* correct or suitable for a particular purpose;
- 3) _____ *adjective* high or higher in rank;
- 4) _____ *verb* to jump or move in a particular direction or into a particular place quickly;
- 5) _____ *adjective* happening very quickly;
- 6) _____ *noun* the willingness to give a lot of time and energy to something;
- 7) _____ *noun* great skill, ability, and experience;
- 8) _____ *verb* to have more influence or importance than something else;
- 9) _____ *verb* to search a place or an area very carefully in order to find something;
- 10) _____ *idiom* to make a quick decision and react quickly.

III. Fill in the gaps with the words given in the box.

a) substantial	b) maintain	c) interact	d) delve	e) handiwork
f) perks	g) expertise	h) a must	i) are faced	j) weed

1. Engineers _____ into documents of all kinds searching for information that will help them designate what are often new realities.

2. A software engineer is a type of computer scientist who uses their _____ to design programs, applications and software.

3. There will be _____ job losses if the company closes down.

4. Software developers _____ with constant changing of requirements, which is a major reason for the complexity of the software development projects.

5. We should take care to ensure that the results of our _____ are examined to guarantee that the system is working in an effective and just manner.

6. Data synchronization is needed to update and keep multiple copies of a set of data coherent with one another or to _____ data integrity.

7. Understanding of fundamental concepts such as Newton's laws of motion, thermodynamics, and electrical circuits is _____ for an engineering specialist.

8. The company is constantly looking for ways to _____ out inefficiencies and streamline operations to better meet the needs of the customer.

9. Your salary is important, but _____ and flexibility can make just as much difference to job satisfaction.

10. It is simple to use web portal that requires a short registration process in order to _____ with other users.

IV. In the post find the words or word combinations with a similar meaning to the following ones in bold.

1. When I actualized this project, I very **carefully** researched it to see if anyone had done anything similar.
2. There are still a few technical **obstacles** to be overcome before the product can be put on sale to the public.
3. It is an excellent technique to move people from linear to more **creative** thinking.
4. This in turn will have a very big influence on the **prospects** for partnership in the future.
5. You can **obtain skills** that advance and accelerate your career, in some cases even before completion of the program.
6. Engineers must continually develop and innovate if they want to have a competitive and, ultimately, **profitable** job.

V. Define the following statements as true or false. Correct the false ones. Provide facts to support your opinion.

1. Software engineers primarily focus on the aesthetic design of applications rather than their functionality.
2. A software engineer's job doesn't only involve writing and testing the code.
3. A good software specialist should be good at computer science and programming.
4. Teamwork is really important in software engineering, suggesting collaboration with others.
5. The challenges faced by software engineers are minimal compared to the rewards of the profession.

VI. In the post above search for the information that can help you to explain:

- a) what key stages are involved in the software development process;
- b) what technical skills are required for a software engineer;
- c) why soft skills are important;
- d) what difficulties are encountered in this work;
- e) what advantages the work of a software engineer comprises.

VII. Tell your groupmates how to become a prosperous specialist in the field of software development. Read the quote below for some ideas.

“Unless you try to do something beyond what you have already mastered, you will never grow”. – Ronald E. Osborn

VIII. In pairs, exchange views on the future of software engineering in the years to come.

► VIDEO

A DAY IN THE LIFE: DESIGN ENGINEER, 2:03

I. Suggest the answers to the following questions:

1. What is the role of design engineers in shaping our world?

2. How do advancements in technology impact the field of design engineering today?



II. You are going to watch a video where a design engineer describes his working day. Before watching, study the words which are important to understand the speaker. Match them to the ones with a similar meaning.

- | | |
|--------------|------------------------|
| 1) to grab | a) actually |
| 2) layout | b) project |
| 3) vendor | c) beginning, vanguard |
| 4) submittal | d) to get |
| 5) genuinely | e) design |
| 6) forefront | f) seller |

III. Watch the video, explain what the main focus of the design engineer's daily work at the Harris Design Studio is and which aspect of this job Elijah Kranz finds most rewarding.

IV. Working with a partner, fill in the gaps with the appropriate word or word combination from the box.

a) set up	b) accomplishment	c) meet the requirements
d) variety	e) approach	f) beneficial

1. From modeling, glass design, and preform fabrication to fiber drawing and characterization, our scientists and engineers have the fiber design expertise to _____ of large and small businesses.

2. Some find that certification also brings a sense of _____ and greater job satisfaction.

3. It's _____ to colleagues as it takes pressure off them and gives them more time to do their jobs.

4. _____ a node on your local machine and use some test files to insert and request.

5. This makes it possible to build a sufficiently split network with the use of a _____ of special devices.

6. The sciences are increasingly engaged with a technical rather than a philosophical _____ to their subjects.

V. Watch the video again, then discuss the following questions in pairs.

1. What is the design engineer's typical daily routine?
2. What advice does the design engineer give to someone interested in becoming a mechanical design engineer?
3. Why is the Harris Design Studio considered to be a trusted partner for potential clients?
4. What is the primary motivation that drives Elijah's work as a design engineer?

VI. From your point of view, what challenges do design engineers face when trying to meet specific requirements for different types of projects?

► SPEAKING PRACTICE

I. Choose the quote you like and explain what it means. Give examples to support your viewpoint.

"Engineering or technology is all about using the power of science to make life better for people, to reduce cost, to improve comfort, to improve productivity, etc."

~ N. R. Narayana Murthy

"Engineers like to solve problems. If there are no problems handily available, they will create their own problems".

~ Scott Adams

"Engineering problems are under-defined; there are many solutions, good, bad, and indifferent. The art is to arrive at a good solution".

~ Richard James

"Scientists dream of doing great things... Engineers do them".

~ James A. Michener

II. Look through some posts where people express opinions about the impact of engineers on our society and say whose points of view are closest to your own. Give arguments.



John

"Honestly, I don't see much value in some types of engineering. I mean, when was the last time a software engineer saved a life? I remember my friend getting stuck on a video game for days instead of studying. Sure, technology is nice, but at times it just feels like a distraction rather than a contribution".



Raj

"On the one hand, engineers and their contributions are pretty amazing, but then I think about how much pressure they're under. My cousin works as a security specialist and hardly ever goes out because of his late-night shifts. Maybe all their hard work is vital, but the stress seems like a heavy price to pay".

"I think software engineers are the backbone of our modern world. Just last month, I had a huge issue with my online banking app, and it was the developers who sorted it out quickly. Without them, we'd be stuck in the past, struggling with pen and paper for everything. Their work is just so essential to our daily lives".



Mike

"It's such an emotional topic for me! My father was an electronics engineer, and he always believed in using his skills for the greater good. I remember when he designed some vital equipment for hospitals, which helped save countless lives. Thinking about his impact really makes me proud, and it is heart-wrenching to think that not every engineer shares that same resolve to do something meaningful with their talent".



Sophie

"I think engineers are absolutely vital to society. Just last year, I watched as my brother, who's a civil engineer, worked on a project that transformed an old part of our town into a beautiful community park. It's incredible to see how their skills can directly improve people's lives, making places not just functional but really enjoyable. Without them, we wouldn't have the infrastructure or technology that supports our day-to-day existence".



Jane

"My best friend is an electrical engineer who literally saved lives during the recent power outage in the area by designing a backup system for hospitals. This kind of thing proves just how powerful their contributions can be, especially when faced with crises. It's heartwarming to see that what they do stretches far beyond wires and circuits; they really are unsung heroes in our lives".



Sarah



Emma

"I'm really torn about this whole engineering thing. On the one hand, I see how important they are in developing infrastructure, but on the other hand, sometimes I feel like certain fields don't really help people directly. My brother studies mechanical engineering and he's always busy, but I'm not quite sure if that really makes a huge difference in people's lives".

III. Read your role cards and work with your groupmate to make a dialogue that you can share with the whole group.

Student A	Student B
You are a school leaver and participate in the BSUIR Open Day. You are going to enter the university but you are not sure about your future speciality. Ask questions about different specialities and their opportunities in order to make the right choice.	You are a student of BSUIR and take part in the University Open Day. Help school leavers in their choice of future speciality. Present your speciality paying attention to advantages and future job responsibilities.

► COMMUNICATION ACTIVITIES

I. You are invited to participate in the Tech Forum on the theme "Engineering: Top Trends Shaping our Future". Work in small teams, each consisting of 3–4 students. Each team should follow a detailed guide:

- Choose a specific technology or trend within modern engineering to focus on.

- Conduct thorough research to gather relevant information about the chosen topic, use academic journals, reputable websites, and industry reports to collect data on the selected technology.

- Identify key statistics and trends that highlight the significance of the technology in modern engineering.

- Work collaboratively with peers to share findings and insights.

- Make up a report or presentation that summarizes key points about the technology, including advantages, challenges, and future implications.

- Prepare for an engaging and informative discussion during the forum. Think about questions to stimulate discussion among participants.

- Actively participate in discussions during the forum.

- Listen attentively to other participants' contributions and be open to different perspectives.

- Take notes on other presentations to foster future discussions or collaborations.

- Consider how you can apply these insights in your future career.



Introducing the topic

What I am going to talk about today is... / I would like to take this opportunity to talk to you about... / I want to make you a short presentation about...

Explanation of goals

The purpose(s) of this presentation is/are... / My objective(s) today is/are...

Starting point

Let me start with some general information on... / I'd like to give you some background information about...

Details

I'd like to expand on this aspect/problem/point. / Let me explain more about...

Graphs and images

Let me use a graphic to explain this. / I'd like to illustrate this point by showing you... / Let the pictures speak for themselves. / I think the graph perfectly shows how/that...

Reference to sources

Based on our findings, ... / According to the study, ... / Our data shows/indicates...

Summary and conclusion

In conclusion, let me sum up my main points. / Weighing the pros and cons, I come to the conclusion that... / That brings me to the end of my presentation. Thank you for listening / your attention.

► WRITING SKILLS DEVELOPMENT

I. Choose one of the tasks offered below. Write at least 250 words.

A. Write a short essay about difficulties of your career choice. Share your thoughts about factors that should be taken into account when choosing a career in engineering. Pay attention to advantages and disadvantages of an engineering career.

B. Write a letter to applicants dreaming to enter the university you are studying at. Consider difficulties of becoming a professional in an engineering sphere and the qualities that well-qualified engineers should possess. Describe what the work of engineers includes and highlight the challenges most engineers face.

C. Write a blog post titled “My future speciality”. Give description of your speciality and characterize your job responsibilities and future career opportunities. Emphasize the importance of your speciality to modern society.

► REVISE AND CHECK

I. Find 15 words similar in meaning to the following ones in the suggested word grid. Words are listed only horizontally and vertically, NOT diagonally.

S	N	P	L	W	F	A	O	C	R	E	A	T	I	V	I	T	Y	J	L	C	K	A
N	A	D	V	A	N	T	A	G	E	F	B	O	M	A	V	P	N	Q	V	V	Q	U
K	O	C	P	D	L	A	L	Z	Q	U	A	L	I	T	Y	J	T	F	W	F	H	J
W	H	R	D	U	O	O	C	C	U	P	A	T	I	O	N	F	O	S	T	A	I	X
A	F	V	G	V	O	C	A	T	I	O	N	M	P	N	F	C	F	K	H	I	L	O
J	C	X	P	U	J	G	C	H	R	E	S	P	O	N	S	I	B	I	L	I	T	Y
N	C	H	A	L	L	E	N	G	E	T	T	I	O	H	P	J	Z	W	O	V	L	Q
F	T	A	Y	I	N	J	T	C	M	I	N	D	S	E	T	U	I	G	E	T	U	A
C	O	P	R	O	F	I	C	I	E	N	C	Y	U	W	F	G	C	K	H	C	F	V
E	S	E	D	S	A	D	V	A	N	C	E	Z	V	N	G	O	A	J	L	O	Q	C
C	O	L	L	A	B	O	R	A	T	I	O	N	D	G	T	F	R	M	K	T	T	E
O	L	K	A	C	M	O	V	N	E	M	N	U	L	O	Y	S	J	Z	N	O	O	I
N	U	H	P	C	U	F	L	X	L	P	I	W	T	W	Z	K	M	U	U	V	C	T
S	T	V	V	S	K	Q	V	U	I	A	C	J	I	C	L	C	H	L	B	U	V	C
E	I	P	C	Y	V	P	G	O	Z	C	Q	E	M	E	T	P	P	Z	N	J	Q	G
Q	O	K	O	T	D	J	S	A	P	T	R	Y	B	V	F	L	L	V	M	P	D	E
U	N	N	E	D	K	O	I	Z	C	M	D	R	T	Z	R	L	D	Z	C	R	Q	P
E	T	W	F	J	F	G	K	G	N	H	K	O	J	T	U	B	J	W	K	Z	H	L
N	G	I	C	V	L	F	P	X	K	K	U	F	H	K	E	B	Z	W	W	S	H	A
C	K	E	R	L	O	P	I	W	T	K	J	F	I	G	K	R	X	N	L	R	U	Z
E	O	O	I	Y	C	H	R	S	N	C	S	F	L	X	M	F	P	M	Z	T	X	S

1. _____ demand
2. _____ progress
3. _____ cooperation
4. _____ attitude
5. _____ calling
6. _____ any activity or job
7. _____ benefit
8. _____ result
9. _____ difficulty
10. _____ mastership
11. _____ trait
12. _____ outcome
13. _____ effect
14. _____ imagination
15. _____ duty

Scan the QR-code or follow the link given to do the task above.



<https://learningapps.org/watch?v=pjbtxpka25>

II. The words in bold have been put into the wrong sentences. Decide which sentences they should belong in. In some cases, more than one answer is possible.

1. By adopting modern technologies like cloud computing and microservices architecture, I can **lead** the scalability and reliability of the web applications I develop.

2. As I advance in my engineering career, I recognize that understanding cybersecurity is crucial; therefore, I actively seek opportunities to **differ** with security specialists on projects that require a comprehensive approach to safety.

3. My speciality in web development allows me to **specialize** frameworks which are at the forefront of modern web technologies, to build scalable applications.

4. In my engineering career, I **delve** on integrating cutting-edge technologies such as Progressive Web Apps to improve accessibility and performance for users across various devices.

5. The choice of an engineering career can **cope** to fulfilling opportunities in various sectors, including aerospace, healthcare, renewable energy, and information technology.

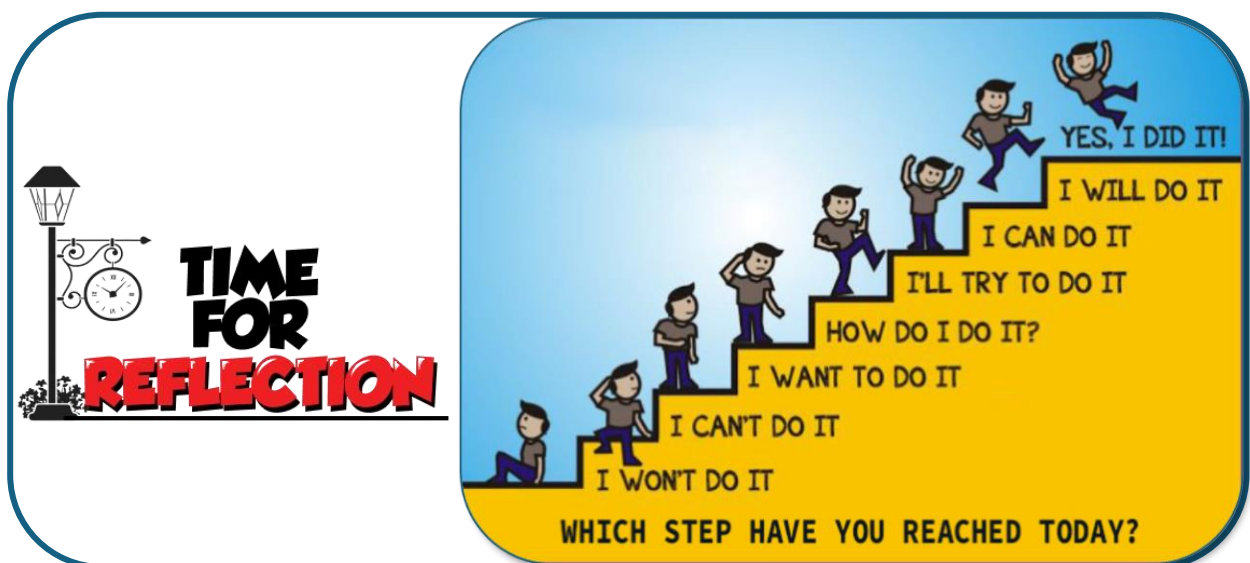
6. Engineers often **carry** in various fields such as structural, electrical, or software engineering to develop expertise in their chosen area.

7. In the engineering field, professionals must learn how to **enhance** with rapid technological changes and the need for continuous skill development to remain competitive.

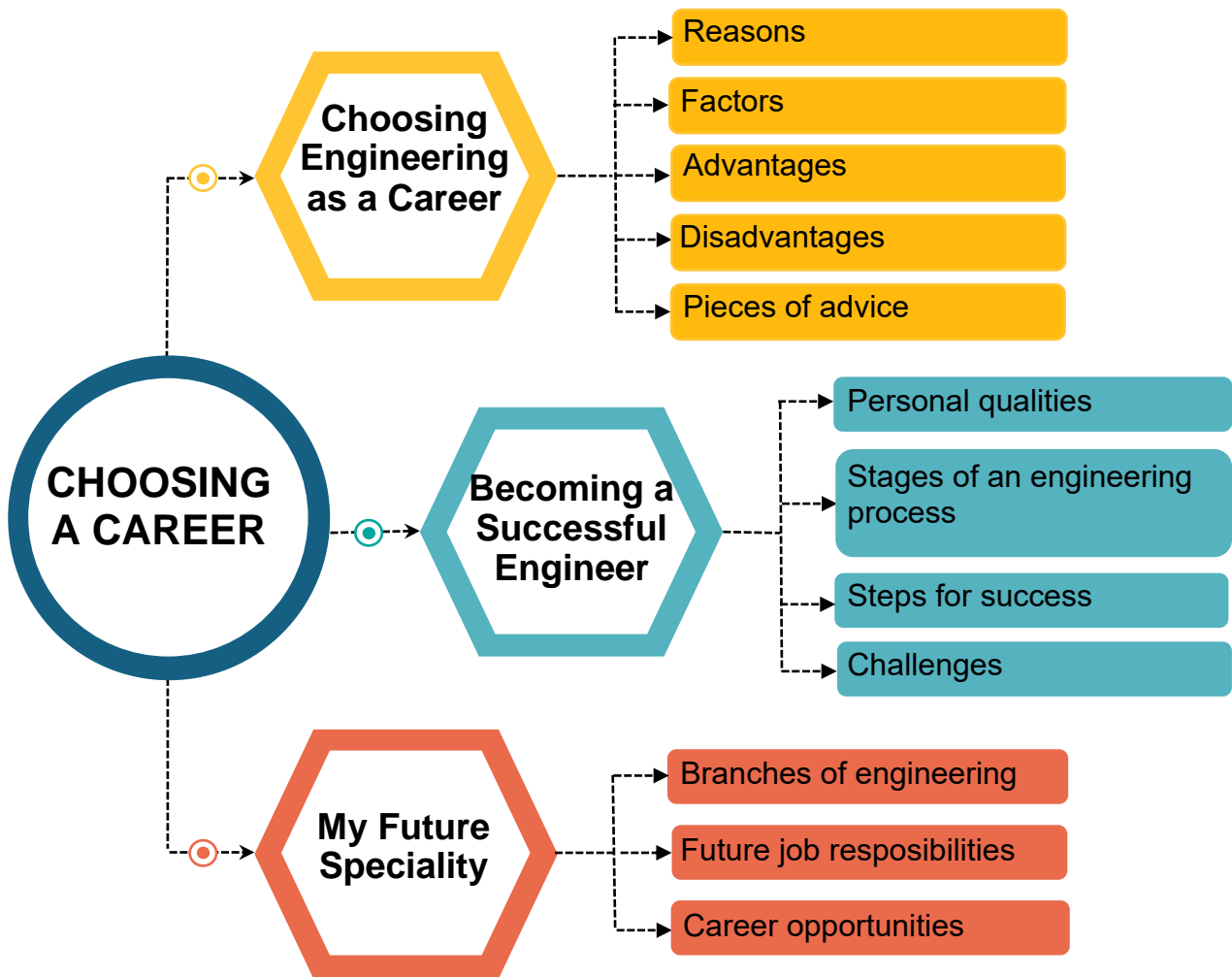
8. The encryption techniques used to protect data **focus** from one application to another, depending on the specific security requirements of each system.

9. Security specialists must **collaborate** out protocols carefully to ensure that sensitive information is not compromised during data transmission over networks.

10. Researchers often **utilize** into the complexities of artificial intelligence to uncover new algorithms that can increase machine learning capabilities.



III. Study the mind map below and share your ideas about engineering as a career, the choice of a speciality and steps for success in this field.





MODULE 4

JOB HUNTING

“Choose a job you love and you will never have to work a day in your life”.
Confucius

Part I LOOKING FOR A JOB

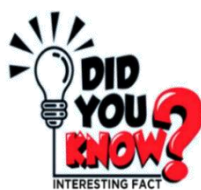
► GETTING STARTED

I. Work in pairs to discuss the following questions, then share your ideas with your groupmates.

1. What steps does a job hunting process involve?
2. What job challenges do the job seekers face today?
3. What are the most effective modern strategies for job hunting?

II. Consider the opinions below with your partner. Which of them do you agree or disagree with? Give reasons to support your viewpoint.

1. Job hunting is challenging and stressful enough. Now robots judge our résumés and there is a great chance that it will never be seen by a person.
2. Humans are terrible at making hiring decisions, AI technology could do it better.
3. High competition on the employment market can make it difficult for job seekers to stand out.
4. You can't get a job without experience, but you can't get experience unless you have a job (a catch-22 example).



A catch-22 is a paradoxical situation from which an individual cannot escape because of contradictory rules or limitations. The term was coined by Joseph Heller, who used it in his 1961 novel *Catch-22*.

III. Decide which factors are most important when looking for a job. Rank the following points in terms of importance and comment on your choice.

working hours	benefits	salary
task variety	location	opportunities for promotion
flexible work schedule	business trips	work environment
cash prizes	retirement savings	additional vocational days

What other important factors would you like to add to this list?

► VOCABULARY AND SPEAKING

I. Read the definitions carefully and choose the word or phrase which means:

1. ____: someone who is trying to find a job.
a) a head hunter b) a job hunter c) an interviewer d) an employment agent
2. ____: a specific position that needs to be filled.
a) job search b) vocation c) a job opening d) a job offer
3. ____: a position normally assigned for a recent graduate or person without prior experience in the field or profession.
a) an entry-level job b) a high-status job c) a mid-level job d) a senior-level job
4. ____: a person whose job is to find people with the necessary skills to work for particular companies.
a) a job seeker b) a candidate c) an applicant d) a recruiter
5. ____: the person or organization that you work for.
a) an employee b) an employer c) an unemployed d) a self-employer
6. ____: an announcement of an open job position people can apply for.
a) a job application b) a vacancy c) job sharing d) a job advertisement
7. ____: the skills, education, experience and traits that an employer expects someone to have to be successful in a job position.
a) job satisfaction b) job requirements c) job security d) job opportunities
8. ____: something extra you get, in addition to a salary, in exchange for working.
a) tasks b) perks c) troubles d) duties

II. In the word combinations below cross out those which don't collocate with the word *job*. Discuss the meaning of others.

Verb + Job		Adjective + Job		Job + Noun	
apply for look for change land get develop find take lose quit	<i>a job</i>	a full-time a part-time a constant a temporary a permanent a remote a regular a freelancing a prestigious a tedious	<i>job</i>	<i>job</i>	advertisement responsibilities description market search object interview cuts skills opportunities

III. Guess the word by its meaning. Choose from the words in the box.

a) lucrative	b) dead-end	c) repetitive	d) stressful	e) cushy
f) rewarding	g) demanding	h) high-powered	i) challenging	

1. This job needs a lot of time, attention and energy.
2. In this job you can earn a lot of money.

3. This job is very difficult but exciting and enjoyable.
4. This is a very important job with a lot of responsibilities.
5. This job doesn't provide you with a chance of getting a better job or promotion.
6. This job makes you feel worried and unhappy.
7. In this job you will have to do the same things again and again.
8. The job is very easy and pleasant, it needs little or no effort.
9. This job makes you feel satisfied when you do it well.

IV. The following words will help you describe your future job. Put them in the appropriate columns below. Compare answers in pairs, explaining the reasons for your choice.

rewarding	challenging	prestigious	resourceful	stressful
cushy	easy	tiring	exhausting	lucrative
dead-end	demanding	relaxing	full-time	high-powered
motivating	creative	repetitive	tedious	remote

Positive	Negative	Not sure/Neither

V. Read the blog posts about a dream job and say whose views are closest to your own.



Catherine

WHAT IS A DREAM JOB?

The definition of a "dream job" is quite subjective – after all, one person's dream may be another's nightmare. One person dreams of the freedom of working at home; another craves interaction with smart, interesting colleagues in a gleaming office building.

But generally speaking, dream jobs have a few things in common:

- They involve doing something you love.
- They are challenging but they tap into your unique set of skills.
- They allow you to create goods or services you are proud of.
- The pay and benefits are great.
- They allow you substantial freedom, flexibility and time off.
- Both your management and your colleagues are a pleasure to work with.

Many would look at this list and say, «You're dreaming!» But dreams do come true.

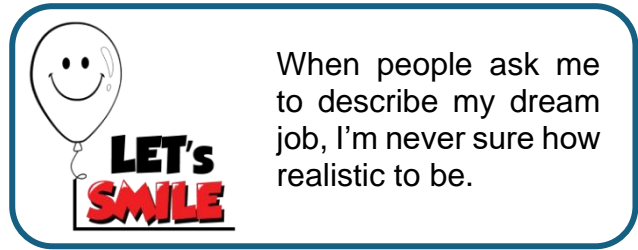


Matthew

When I searched for the definition of a "dream job" it says "a dream job is a position that combines an activity, skill or passion with a moneymaking opportunity". I partly agree with what it says because people work for money, but at the same time, I think there's something worth more than the salary we get. It's the happiness we can get from our work and the things we can learn from our job. Thus, in my opinion, I would define my dream job as a job that I am qualified for and I enjoy doing it. I believe that most people would only be productive and want to learn more new things when they are doing a job that they enjoy. This may take up several years to completely find out what one's dream job is, but we have to believe that the time and energy we spend on the way to our dream job is worth it.

VI. In pairs, discuss your idea of a dream job and report back to the whole group on your major conclusions.

VII. Job hunting can be a challenging process especially for those who don't have any experience. Do the quiz and find out how job-search savvy you really are. Compare your answers with those of your groupmates'.

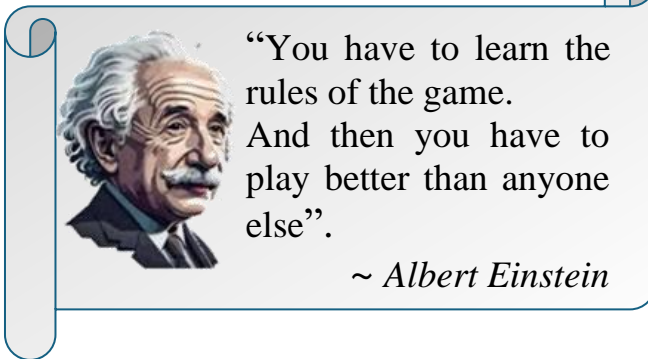


1. What are your desired job types?
A. Full-time. B. Part-time. C. Contract. D. Temporary. E. Internship.
2. How long does the average job search take?
A. 2 weeks. B. 3 to 5 months. C. 12 months. D. More than a year.
3. Which of the following is the best way to find a job?
A. Networking. B. Company websites. C. Job fairs and volunteering. D. All of the above.
4. What are efficient ways to reach out the key people in your industry and network?
A. Use social media websites. B. Join a professional organization. C. Join online forums. D. All of the above.
5. Is it necessary to create a list of companies you would like to work for?
A. True. B. False.
6. Your personal brand helps you stand out in a competitive job market. What's your personal brand composed of?
A. Skills and qualifications. B. Achievements and value. C. Interests. D. All of the above.
7. What can you do if you are not getting any responses to your job applications?
A. Change your CV and cover letter. B. Adjust your social media presence. C. Treat your job search as a full-time job. D. All of the above.

► VIDEO

THE JOB HUNTING PROCESS, 2:08

I. Comment on the quote given and explain what it means.



II. You are going to watch a video where the speaker presents five steps to better job hunting. Before watching, study the words which are important to understand the speaker. Match them to their synonyms.

- | | |
|----------------|---------------------------|
| 1) unique | a) challenging |
| 2) relevant | b) employment |
| 3) genuinely | c) exclusive, exceptional |
| 4) to tailor | d) doubt |
| 5) demanding | e) corresponding |
| 6) uncertainty | f) honestly |
| 7) hiring | g) adapt |

III. Put the following steps mentioned in the video in the correct order.

1. Application
2. CV
3. Interview
4. Your personal brand
5. Orientation

IV. Watch the video and check yourself.

V. Watch the video one more time. Working with your partner, read the descriptions of the steps and define them.

1. It is your most important document for the employer to read and get an impression of you.
2. The process where you are given a chance to demonstrate your best qualities, skills and motivation for a particular job.
3. It is the combination of your interests, knowledge, personal traits that make you unique.

4. A document which shows that you are interested in the job and relevant to what the company is looking for.

5. Look for the right opportunities. Learn about job positions through many different channels but don't forget about networking as the majority of positions are never publicly advertised.

VI. In pairs, discuss the following pieces of advice given by the speaker. For each suggestion think of the reasons why it is a good idea.

1. Start your job searching process by researching yourself.

2. Your CV should be easy to read and relevant to the job you are applying for.

3. Demonstrate that you are excited about the job, can do it and are ready *to hit the ground running*.

4. Give good examples describing your competence and you as a person during the interview.

VII. Discuss the following question with your partner:

Do employers expect new employees to hit the ground running or relax and get to know their coworkers?

Use this idiom in the sentences of your own.



To hit the ground running – to begin an activity immediately and with great enthusiasm.

After graduating from college, I was ready *to hit the ground running* in my new career.

VIII. What do you think the purpose of this video is? Was it useful for you?

► LISTENING

I. You are going to listen to people discussing how to find a job. Before listening, go over the new words and expressions to avoid difficulties of understanding.

Cold calling means phoning a company to enquire about job opportunities which have not been advertised. The phone conversation is used to generate interest in you as a potential employee.

A word of mouth is spreading information in person-to-person informal communication.

CV (Curriculum Vitae meaning “the course of your life” in Latin) is a short-written summary/description of a person's career, qualifications, and education.

Cover letter is a one-page document that you attach to your CV that provides additional information about your skills and experience related to the job position you're pursuing.



II. In pairs, discuss the following questions. Share your ideas with your groupmates.

1. Where would you start looking for a job?
2. Which of these methods would you use:
 - newspapers and magazines;
 - job agencies / headhunters;
 - cold calling / mailing;
 - the Internet;
 - networking?

III. Listen to five people describing different ways of finding a job. Which job hunting method mentioned above does each speaker recommend? Fill in the first column of the table.

Speakers	Job hunting method	Advantages	Disadvantages
Speaker 1			
Speaker 2			
Speaker 3			
Speaker 4			
Speaker 5			

IV. Listen one more time, take notes in the appropriate columns of the table above and name advantages and disadvantages of each method.

V. Look at the ways of finding a job presented in the picture below. Express your opinion on the pieces of advice given by the speakers. Say which of them you would like to try.



VI. Say if you know any other smart and efficient job hunting methods. Inform your groupmates about them.

► READING AND SPEAKING

I. Read the blog post about future trends in job search and explain why it is important to be aware of them.

THE FUTURE OF JOB SEARCH: TECHNOLOGY AND TRENDS

As we stand on the precipice of a new era, the way we search for jobs is evolving at a rapid pace. In today's world, where technology reigns supreme, the job market is no exception to the digital transformation. If you're a university student preparing to launch your career, or even if you're a seasoned professional **contemplating** a change, it's crucial to understand the future of job search — because it's not what it used to be. Today, technology has **flipped** the script entirely. Job seekers are now empowered by a **plethora** of digital tools and trends that are reshaping the job search landscape.

1. The Rise of AI and Machine Learning (ML)

Artificial Intelligence (AI) and Machine Learning (ML) have become the superheroes of job hunting. These technologies are transforming the way employers discover potential candidates and vice versa. AI-driven algorithms are matching job openings with the most suitable candidates based on their skills, experience, and preferences. Imagine uploading your resume to a job platform and receiving personalized job recommendations **tailored** just for you. That's the magic of AI at work.

2. Remote Work and the Gig Economy

The concept of the traditional 9-to-5 job is evolving. Remote work and the gig economy are on the rise. Thanks to improved internet connectivity and collaborative tools, job seekers can now explore opportunities beyond geographical boundaries. Freelancing, remote contracts, and project-based work are becoming **increasingly** common.

3. Video Resumes and Interviews

In a world where a picture is worth a thousand words, a video can be worth a million. Video resumes and interviews are gaining traction. Job seekers are using video platforms **to showcase** their personality, communication skills, and enthusiasm for a position.

4. Niche Job Platforms

General job boards are still relevant, but niche job platforms are on the rise. These platforms **cater** to specific industries, making it easier for job seekers to find opportunities in their field of interest. Whether you're a tech whiz, a healthcare professional, or a creative genius, there's a niche platform for you. Huzzle, for example, offers specialized job listings and resources for students, helping them find opportunities tailored to their career goals.

5. Networking and Personal Branding

Networking has always been crucial, but now it's digital. Social media platforms like LinkedIn offer a powerful space to build your professional brand, connect with industry leaders, and discover job openings. It's not just about who you know but also

about who knows you. Huzzle also provides networking opportunities within its community, allowing students to connect with mentors and peers to build valuable professional relationships.

6. The Future is Bright, but Adaptation is Key

As we look to the future, we can expect AI and technology to continue shaping the job search landscape. Virtual reality (VR) might simulate real-life work environments for potential job seekers, while blockchain technology could provide secure, verifiable records of skills and achievements. The potential for AI to enhance job matching and career development is boundless, promising a more efficient, personalized, and inclusive job search experience.

The future of job search is exciting, but it also requires adaptation. As technology continues to advance, job seekers must stay informed about the latest trends and tools. Whether you're a recent graduate or a seasoned pro, embracing the digital landscape will be **essential** in navigating the evolving job market. So, as you **embark** on your job search journey, remember this: **embrace** technology, keep your skills sharp, and be open to new opportunities – because the future of job search is all about staying one step ahead in a world of endless possibilities.

Happy job hunting!

II. In the blog post find a word in bold which matches each definition.

- 1) _____ *verb* to exhibit especially in an attractive or favorable aspect;
- 2) _____ *verb* to start something new or important;
- 3) _____ *verb* to change from one state, position, subject, etc., to another;
- 4) _____ *verb* to make or adapt something for a particular purpose, a particular person;
- 5) _____ *adjective* absolutely necessary; extremely important;
- 6) _____ *verb* to consider thoroughly; think fully or deeply about;
- 7) _____ *verb* to satisfy a need or to provide what is wanted or needed by a particular person or group;
- 8) _____ *adverb* to an ever greater degree; more and more;
- 9) _____ *noun* a large or excessive amount of something;
- 10) _____ *verb* to accept something enthusiastically.

III. Using the blog post for reference, complete the definitions of the expressions below by filling in the gaps with the correct words from the box.

dramatic	popular	temporary	technology
----------	---------	-----------	------------

- 1) **gig economy**: a way of working that is based on people having _____ jobs or doing separate pieces of work, each paid separately, rather than working for an employer;
- 2) **to gain traction**: to move faster, gain support or become _____;
- 3) **a tech whiz**: a person who is good at _____;
- 4) **to stand on the precipice**: someone or something is on the verge of making a _____ change or that a significant moment is about to occur.

IV. Complete the sentences with the correct expressions from task III.

1. Even a _____ friend of the family was unable to figure it out.
2. One of the most significant advantages of the _____ for workers is the unprecedented level of flexibility and autonomy it offers.
3. Now as we _____ of AI, the same thing is happening again.
4. The biggest leaps forward in a job search depend on who you know. If you don't have a network of connections, it's going to take you longer _____ with your job search.

V. Define the following statements as true or false. Correct the false ones. Provide facts to support your opinion.

1. At present the labor market is undergoing significant digital transformation driven by the technology advancements.
2. AI algorithms can deliver highly personalized job recommendations based on matching the candidate's professional background with the most suitable position available.
3. Niche job platforms focusing on a wide array of industries and locations provide a simple way for job hunters in their search for job vacancies.
4. Video platforms allow the potential candidates to demonstrate their openness and honesty.
5. To stay competitive in a rapidly changing job market job seekers should keep up with the latest technological trends and requirements.

VI. In the blog post above search for the information that can help you to explain:

- a) why remote work and gig economy are developing so fast;
- b) what social media platforms offer to job seekers;
- c) how AI and technology will continue to change the job search process;
- d) why the future job search requires adaptation;
- e) the tips given by the author to the job seekers.

VII. Explain to your groupmates what impact AI has on job hunting and what it means for job seekers. Does the use of AI and ML come with any risks? Give reasons for your answers.

VIII. The use of AI in job applications has become a topic of discussion among recruiters and job seekers. Read the post and the opinions below. Say which opinion(s) you share. Justify your point of view.



Using AI Tools for Job Applications: Worth It or Not?

Hey everyone,

With the growing hype around AI, it's evident that the job application process is evolving. I'm curious about the community's perspective on this. Do you think using AI tools gives applicants a significant advantage?

I've tried the cover letter generator, swiftcover.ai, and it did speed up my application process since drafting cover letters can be repetitive. Output was pretty solid too. However, I wonder if this efficiency compromises the authenticity of the application.

Is it becoming a norm to use these AI tools, similar to how there's a standard format for resumes? If so, are there any other tools you'd recommend? Thanks for sharing your thoughts!



rubysreview

Absolutely yes, it does. I've worked as an HR manager, seen thousands of applications, and toyed extensively with AI to see its capabilities. You'd be foolish honestly to have these tools and not use them. The key is to become an expert at prompt generation and getting the AI to do what you want it to do via further prompt generation after the initial output, and to ensure your final submissions don't come across too robotic or overly formal. You could even paste job descriptions into AI and your resume into AI for the optimal cover letters, etc.



BenGeneric

So, I'm at the opposite end and having to judge applications, we have just started using an AI detector and I'm inclined to downgrade anything which is entirely AI.



Eric-3522

Great question! AI tools can definitely streamline the process. I've heard good things about tools like Jobsolv for personalized job searches and Canva for creating visually appealing resumes. Grammarly can help polish your cover letters, ensuring they're error-free. It seems like using AI tools is becoming more accepted, but balancing efficiency with a personal touch is key.



Elvis_Onjiko

Totally agree! Job applications are changing big time with AI tools. They make things superefficient. Even without naming products directly, it's cool to think about how platforms can tailor applications for better success rates. It's like having a personal assistant for your job hunt!

IX. Read the title of the post above again. What's your answer to this question? Give any relevant examples from your own knowledge or experience, if any.

► SPEAKING PRACTICE

I. Comment on the picture. What trend in job searching does it reflect? Share your thoughts with the whole group.



II. In two groups debate the viewpoint below. One group should argue FOR the viewpoint, the other AGAINST. When planning your debates, think of at least 3 points to support your opinion. During the debate, each team member should have a chance to speak.

If used thoughtfully, AI can be a helpful tool. But it is important to remember that there are still many ways in which humans are much better at job search than machines.

Listen to the other group's decisions and their arguments. Do you agree with them or not? Have any of their arguments convinced you to change your mind?



First of all, I'd like to state ...
 In my opinion / view ... To my mind ... It seems to me that ...
 I feel / think / believe that ...
 What is more, ...
 I might also add that ...
 I agree completely / entirely. I think you're quite right. I think so, too. That's exactly what I think. Yes, definitively. That's right.
 Do you really think so? I wouldn't say so. I'm not quite so sure.
 I agree with you that ... On the other hand, ...
 I agree/admit that ..., but we must remember that ...
 I can understand that ... However, ...
 My final thought is ...

III. ROLE PLAY. Read your role card and work with your groupmate to make a dialogue that you can share with the rest of the group.

1. Student A	Student B
Being a student, you've decided to search for an internship to get some experience in your future speciality. But it turned out to be a difficult task as you received a lot of rejections. After a while you've made up your mind to ask an experienced person on a forum for advice.	You are a person who has once experienced the problem with finding the internship in your speciality but finally you were a success. You read forums and from time to time share your experience with people. Give Student A some helpful tips on how to get an internship.
2. Student A	Student B
You are graduating from university and start thinking about looking for a job but you don't know what to start with. Ask your relative who recently got a job at a large tech company for help.	You are a relative of Student A who works for a large tech company and who knows firsthand the challenges of the job hunting process. Explain to Student A the main steps of the job search and recommend the most efficient ways.

Part II

RÉSUMÉ/CV AND COVER LETTER



Your résumé says *a lot* about *you*, it *determines* whether you will be called *in* for an interview or *not*.

► GETTING STARTED

1. Working with a partner consider the questions below. Share your answers with the whole group.

1. Have you ever applied for any job? If not, do you have any idea what the

procedure includes?

2. Which of the following documents are usually required from job applicants?

an application form	a cover letter	a reference list	a résumé/CV
a portfolio	certificates	a letter of recommendation	

3. Have you ever written any of these documents in English? If yes, when?

4. What is the purpose of a résumé/CV?

5. What is the difference between a résumé/CV and a cover letter?

II. A. Study the sentences with the italicized words given below. Then match each word with its meaning in the list that follows.

1. The applicant is a specialist with *extensive* experience in designing and maintaining web apps with a focus on usability.

2. He is a *flexible* and hard-working engineer able to work independently in busy environments and also within a team setting.

3. He is considered to be an enthusiastic, self-motivated, *robust* person skilled in dealing with problems in a resourceful manner.

4. Employers value individuals who have a strong work ethics and a positive *attitude* to work and people around.

5. Your resume is supposed to make you *stand out*.

6. Achievements and results demonstrate your *impact*, skills, and potential to the employer.

7. Employers assume that applicants have basic skills, so *leave* them off your resume.



► There are three common resume spellings: “resume”, “résumé” and “résumé”, all of which are considered correct by dictionaries.

- Of the resume spellings with accent marks, “résumé” is considered the most correct since it matches the word’s French origins.
- The proper resume plural spelling is “resumes”.

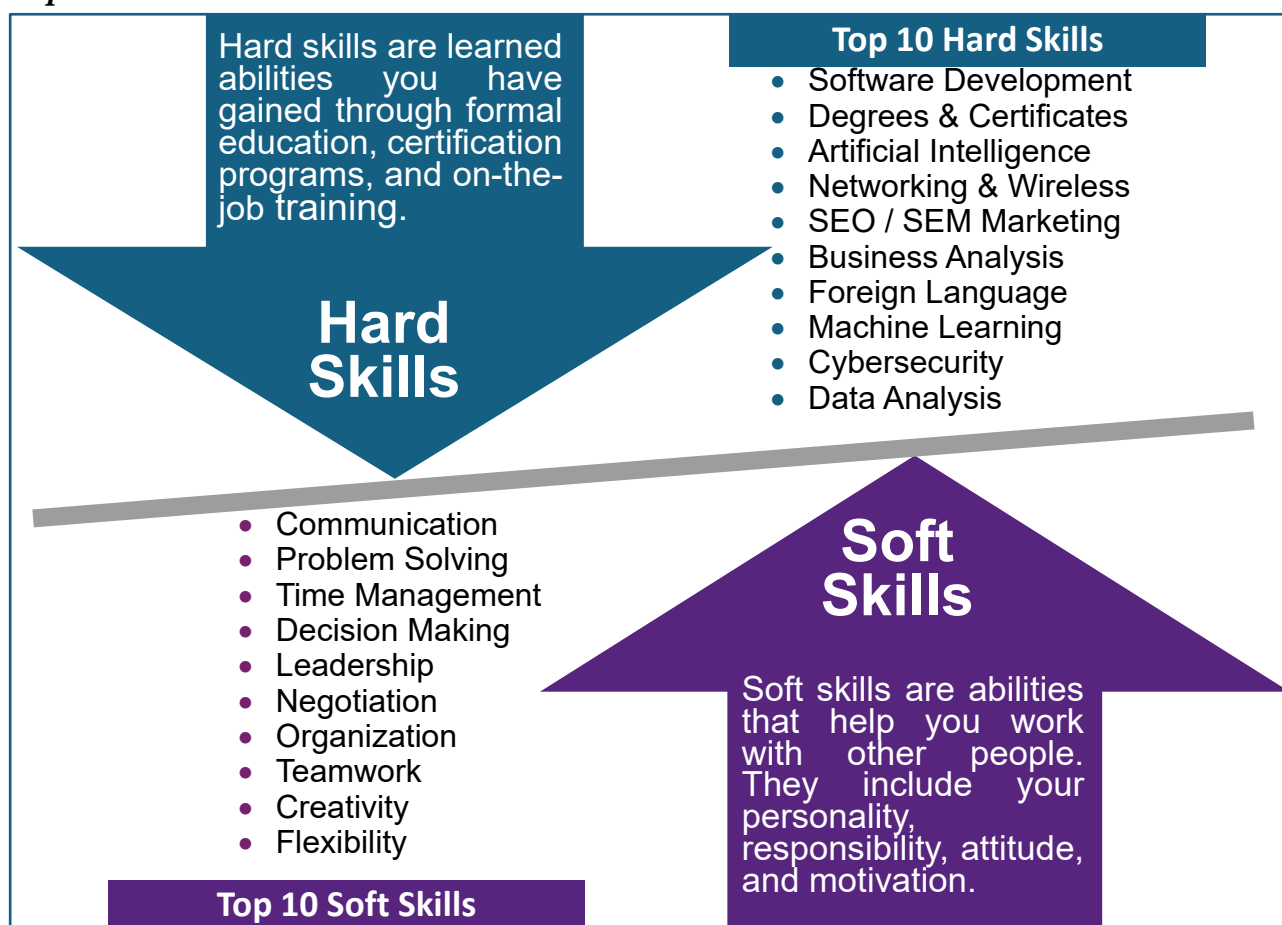
8. Get ready to impress hiring managers with a CV that showcases your unique talents and *sets you apart* from the competition.

1. extensive	a. to be distinct
2. flexible	b. influence, effect
3. robust	c. to make sb different from or better than others; distinguish
4. attitude	d. solid, broad
5. to stand out	e. to stop doing something
6. impact	f. a feeling or opinion about something or someone
7. to leave off	g. reliable
8. to set apart	h. adjustable, adaptable

B. Use each of the words above in the original sentences of your own.

III. Employers are looking for candidates who possess a diverse set of skills, so it's essential to know what skills to put on a résumé. Look at the picture and discuss the difference between hard and soft skills.

IV. To check yourself consult the table below. Name the skills that you will highlight in your résumé to make the most impact.












V. In your opinion, which skills are more difficult to develop: hard or soft skills?

VI. With your partner, name:

- a) three most important skills in today's job market;
- b) three most important skills for an IT specialist / a software developer / a security engineer;
- c) three skills which take the most time to learn;
- d) three skills that are most difficult to measure.

VII. Read the job advertisement below and name the skills and experience required for the job position of Python developer. Which of these skills and experience do you have to stand a good chance of being interviewed for this position?

PYTHON DEVELOPER

COMPANY INFORMATION

Strypes is a company with extensive experience in software development. With a team of over 600 people, we take ownership of application roadmaps for our clients and structure their overall application landscape.

Our teams consist of talented hard-working professionals who love sharing their knowledge, experience, and joyous moments with their colleagues!

JOB REQUIREMENTS

Experience

- 2+ years of experience in programming in Python;
- Experience in writing automated tests in Python;
- Experience with Linux/Unix;
- Understanding of the common software development processes;
- Good understanding of software configuration management;
- Experience with C is an advantage;
- Experience with Agile Methodologies;
- Work experience in a multinational environment is an advantage.

Personal skills

- Team player;
- Robust personality;
- Ability to work independently in a dynamic environment;
- Strong analytic view combined with pragmatic attitude (flexibility);
- Open communication attitude: active listening and giving feedback;
- Excellent knowledge of English (both written and verbal) is a must.

BENEFITS

- Option for working remotely, on-site or hybrid;
- Flexible working hours;
- Friendly work environment.

VIII. It's always useful to look through job advertisements, so you can understand what specialists are in demand in today's job market and have time to acquire skills needed. Browse for some more job advertisements, analyse them and identify whether you meet all the job requirements.

► READING AND SPEAKING

I. Read the post and say why a resume format is significant to follow.

THE 3 FORMATS FOR A RESUME

There are three main resume formats: chronological resume format, functional resume format and combination resume format. They're not interchangeable, so choosing the correct resume format is important. Each resume format has a purpose and will impact how hiring managers receive your information.

What is a resume format?

To understand which is the best format to use, you first need to understand what a resume format is. A professional resume format defines how your information will be organized. Each resume format helps you emphasize different aspects of your work experience, career progression and relevant skills, depending on your years of experience.

The chronological resume format, also called the reverse-chronological resume format, is the most common resume format people use for their resumes. It typically centers on the work experience section, listing your most recent job first and going back through time to detail your earlier jobs. This is an extremely effective resume format if you've shown steady progress in a single field throughout your career.

Functional resume format, also known as the skills-based resume, the functional resume format focuses on your resume skills instead of your work history. In a functional resume, your employment history will be brief with no bullet points and usually located at the bottom of the page, leaving space for the different skills sections this format features.

Combination resume format, also called a hybrid resume format, combines the best parts of the functional and chronological formats. It emphasizes your skills and work history by giving you ample space to provide information on both.

How to choose a professional resume format

What's the best resume format for you? It's not too complicated as long as you answer these questions:



NOTE

CV vs. Résumé:

The important differences

BrE: CV (curriculum vitae)
AmE: resume, résumé

A CV and a résumé are both documents that provide an overview of your career and show how you're qualified for the job being applied for. A CV provides an extensive view of your academic and professional background, while a résumé highlights relevant qualifications, good skills for the résumé and work experience.

What's your work history?

1. Lots of relevant work history = chronological format. If your work experience is relevant to the job (and you have plenty of it), a chronological resume format will be the best resume format for you. For example, if you're seeking a product manager position and can point to 5–10 years in a similar role, that means you should have plenty of work accomplishments you can point to in your resume, which fits in perfectly with the reverse chronological format.

2. Skills are your strong suit = functional resume format. On the other hand, if you're a first-time job seeker or don't have much professional experience to fall back on, then you'll want to use a resume format that emphasizes your relevant skills. For example, maybe you're applying for an engineering position but you've only just graduated from college. In this case, use a functional format (i.e. a skills-based resume format) that emphasizes the training and key skills you already have, rather than your lack of experience.

3. A good mix of skills and work history = combination resume format. You can also use the hybrid resume if you can show a good mix of skills and work accomplishments. This is also a good format if you're changing your career field but can show relevant skills and work achievements.

II. In each set of words, cross out the word that doesn't have a similar meaning to the first one. Compare your answers with a partner.

1.	to emphasize	to highlight	to provide	to underline
2.	complicated	effective	complex	sophisticated
3.	ample	sufficient	plentiful	hybrid
4.	relevant	reverse	appropriate	related
5.	accomplishment	achievement	appointment	attainment
6.	to fit in	to match	to agree	to impact
7.	bullet points	key items	irrelevant notes	main issues
8.	purpose	feature	aim	goal

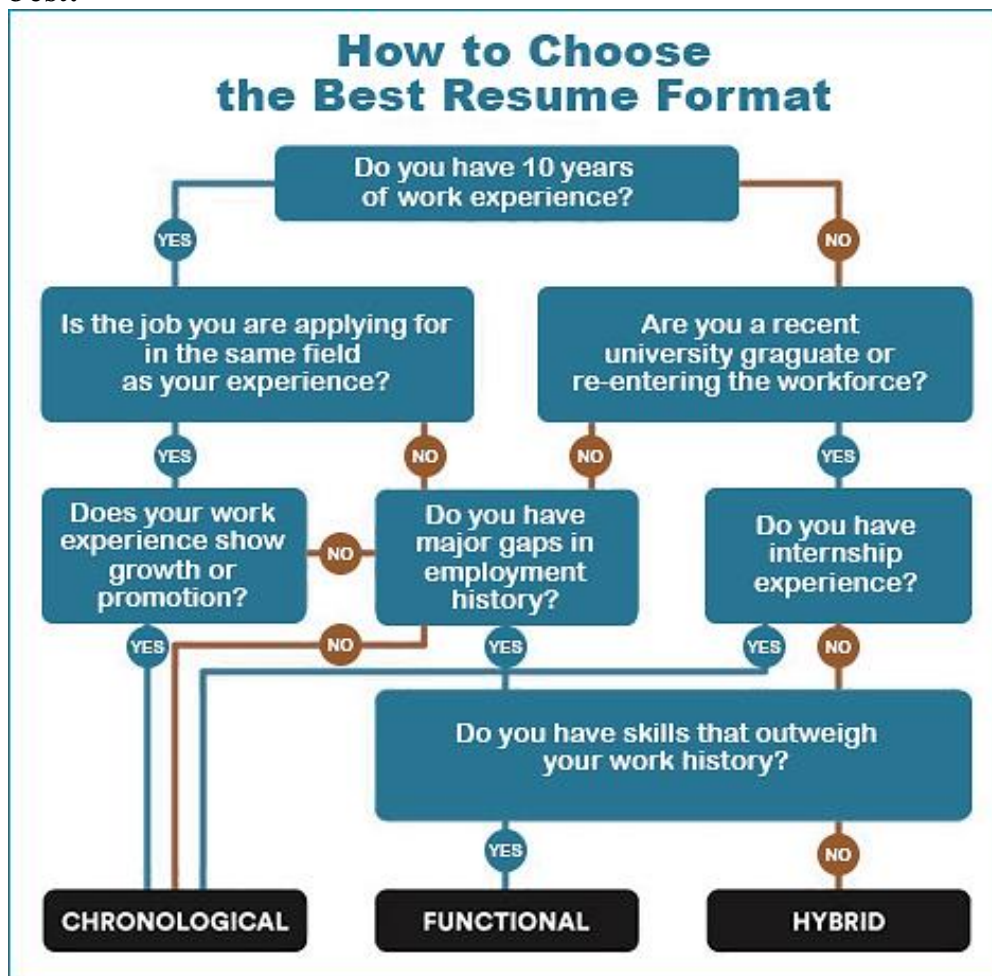
III. Make word combinations from the words given in columns A and B below. In some cases, more than one variant may be possible.

A	B
work career relevant recent ample employment format	job skills space features progression experience accomplishments history

IV. Define the following statements as true or false. Prove your point of view.

1. The choice of the right resume layout depends on the applicant's needs.
2. The functional resume is suitable for people with extensive relevant experience and achievements.
3. The chronological resume highlighting the applicant's skills set is ideal for job seekers with little or no experience.
4. The combination resume focusing on both skills and work experience is perfect for people thinking of joining a new company.

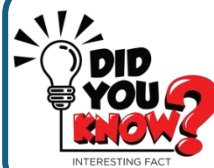
V. Work in pairs. Study the infographics and decide which of these resume formats suits you best.



VI. Working with a partner, consider the question: Which of the following do you think are necessary to include on a résumé/CV? Give reasons.

1) work experience	8) volunteer work
2) a mobile phone number and email address	9) languages
3) summary statement	10) names of referees
4) date of birth	11) awards and honors
5) education	12) presentations
6) technical skills	13) travel
7) interests	14) age

VII. A good résumé structure helps headhunters find relevant information quickly. In pairs, decide on the place of each piece of information on a résumé/CV. Put the headings above in the best order to show the applicant's value and potential to employers. Discuss what information you would include under each heading.



A hiring manager will only spend an average of 7.4 seconds reading an applicant's résumé / CV.

VIII. Read Roman Titov's résumé who has recently graduated from university and wants to find his first job in IT. He thinks that a functional résumé format is a great way for him to show the recruiter the skills that he possesses as he doesn't have a lot of experience. Compare his résumé with your ideas. Are there any differences in the choice of headings and their order. If yes, name them.

ROMAN TITOV	
SUMMARY STATEMENT	
An innovative, result-driven software engineering graduate with a keen eye for detail, a disciplined approach to coding and debugging, proven capabilities in troubleshooting, cloud architecture and development. A creative and analytical problem solver with unrivaled enthusiasm to build exceptional software and take on innovative projects for a company that values excellence and forward-thinking.	
CONTACT	PROFESSIONAL SKILLS
romantitov@mail.ru +375 29 567 78 92 Minsk, Belarus linkedin.com/in/roman.titov	<ul style="list-style-type: none"> Contributed to tech design for various initiatives and projects, implementing processes and various data transformation operations. Delivered successful bug fixes and troubleshooting to coding issues within software versions while understanding and implementing software development processes. Studied modern software development methodologies and programming languages to write functional and test code. Tested troubleshooting methods, devised innovative solutions, documented resolutions for inclusion in knowledge base for support team use. Worked with project managers, developers, quality assurance and customers to resolve technical issues. Coded advanced level programs and design enhancements for 3 existing apps. Developed automation solutions using Python and Java to increase process efficiency by 43%
HARD SKILLS	
<ul style="list-style-type: none"> HTML CSS Java Java Script Python C++ 	
SOFT SKILLS	
<ul style="list-style-type: none"> Problem solving and critical thinking Analytical thinking Teamwork and collaboration Communication and presentation skills Innovation and creativity Self-motivation and initiative Time management 	Problem solving <ul style="list-style-type: none"> Provided on-call support for services for three departments, solving 90% of problems. Assisted with technical problems, proposed solutions and verified with tests for effective results. Assessed platform needs, improved self-service raising account numbers by 23%
PERSONAL TRAITS	
<ul style="list-style-type: none"> Persistent and hardworking Committed to quality Fast learner Great sense of responsibility Highly organized and flexible Active listener 	

EDUCATION	WORK EXPERIENCE
BS in Software Engineering BNTU, Minsk, 2021-2025	June 2024 – Current Orion Soft, Software Engineer Intern, Minsk
COURSES AND TRAINING	May 2023 – Dec 2023 InDev Solutions – Engineering Assistant, Minsk
Java Training Course (40 h) The Complete Python Course (30 h)	INTERESTS
LANGUAGES	• Machine learning • Video Games
• Russian (native) • English (fluent)	• Artificial Intelligence • Chess

IX. Scan Roman Titov's résumé for synonyms to the words in the box.

evaluate	help	determined	attentive
brief	check	realize	unsurpassed

X. Do you think Roman needs to make any changes to what he has written. Give your opinion.

XI. In Roman Titov's résumé find evidence to prove or disprove the following ideas.

1. Roman is searching for a job dealing with web development and AI innovative projects.
2. Roman is ready to contribute to further development of the company he will be working for.
3. Roman can manage his own time successfully.
4. Roman has a potential to motivate and lead others to achieve common objectives.
5. Being creative Roman can come up with new solutions to challenging problems.

XII. Give arguments for the following:

1. Roman is an effective problem solver and his achievements are quite impressive.
2. Roman is a qualified professional with strong soft skills.
3. Roman is a responsible person paying a lot of attention to detail and quality of work.
4. Roman has a broad spectrum of interests.

XIII. Which verbs did he use in his résumé to make emphasis on the effectiveness of his work?

XIV. Considering Roman Titov's résumé, evaluate his chances to become a candidate for the job position of software engineer. Explain your point of view.

XV. Read the tips below to avoid common mistakes that job seekers often make and complete them with the words from the box.

submit	relevant	proofread	feature	experience	action
font	highlight	samples	irrelevant	excel	concise

ENGINEERING GRADUATE RÉSUMÉ DO'S AND DON'TS

Do's	Don'ts
<ul style="list-style-type: none"> • Use 1 _____ verbs to describe your skills and show what you've actually done with your talents. • Look at résumé 2 _____ before you write your résumé. • 3 _____ important accomplishments while studying engineering at university. This includes any 4 _____ projects. • Aim for a 5 _____ one-page résumé, focusing on the most important information. • Thoroughly 6 _____ and edit your résumé. • Correctly format your résumé. It's best to save and 7 _____ your résumé in Word DOCX or PDF format. They're universally accepted and easy to access. 	<ul style="list-style-type: none"> • Include your high school 8 _____ on your résumé. If you've graduated from college, every recruiter will know you graduated from high school. • Include skills just to include skills. Highlight skills that you 9 _____ at, that are featured in the job description. • List "basic computer skills" on your résumé. Engineering students are expected to have specialized computer knowledge, so 10 _____ it in your résumé. • Include 11 _____ information, it makes it harder for employers to find the key details they need. • Don't make your font too big or too small. Readability is crucial – and that includes the 12 _____ size.

XVI. Look at the completed tips in task XV. Which do you think are the best tips to follow? Give reasons.

REMEMBER!

Résumés do not get jobs. People get jobs. Résumés get interviews. Your goal with the résumé is to get an interview.

► SPEAKING AND WRITING

I. Think about a job or internship you would like to apply for and then write your résumé. Use the sample and tips given to help you.

II. In pairs, evaluate each other's résumés. If there are some remarks, improve your résumé.

COVER LETTER

III. Read the definition of a cover letter and explain why it is requested by hiring managers.



A cover letter is a document that you submit when applying for a job, along with your résumé. It provides additional information about your skills and experiences related to the job you're pursuing and allows you to convey more of your personality. As a piece of persuasive writing, your cover letter will aim to convey to the recruiter, why you're a great candidate for the role.

IV. Study the example of a cover letter written by Roman Titov and answer the following questions:

1. What position is he applying for?
2. What field does he have a degree in?
3. Why does he want to work for SoftTeco?

Roman Titov
+375 29 567 78 92
romantitov@mail.ru

January 24, 2025

Hiring Manager
SoftTeco

Dear Hiring Manager,

1. I am writing to express my strong interest in the Entry Level Software Engineer position at SoftTeco. As a recent graduate with a degree in Software Engineering and a passion for coding, I am excited about the opportunity to contribute to your innovative team and make a meaningful impact in the software development industry.

2. During my academic studies, I have gained a solid foundation in programming languages such as Java, Java Script, C++, and Python. Through various projects I have developed a strong understanding of software development principles and best practices. I am particularly drawn to SoftTeco's commitment to cutting-edge technologies and its reputation for pushing boundaries in the industry. The prospect of working alongside talented professionals who share my passion for innovation is truly exciting.

3. What sets me apart as a candidate is my ability to think critically and solve complex problems. I enjoy collaborating with cross-functional teams to deliver high-quality software solutions. My experience working on a team project showcased my ability to adapt to changing requirements and deliver results under tight deadlines. I am confident that my strong analytical skills, attention to detail, and dedication to continuous learning make me a great fit for SoftTeco.

4. In addition to my technical skills, I possess excellent communication and interpersonal skills, which I believe are essential for effective collaboration and teamwork. I am a motivated individual who is always eager to learn and grow. I am confident that my passion for software engineering and my drive to excel will enable me to contribute to the company's success.

5. Thank you for considering my application. I am excited about the opportunity to further discuss how my skills and qualifications align with SoftTeco's vision. I have attached my résumé for your review. I look forward to the possibility of joining your team and contributing to the development of innovative software solutions.

Sincerely,
Roman Titov

V. Look through the cover letter again and mark the paragraph(s) where he:

- a) explains why he will be good at the job he is applying for _____;
- b) creates a positive final impression and expresses his wish to provide further information during a personal interview _____;
- c) highlights his hard skills and experience relevant for the job opening _____;
- d) mentions the position he is applying for and explains his interest in the job opening _____;
- e) mentions his soft skills that are valuable for the workplace _____;
- f) shares what excites him about the company and the job itself _____;
- g) focuses on his contribution to the company _____.

► VIDEO

TIPS FOR WRITING COVER LETTERS, 3:56

I. You are going to watch the video where an expert gives tips on how to write cover letters. Before watching, guess the meaning of the words through their synonyms or definitions.

to ensure	to guarantee
flawlessly	perfectly, error free
passionate	enthusiastic, excited
available	accessible
to apply for	to submit
to confuse	to mistake one thing for another
to the point	relevant to the subject you are discussing without wasting words or time
to figure out	to understand, to comprehend



II. As a cover letter introduces you to an employer, it's important to get it right, so you should remember certain rules for writing a cover letter. Watch the video and tick (✓) the tips mentioned by the expert. There are some extra tips given.

- ☐ 1. Follow a standard cover letter format.
- ☐ 2. Email your cover letter as a PDF attachment.
- ☐ 3. Keep the cover letter to one page.
- ☐ 4. Focus on your job responsibilities rather than achievements.
- ☐ 5. Don't forget to include the company name.
- ☐ 6. Explain in detail your lack of experience.
- ☐ 7. Include the information relevant to the position you are applying for.
- ☐ 8. Be specific, avoid general statements.
- ☐ 9. Repeat what's already on your résumé.

- ☐ 10. Find the right tone, your cover letter should be passionate yet professional.
- ☐ 11. Mention your salary expectations.
- ☐ 12. Indicate the time frame when you will be available to the employer.

III. In pairs, discuss what other tips in the list suggested above you think are correct about writing cover letters.

IV. Watch the video again and define the following statements as true or false. Correct the false ones. Justify your point of view.

1. PDF document ensures that your cover letter will be opened on any computer.
2. Keep your cover letter brief, polite and to the point.
3. While writing a cover letter, show your great excitement about your dream company.
4. For the employer to get interested in you, make him feel special.
5. Recruiters can easily figure out when to get in touch with you.

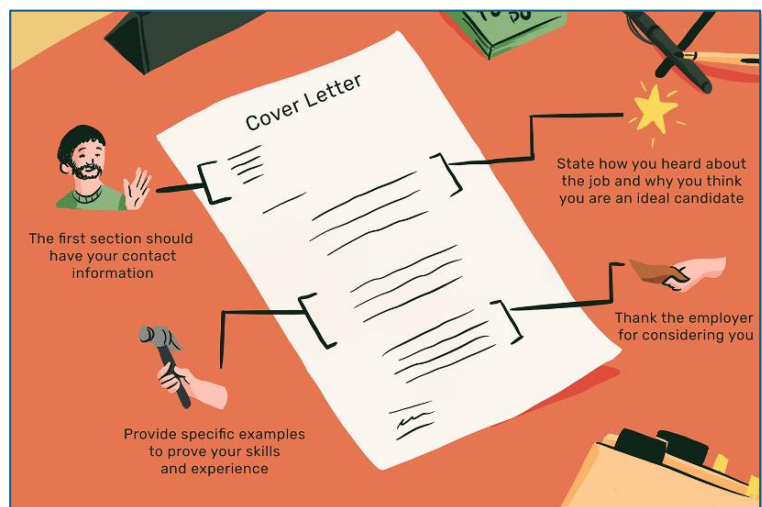
V. What does the metaphor “to connect the dots” mean for the employer? Brainstorm your ideas.

VI. Read the opinions given below and say which of them you share. Give arguments for your viewpoints.

1. According to research studies most recruiters don’t read cover letters, so you can actually skip them.
2. Although not always necessary, a cover letter can help you stand out from other candidates and get an interview.
3. You may use the same cover letter for many applications, hiring managers are unlikely to notice this fact.
4. Human Resources Professionals can easily recognize AI-generated cover letters, so it’s better not to take a risk.
5. An unperfect cover letter is worse than no cover letter at all.

► WRITING

I. Search for a real job you would like to apply for. Do some research of the company and job requirements. Analyze your skills and experience and how they match to the job position description. Write a cover letter for the job that you’ve found. The cover letter sample discussed and the cover letter layout example given may be of help to you.



Part III JOB INTERVIEW



A job interview is not a test of your knowledge, but your ability to use it at the right time.

► GETTING STARTED

I. Working with a partner, discuss the following questions.

1. Why are job interviews so stressful for the majority of people?
2. What are the most challenging

parts of a job interview?

3. What do you think might be difficult about a job interview in English?

II. Read the quote and comment on it.

III. Exchange your ideas with the groupmates on how one should prepare for a job interview.



“Before anything else, preparation is the key to success”.

~ Alexander Graham Bell

► VOCABULARY AND SPEAKING

I. In today’s competitive job market, standing out as a successful job seeker requires more than just a well-crafted resume and cover letter. Employers are looking for candidates with certain personality traits which make them valuable to the companies. Match the sentences below to the candidates’ character traits.

1. Mark is able to adjust to new situations and challenges.
2. Jack is focused on accuracy and thoroughness in his work.
3. Kate takes initiative and acts without being prompted.
4. Dan is able to work well with others and contribute to a team.
5. Julio can find quick and smart ways to overcome difficulties.
6. Peter demonstrates creativity and a willingness to think outside the box.
7. Ann is passionate and eager to learn and contribute.
8. William is capable of thinking critically and solving problems logically.
9. Sofia is good at managing tasks efficiently and keeping things structured.
10. Robert wants to be a CEO of the company one day.

a) collaborative	b) innovative	c) proactive	d) analytical	e) detail-oriented
f) organised	g) flexible	h) ambitious	i) resourceful	j) enthusiastic

II. It is very common for hiring managers to ask about a candidate's strengths and weaknesses during a job interview. But no one is perfect, weaknesses are just a part of being human. The ability to recognize a weakness and work toward improvement can actually be a strength. Rearrange the words in the proper columns of the table below.

Strengths	Weaknesses
detail-oriented	prone to procrastination
disorganized	creative
a problem solver	motivated
honest	patient
leadership skills	uncomfortable with public speaking
sensitive/emotional	self-critical
risk-averse	decisive
a team player	dedicated
extreme introversion or extroversion	uncomfortable with delegating tasks
empathetic	competitive

III. Work in pairs. Consider the qualities a strong candidate should possess for the job position in your field of specialization. Name the weaknesses that won't influence the recruiter's decision about a job offer.

IV. Read extracts that provide sample answers to the question: What are your strengths? Complete each extract with the words from the box.



1. "I'm _____ at troubleshooting and solving technical issues _____. At my last job at TechSolutions, I _____ system downtime by 40% through _____ maintenance. I'm also _____ at providing clear support to non-technical users".

a) reduced	b) quickly	c) proactive	d) good	e) skilled
------------	------------	--------------	---------	------------

2. "I _____ at writing clean and _____ code. At my previous job at CodeMasters, I helped launch a new feature that _____ user engagement by 30%. I'm also _____ at collaborating with cross-functional teams to develop _____ software solutions".


a) improved	b) robust	c) excel	d) good	e) efficient
-------------	-----------	----------	---------	--------------

3. "I'm _____ in developing algorithms and solving _____ problems. At my last job at InnovateTech, I _____ an algorithm that _____ data processing speed by 25%. I'm also _____ in multiple programming languages".


a) complex	b) skilful	c) proficient	d) created	e) improved
------------	------------	---------------	------------	-------------

V. It's normal to feel uncomfortable with the prospect of airing your weaknesses to a potential employer. Read how candidates talk about their weaknesses. In the


extracts below find proofs that the interviewees have taken steps to turn their weaknesses into strengths. What have their efforts resulted in?



Fear of public speaking
I am a naturally shy person. A few years ago, I led a big project and was asked to present it to board members. I was so nervous, but I realized I had to overcome this fear. I signed up for Toastmasters as a way to practice public speaking. Not only did this help get me through that first presentation, but it also helped me feel more confident as a leader. Now I'm helping my own team build presentation skills.




Procrastination
Procrastination has long been a bad habit of mine. I think it stems from a fear of failure, to be honest. In my last job keeping up with appointments and critical paperwork was essential to success. I started using Google Calendar and apps like Trello to manage my time better. Crossing things off my to-do list makes me feel accomplished, and I've learned to tackle harder tasks early in the day when I'm feeling refreshed and less likely to put them off.



Lack of experience with skill or software
I haven't had as much experience with Python as I'd like. When I decided to make a shift into data analytics, I knew I'd need to use a statistical programming language to perform an efficient analysis. I signed up for a Python for "Everybody course", and I've found I really love it. I'm excited to start applying the techniques I'm learning to help make my workflow more efficient.

VI. In pairs, take turns to ask and answer one of the most common questions that you'll come across in any job interview: "What are your strengths and weaknesses"? The examples above can help you formulate your responses.



When asked about my achievements, I was about to talk about reaching the last level of my computer game.

► READING AND SPEAKING

I. Read the article and name the type of the interview aimed at assessing the candidate's hard skills required to perform the job effectively.

5 STANDARD INTERVIEW TYPES

The job application process might involve several different interviews, each with its own focus.

The interview process varies by company and industry. In the tech industry, for example, it's standard to complete a phone screen, hiring manager interview, technical or skills-based interview, and an onsite interview with several potential team members. But senior or leadership roles may require more stages.

Typically, a recruiter or company representative will provide you with the information you need regarding each interview: who it will be with, when it will take place, and how it will be conducted (in-person or video). You can also ask what the

focus of each interview will be so that you can be better prepared for each step of the process.

Let's review the standard interviews you may **encounter** when you're being considered for a job.

1. Phone screen

A phone screen is usually a 15- to 30-minute phone call with a recruiter. While it may seem like an official interview, it's really meant **to verify** the experience you listed on your resume and **reveal** what interested you in the role and your larger career goals. It can help to frame your story, so a recruiter gets a broader sense of who you are.

At this stage, recruiters often contact several candidates who seem like a potential fit to gather information that will help the hiring manager decide who to begin interviewing.

2. Hiring manager interview

A hiring manager interview is often your first official interview for a job, though there are **instances** when some companies may have you meet with a different interviewer or **a panel of interviewers** before the hiring manager.

This type of interview is an opportunity to learn more specifically about the available role and how your experience fits. You may receive behavioral interview questions that aim to understand you and your workplace and technical skills.

3. Second or panel interview

A second interview means you've impressed the hiring manager or the first interviewer, and you've made it to the next round. You may meet with any number of people at this stage. Interviews can be broken up into one panel interview or multiple interviews with a range of team members or employees (sometimes called an "onsite interview").

You can expect more behavioral questions, along with some situational questions, meant to help interviewers understand how you'd respond to hypothetical scenarios. You may also need **to elaborate** on your technical skills.

4. Skills-based or technical interview

Sometimes called a "case interview", the skills-based or technical interview often happens as part of the interview process and applies to certain tech-heavy roles, such as those in engineering, product, or design. You may complete it either face-to-face with an interviewer or on your own time. In either instance, you will need to complete a test designed to rate your technical competency. For example, copywriters may have to complete a writing test, software engineers may have to complete a live coding test, UX designers may have to complete a whiteboard challenge which is a design challenge where you walk through your design process using a whiteboard and a marker. The whiteboard challenge allows your interviewer **to evaluate** your design thinking and ability to collaborate in a short amount of time, usually 30 minutes to an hour.

During a technical interview you may be asked questions about tools because interviewers want to know more about which software, programs, and tools you know how to use. Examples of such questions include:

- What programming languages do you know?
- What are some limitations of your favorite programming language?
- What scripting languages do you know?
- What design software do you know? Which do you prefer?

5. Final interview

The final interview is meant **to wrap up** any **lingering questions** the hiring team may have about you. You may meet with the hiring manager once again, or with a different company leader or **executive**. Two examples of questions for the final interview:

- When can you start working?
- Do you have other interviews happening?

Consider asking questions to your interviewer or potential employer at the end of an interview, for example:

- What is the most challenging part of this role?
- Is overtime expected?
- How many days can I work from home?

The reason is that you can ensure the company is a good match for not only your qualifications and interests but also your personality. On the other hand, not asking any questions could make the hiring manager feel you are unprepared or disinterested.

II. Look through the article once again and find a word in bold which matches each definition.

- 1) _____ *verb* to add more information or explain something that you have said;
- 2) _____ *noun* a person who manages or directs other people in a company or organization;
- 3) _____ *col.* a group of people who ask someone questions to see if they are suitable for a job;
- 4) _____ *verb* to check that something is true or accurate;
- 5) _____ *verb* to judge how good, useful, or successful something is;
- 6) _____ *col.* a question that remains unanswered or unresolved;
- 7) _____ *noun* a particular situation, event, or fact;
- 8) _____ *verb* to make known to others;
- 9) _____ *verb* to complete or conclude something;
- 10) _____ *verb* to come upon or meet with, especially unexpectedly.

III. Name the types of interviews by their description. There is one extra definition of the interview that is not mentioned in the article. Can you guess how it is called?

1. _____ is meant to learn about the candidate's qualifications, experience, knowledge, behavioral qualities and determine whether they're a good fit for the role.
2. _____ focuses on how the candidate handles stress, pressure, and unexpected or uncomfortable situations.
3. _____ is used to ask any remaining questions and determine who among the finalists would be the best fit for the role.

4. _____ involves multiple interviewers assessing the candidate simultaneously.
5. _____ helps to qualify applicants for the specific job in question, verifying competency in the skills and knowledge it demands.
6. _____ serves as a way to check the experience and qualifications that the job seeker has listed on his resume and also narrow down the applicant pool.

IV. In the article find the following information:

- a) how the technical competency of candidates is tested by tech companies;
- b) what a whiteboard challenge is and what it can help the interviewer understand;
- c) what questions the candidates are supposed to answer during a tech interview and what their answers can reveal;
- d) examples of questions that the candidate can ask the future employer at the end of the interview.

V. Describe the stages of the interview process at tech companies. Is it a complicated process? Which stage of the interview do you find most difficult to go through? Explain why you think so.

VI. In your opinion, why should the candidate be ready to ask the interviewer some questions when the interview comes to a close?

VII. All important work needs preparation. Look through the stages of getting ready for the interview and discuss with your partner whether all of them you would follow.

Before the interview:

- Self-preparation
- Research
- Mastering your emotions
- Logistical planning

During the interview:

- Communication
- Introducing yourself
- Presenting your qualifications
- Listening
- Asking questions

After the interview:

- Following up with your interviewer
- Reflecting on your interview and refining your methods

VIII. Practice makes perfect. There are some common interview questions that employers ask when screening potential candidates. By preparing well-thought-out answers you can increase your confidence and perform better. Choose 5 questions to ask your partner about the job he would like to be interviewed for. Then take turns to ask and answer the questions.

1. Could you tell me about yourself and describe your background in brief?
2. How did you hear about this position?

3. What type of work environment do you prefer?
4. How do you deal with pressure or stressful situations?
5. Do you prefer working independently or in a team?
6. What did you do last year to improve your knowledge?
7. What are your salary expectations?
8. Are you applying for other jobs?
9. Why should we hire you?
10. Where do you see yourself in five-year time?

IX. Puzzles are often asked in interviews to check the intellect, common sense, knowledge, awareness, logic and reasoning ability of a candidate. Can you solve this brain-teaser job interview riddle question?

“You’re standing somewhere on the surface of the Earth. You walk one mile south, then one mile west, and then one mile north. You end up exactly where you started. Where are you”?

Do you have an answer to this question? If yes, what is it?

X. Work in pairs. You are going to read the short stories about unusual things that the recruiters have seen during job interviews. Try to guess what actually happened. Complete the sentences and then read these stories to check how close you were.

1. The candidate made up his mind to answer all the questions with a long _____.
2. During the interview the candidate got a call, answered it and started the discussion about _____.
3. A job hunter arrived at the interview wearing _____ to show that he was scared of nothing.
4. When an applicant was asked to introduce herself, she went into a long speech about _____.
5. The candidate claiming to have 5+ years of experience couldn’t answer _____.
6. The job seeker brought _____ to the interview that gave better answers than the candidate did.
7. Unexpectedly the interviewee pulled _____ out of a hat during the interview which was spectacular but inappropriate to the situation.

Job interviews can be nerve-wracking experiences, even for the most seasoned professionals! Job interview stories are universal reminders that the interview room can be a land of surprises!



The Silent Stare-Down

In one memorable interview, the candidate decided to answer every question with a long, unbroken stare. It was like a high-stakes game of blink, and the interviewer blinked first by excusing himself from the room.

The Mystery Phone Call

A candidate had her phone ring in the middle of an interview. Instead of silencing it, she answered and proceeded to have a lengthy chat about her weekend plans. Needless to say, she didn't get the job!

The Inexplicable Accessory

A job seeker arrived at an interview wearing a full clown costume. When questioned about the choice of attire, he replied, "I wanted to show that I'm not afraid of anything". Unfortunately, the only thing he showed was a lack of professionalism!

The "Tell Me About Yourself" Debacle

When asked to introduce herself, the applicant launched into a detailed monologue about her favourite hobbies, recent vacations, and even her family tree. She never quite got to her professional qualifications.

Overconfident Underqualified

This candidate claimed to have more than five years of experience working in cyber security, but couldn't answer basic questions when asked. When questioned further, she simply stated, "I thought this interview was about my personality, not my skills". Confidence, it seems, can only take you so far.

The Animal Whisperer

During an interview, a candidate brought his pet parrot along. Surprisingly, the parrot answered some of the questions better than the candidate did. The interviewer couldn't help but chuckle.

The Unexpected Magic Trick

In a particularly bizarre turn of events, an interviewee pulled a rabbit out of a hat during his interview. While it was impressive, it didn't quite fit the job description for a cybersecurity role.

XI. Have you heard any weird or funny interview stories? If yes, tell them to your groupmates.

► VIDEO

30 SECONDS TO IMPRESS, 6:53

I. You are going to watch the video where the interviewer points out the mistakes that the candidates have made during the interview. Before watching, study the words which will help you understand the speaker.



over the top	too extreme and not suitable
to count somebody out	to cross out
gaudy	unpleasantly bright and heavily decorated

right off the bat	at once
a clincher	a decisive factor
a cute outfit	pretty clothes
to poke one's head in	to appear or stretch out from behind or through something else
a dead fish handshake	weak, signals that a person is nervous, uncertain or uninvolved

II. Read through the questions and discuss possible answers with your partner.

1. Are first impressions important? Why / Why not?
2. How much does it take an experienced hiring manager to predict the result of the interview?

III. Watch the first part of the video to find out the answers. Write down which speaker(s) ... ?

- 1) feels too relaxed and comfortable during the interview _____;
- 2) hasn't got an updated resume with her but is ready to talk about the things that she has done _____;
- 3) seems to be indifferent to what is going on _____;
- 4) is only interested in salary and vacation days _____;
- 5) looks very shy, nervous and not self-confident _____;
- 6) listens attentively to the interviewer and makes eye contact _____;
- 7) have things that look distracting and inappropriate during the interview _____;
- 8) behave or look unprofessional _____.

IV. Watch the second part of the video where the interviewer comments on each candidate and name the mistakes that she has mentioned.

V. The interviewer has chosen Todd as the best candidate. Do you agree with her? Give arguments supporting your point of view.



► SPEAKING PRACTICE

I. You are going to take part in a job interview. To get ready for the interview put each expression into the correct box according to the function of that expression.

Useful interview expressions

May I think about that for a moment?	What are your feelings about ...?	To put it another way.
In short, ...	So, in conclusion...	That's just what I was thinking.

What I'm trying to say is ...	I see things rather differently myself.	In brief, ...
To sum up, ...	True enough.	Could I just say that...
What are your views on ...?	That's right.	Well, my opinion is that ...
Would you mind repeating that?	I don't entirely agree with you.	That's my view exactly.
How can I put this?	Perhaps, I should make that clearer by saying...	To summarise, ...
In other words, ...	How can I best say this?	What was that?
Sorry to butt in...	Could you repeat what you said?	I must take issue with you on that.
I couldn't agree more.	Actually...	Let me get this right.
Well, as a matter of fact...	I'm not sure about that.	Sorry to interrupt, but ...
I'm afraid I didn't catch that.	What's your opinion?	I can't help thinking the same.
Pardon?		
Agreeing with somebody		Disagreeing with somebody
<i>Example:</i> Yes, I agree.		<i>Example:</i> I'm afraid, I disagree.
Interrupting		Asking for clarification or repetition
<i>Example:</i> Excuse me for interrupting.		<i>Example:</i> I'm sorry?
Asking somebody for their opinion		Saying something in another way
<i>Example:</i> What do you think about?		<i>Example:</i> What I mean is ...
Giving yourself time to think		Summing up
<i>Example:</i> (in response to a question) Let me see.		<i>Example:</i> So, basically ...

II. Imagine what kind of dialogue could be going on between the people in this picture. Get ready with questions and possible answers. Act it out in pairs.

III. After the interview give feedback to each other, commenting on answers and behaviour. Swap roles and practice again.



► COMMUNICATION ACTIVITIES

ROLE PLAY

I. Work in pairs. You are recruiters at a tech company. The company has got a new innovative project with foreign partners and needs a highly-qualified specialist for the job position of web developer. Write an advertisement for this job position to put on the company's website specifying the job responsibilities and hard/soft skills required. You may browse the Internet for samples if necessary.

II. Pair work. You've received 4 resumes and cover letters from applicants for the advertised job position. Review the documents, study the information about each of them given below and select two suitable candidates to invite to the interview. Justify your choice.

Candidate A	Candidate B
<i>Qualifications:</i> BS in Computer Science <i>Personality:</i> motivated, enthusiastic, friendly, a good team player <i>Appearance:</i> well-presented <i>Test performance:</i> excellent	<i>Qualifications:</i> BS in Web Design <i>Personality:</i> sociable, self-confident, competent, adaptable <i>Appearance:</i> casual <i>Test performance:</i> good
Candidate C	Candidate D
<i>Qualifications:</i> University degree in Information Technology <i>Personality:</i> reserved, open-minded, accurate, inquisitive <i>Appearance:</i> untidy <i>Test performance:</i> average	<i>Qualifications:</i> none <i>Personality:</i> outgoing, ambitious, result-oriented, eager to learn <i>Appearance:</i> dressed appropriately <i>Test performance:</i> excellent

III. Work in groups A and B.

Group A (4 students)

You are members of a panel interview group that includes a hiring manager, a recruiter, a head of the department, a team leader. You are going to interview the selected candidates for the job position of web developer. Make a list of interview questions and interview the selected candidates.

For references see expressions and common interview questions on pages 153 and 154.

Group B (2 students)

You are candidates for the job position of web developer. You've always dreamt to work for such an innovative company using cutting edge technologies in their work. Get ready for the interview:

- review job descriptions;
- practice answering common interview questions, etc.

IV. Group work: groups A and B.

Group A

A. Discuss and evaluate the candidates' skills, qualities, strengths and weaknesses for the job position of web developer. While discussing, fill in the list for each candidate.

Presenting the options: Let's look at the choices / Let's look at two we have here.

Candidate _____

Expressing a positive impression: _____

Expressing a negative impression: _____

Candidate _____

Expressing a positive impression: _____

Expressing a negative impression: _____

Useful expressions to choose from:

(Candidate _____) appeared pretty motivated. _____ gave good and thoughtful answers. Don't you think _____ is too relaxed? I like the way _____ tried to solve the task. _____ seemed a bit unenthusiastic.	I have a good feeling about _____. I'm sure _____ would be a good fit for the company. I'd definitely consider _____ for the job position. _____ gave me the impression that _____ wasn't sincere. _____ seemed to be quite experienced.
---	--

B. Make your final choice. Fill in the list below. The expressions that follow may be of help.

Selecting:

Candidate _____

Rejecting:

Candidate _____

Useful phrases

Candidate _____ is clearly the best fit. Let's leave candidate _____ out of the list. Let's keep thinking.	I'd rather not hire candidate _____. Let's go with candidate _____. Let's make candidate _____ a finalist.
--	--

C. Notify the candidate that you've selected about the interview result either by email or a phone call.

Group B

You are the candidate who has been informed about a job offer from the company after the interview. Write a thank you email to your future employer. Browse the Internet for sample emails.

► WRITING SKILLS DEVELOPMENT

I. Imagine that you've been offered a job after a successful interview with a company of your dream. You've also been informed that the company is practicing a remote work model with one day per week in the office.



Write a paragraph or two on one of the following statements:

1. Working remotely is more productive than working in the office.
2. Remote work provides more benefits than challenges.
3. The ability to work remotely offers a better work-life balance.
4. Remote work can be isolating leading to feelings of loneliness, stress and worse job performance.

► REVISE AND CHECK

I. There are 15 words hidden in the riddle that have to do with looking for, applying for and interviewing for a job. Can you find them? Words are listed only horizontally and vertically, NOT diagonally.

M	W	Y	J	W	I	Y	A	H	N	G	G	X	M	O	N	C	R	T
Q	O	I	Z	A	N	H	D	F	J	D	M	Y	Z	M	T	R	F	O
W	J	E	L	W	B	A	V	L	S	C	G	R	E	K	D	P	S	P
K	G	V	X	Y	L	P	E	K	X	T	D	Y	K	N	T	V	D	A
J	I	O	P	T	G	P	R	R	G	A	L	U	H	A	Z	T	F	Y
N	N	F	J	I	Q	L	T	P	F	P	O	M	V	C	F	U	C	I
E	C	P	I	S	C	I	I	Y	E	E	W	E	A	K	N	E	S	S
T	F	T	N	G	I	C	S	W	I	P	S	U	C	E	A	E	E	K
W	D	V	T	I	S	A	E	G	X	H	N	W	A	W	H	M	X	U
O	P	P	E	L	K	N	M	E	K	B	V	D	N	P	D	P	X	V
R	E	C	R	U	I	T	E	R	B	E	Y	V	C	I	F	L	Q	W
K	X	P	V	A	L	N	N	E	M	P	L	O	Y	E	E	O	W	N
I	P	S	I	V	L	B	T	S	T	R	E	N	G	T	H	Y	U	B
N	E	Y	E	U	D	M	J	U	P	E	F	W	J	D	C	M	K	O
G	R	D	W	Y	A	N	E	M	P	L	O	Y	E	R	W	E	P	G
F	I	W	S	D	V	D	R	E	Q	U	I	R	E	M	E	N	T	S
B	E	F	J	C	O	V	W	Z	Z	Z	U	P	L	G	Q	T	Z	G
X	N	O	V	C	K	J	R	I	Y	R	Z	T	K	X	M	J	I	F
H	C	J	O	Z	G	U	H	Y	K	K	R	J	K	Q	V	N	G	B
K	E	V	T	E	L	N	G	G	K	K	D	P	G	P	B	G	M	E

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Scan the QR-code or follow the link given to do the task above.



<https://learningapps.org/watch?v=pw9wc0ren24>

II. Put the letters in the right order to make words relating to job hunting. Then complete the sentences with the words.

a) vrenalet	b) kmewatro	c) dntacdiaes
d) seborinespl	e) pocaniptila	f) alavbelu

1. Advertising a job position is foundational to attracting the right _____.
2. _____ work experience equips you with the skills and knowledge that you will need in your career field.
3. While it takes a range of skills to advance your career, being seen as highly _____ sets you apart.
4. When _____ is functioning at its best, it encourages the generation of new ideas, leading to innovative solutions.
5. If you submit a high quality, tailored and error-free _____, you send a message to employers that you will be a professional, engaged worker.
6. Job fairs are _____ resources for job seekers looking to expand their professional network, learn about new opportunities, and make a lasting impression on potential employers.

III. Imagine that you are a recruitment consultant. Study the mind map below and describe the job hunting process to a job seeker. Be ready to give professional advice.



FINAL ACTIVITY TO MODULES 1–4

SPEAKING

I. Working in small groups of three or four, play the board game. You will need a dice, some coins and a watch. Who is the winner in each group?

	go back 4 spaces	Talk for 1 minute about the ways of bridging the generation gap	Talk for 1 minute about the main generation Z characteristics	go to FINISH 
Talk for 1 minute about your strengths and weaknesses 	You have 30 seconds to list the qualities of a highly-qualified engineer	miss a turn	go on 2 spaces	 Talk for 1 minute about your future speciality
 Talk for 1 minute about effective resume writing	go on 1 space	You have 20 seconds to list the symptoms of the Internet addiction	Talk for 1 minute about your participation in extracurricular activities	miss a turn 
Talk for 1 minute about the most effective ways of job search 	go back to START	Talk for 1 minute about the importance of higher education	go on 2 spaces	 Talk for 1 minute about the advantages of social networks
 go back 2 spaces	You have 30 seconds to name the reasons for choosing BSUIR	Talk for 1 minute about the social importance of the engineering profession	Talk for 1 minute about the importance of emotional intelligence in communication	Talk for 1 minute about your dream job 
	 Talk for 1 minute about your university studies	miss a turn	You have 20 seconds to list 3 most important skills in today's job market	 go on 3 spaces

FOCUS VOCABULARY

MODULE 1. UNIVERSITY STUDIES

Part I HIGHER EDUCATION IN BELARUS: CHOOSING A UNIVERSITY

alumnus (*pl.* alumni) *n* – выпускник

applicant *n* – кандидат, претендент, соискатель, абитуриент

apply *v* – подавать заявление

award *n* – награда

award *v* – присуждать, награждать

campus *n* – территория университета

completion *n* – завершение, окончание

course *n* – курс обучения

- compulsory course *col* – обязательный учебный предмет

- degree course *col* – курс на получение степени, обучение в университете

- optional course *col* – факультативный учебный предмет

- postgraduate course *col* – аспирантура

defence *n* – защита

degree *n* – ученая степень

enter *v* – поступать (в университет)

establishment *n* – организация, учреждение

excel *v* – преуспевать, отличиться

extramural *adj* – заочная форма обучения

fresher *n* – первокурсник

full-time *adj* – полный рабочий день, полная академическая нагрузка

further education *n* – дальнейшее образование, дальнейшее обучение

gap year *n* – промежуточный год между окончанием школы и поступлением в вуз

grade *n* – оценка, отметка

graduate from *v* – окончить учебное заведение

hold *v* – проводить, организовывать

holder *n* – обладатель (ученой степени / ученого звания)

improve *v* – улучшать

institution *n* – организация, учреждение, учебное заведение

part-time *adj* – неполный рабочий день

post-graduate *n* – аспирант

proficiency *n* – умение, мастерство

pursue *v* – стремиться, добиваться

requirement *n* – требование, необходимое условие

scholarship *n* – стипендия

thesis *n* – диссертация

undergraduate *n* – студент университета, студент последнего курса

Part II

MY UNIVERSITY

assignment *n* – задание, домашнее задание
associate professor *n* – доцент
attend *v* – посещать, присутствовать
be at disposal *v* – быть в распоряжении
be engaged (in) *v* – быть занятым, заниматься
be founded *v* – быть основанным
conduct *v* – проводить
curriculum (*pl.* curricula) *n* – программа (учебная)
deadline *n* – крайний срок
dean *n* – декан
department *n* – кафедра, отдел
diversity *n* – разнообразие, многообразие
dormitory *n* – студенческое общежитие
enable *v* – давать возможность, делать возможным
enhance *v* – улучшать, усиливать
essential *adj* – необходимый, обязательный; существенно важный
facilities *n* – условия, удобства, возможности
fail *v* – терпеть неудачу, проваливаться (на экзамене)
gain *v* – получать, приобретать
major (in) *v* – специализироваться по какому-либо предмету
manage *v* – управлять, уметь обращаться, организовывать
management *n* – управление, менеджмент, руководство
• time management *n* – организация рабочего времени, распределение времени
miss *v* – пропускать, не посещать
note *n* – запись, конспект
• take notes *col* – составлять конспект
• copy up the notes – переписать конспект
offer *v* – предлагать
pass *v* – выдержать (экзамен), сдать (экзамен)
revise *v* – повторять пройденный материал
schedule *n* – расписание, график
senior lecturer *col* – старший преподаватель
strive *v* – стремиться
tackle *v* – решать
teaching staff – профессорско-преподавательский состав
thriving *n* – преуспевание, процветание
tutorial *adj* – практическое занятие с руководителем

Part III
STUDENT LIFE.
EXTRACURRICULAR ACTIVITIES

activity *n* – деятельность, занятие

• academic activities – научная деятельность, учебная деятельность

• art activities – художественная деятельность

• extracurricular activities – внеаудиторные мероприятия, внеучебная деятельность

• miscellaneous activities – разные виды деятельности

awareness *n* – осведомленность, информируемость

exhausted *adj* – сильно уставший, выдохшийся

be involved (in) – быть занятым чем-либо / начинать заниматься чем-либо

benefit *v* – выигрывать, извлекать пользу, извлекать выгоду

benefit *n* – преимущество, польза, выгода

bundle *n* – набор, пучок, пакет

burnout *n* – истощение физических и духовных сил

charity *n* – благотворительность, милосердие

convince *v* – убеждать, уговаривать

daily routine – ежедневный распорядок дня

determination *n* – решительность

distract *v* – отвлекать

downtime *n* – дополнительное время, свободное от учебы время

embark (on) *v* – начать, начинать

encourage *v* – поощрять, способствовать; ободрять, вселять надежду

engagement *n* – деятельное участие, вовлеченность

essence *n* – сущность, смысл

expectation *n* – ожидание, надежда

experience *n* – опыт

fascinating *adj* – увлекательный, захватывающий

intelligence *n* – умственные способности, интеллект

irrelevant *adj* – не имеющий отношения к чему-либо

mindset *n* – образ мышления, тип мышления

outlook *n* – взгляд, точка зрения

participate (in) *v* – участвовать, принимать участие

procrastination *n* – промедление, оттягивание, откладывание со дня на день, затягивание, волокита

pursuit *n* – стремление, занятие; увлечение

• academic pursuits *col* – академическая деятельность; академические занятия

shape *v* – формироваться, формировать

showcase *v* – демонстрировать

waste of time – пустая трата времени

MODULE 2. YOUNG PEOPLE'S PROBLEMS

Part I GENERATION GAP

acknowledge *v* – сознать, признавать
assumption *n* – предположение
attitude *n* – отношение
authority *n* – власть
be bound – быть должным
bring to the table – предлагать
cater (for/to) *v* – удовлетворять (требования), угождать, потворствовать прихотям
climb *v* – подниматься по карьерной лестнице, расти профессионально
conform *v* – подчиняться правилам, приспосабливаться
core *adj* – основной, ключевой
dilemma *n* – дилемма, проблема (выбора)
disobedient *adj* – непослушный
empathetic *adj* – чуткий, умеющий поставить себя на место другого
be at the forefront of – быть на передовой, на переднем плане
forge *v* – ковать
label *v* – прикреплять ярлык (*прям. и перен.*), относить к какой-либо категории
latchkey kid – ребенок с ключом от квартиры, без присмотра
leverage *v* – использовать с выгодой для себя
longer-term *a* – долгосрочный
maintain *v* – поддерживать
make concessions – идти на уступки
medieval *adj* – средневековый
middle ground – компромисс, золотая середина
outdated *adj* – старомодный
personal fulfillment – личное удовлетворение
posture *n* – позиция, положение
prioritize *v* – отдавать предпочтение
self-reliance *n* – уверенность в своих силах
sort out *v* – решать проблему, устранять недоразумение
stick (with) *v* – придерживаться
throw attitude – показывать характер
turmoil *n* – кризис
ubiquitous *adj* – повсеместный, вездесущий
value *n* – ценность
willingness *n* – готовность, желание
workforce *n* – рабочая сила
workplace *n* – рабочее пространство, рабочее место
uphold *v* – поддерживать

Part II

DIGITAL ADDICTION

addict *n* – зависимый человек
addiction *n* – зависимость
anxiety *n* – беспокойство, тревога, страх
attract *v* – притягивать, привлекать (внимание)
avoid *v* – избегать, избежать
be subjected (to) *v* – подвергаться, подчиняться
be targeted (at) *v* – быть нацеленным
be traced *v* – быть отслеженным
bottomless source – неисчерпаемый источник
concern *n* – беспокойство, настороженность, забота
condition *n* – состояние
• chronic condition – хроническое состояние
convenient *adj* – удобный
coping mechanism – защитная реакция
craving *n* – страстное желание
deprivation *n* – потеря, лишение, убыток
dopamine *n* – дофамин (гормон)
engagement *n* – приглашение, встреча, свидание
entertaining *adj* – забавный, занимательный, развлекательный
excessive *adj* – непомерный, чрезвычайный, неумеренный
fulfilling *adj* – полноценный, счастливый, удовлетворенный
gambling *n* – азартная игра
hostility *n* – враждебность
internaut *n* – активный пользователь интернета
neglect *v* – отрицать
netizen *n* – активный пользователь интернета
obsession *n* – навязчивая идея или мысль
on-edge – нервный, находящийся в нервном состоянии
overcome *v* – преодолеть
oversharing *n* – чрезмерное распространение личной информации в интернете
pain reaction – болевая реакция
procrastinate *v* – откладывать дело на потом
reach out *v* – связываться
rootlessness *n* – отсутствие корней, отрешенность
scrolling *n* – прокручивание изображения на экране, скролирование
self-centeredness *n* – эгоцентричность, эгоизм
sensation *n* – ощущение, чувство, восприятие
undergo *v* – испытывать, переносить, подвергаться
urge *n* – побуждение, порыв, страстное желание

Part III

COMMUNICATION AND RELATIONSHIP PROBLEMS

abandon *v* – покидать, оставлять кого-либо
adolescence *n* – юность
align *v* – выстраивать в линию, *здесь*: соединять
anguish *n* – боль, мука, страдание
back and forth dialogue – взаимный разговор, обмен репликами
be attached at the hip *idiom* – быть не разлей вода
be gifted *v* – быть одаренным от рождения
channel *v* – направлять в определенное русло
coeval *n* – ровесник, сверстник
condescending *adj* – снисходительный, покровительственный
consistent *adj* – последовательный
contentment *n* – удовлетворение
correlate *v* – коррелировать, находиться в связи
discern *v* – отличать, проводить различия
encounter *v* – столкнуться с (трудностями)
endure *v* – выдержать, вынести, вытерпеть
exert *v* – оказывать давление, влиять
expertise *n* – опыт
face *v* – сталкиваться с (проблемами)
foster *v* – обучать, стимулировать
frenemy *n* – ложный, заклтый, притворный друг
gratification *n* – удовольствие, наслаждение, радость
hallmark *n* – критерий, свидетельство
inner state – внутреннее состояние
mature *adj* – зрелый
moocher *n* – друг-нахлебник
offend *v* – обижать, оскорблять
peer *n* – равный по возрасту, положению
perceive *v* – воспринимать, понимать, осознавать
possession *n* – чувство собственности
prevent *v* – предотвратить, предупредить, препятствовать
self-determining *adj* – независимый, действующий по своему усмотрению
self-image *n* – самооценка
set boundaries – устанавливать границы
stem (from) *v* – происходить из, являться результатом
stimulus (stimuli *pl.*) *n* – стимул (стимулы)
support network – группа поддержки
surround *v* – окружать
terms *n (pl)* – отношения, взаимоотношения
transition (from) *v (amer.)* – переходить

MODULE 3. CHOOSING A CAREER

Part I CHOOSING ENGINEERING AS A CAREER

align *v* – совпадать, согласовывать
analytical mind – аналитический склад ума
apply *v* – применять
approach *n* – подход
assist *v* – помогать
beneficial *adj* – полезный
branch *n* – отрасль
career path – карьера, карьерный путь
challenge *n* – испытание, сложная задача
choice *n* – выбор
crucial *adj* – ключевой, решающий
desire *n* – желание
determine *v* – определять
encompass *v* – охватывать, включать
ensure *v* – обеспечивать, убеждаться
force *v* – заставлять, вынуждать
fulfil *v* – выполнять, осуществлять
gain *v* – получать, приобретать
impact *n* – влияние
influence *v* – влиять
inspire *v* – вдохновлять
keep up with *phrasal verb* – следить за, идти в ногу с
knack *n* – способность, дар
mindset *n* – склад ума, мышление
passion *n* – увлечение
possess *v* – обладать, владеть
pursue *v* – следовать курсу, придерживаться плана
range *n* – диапазон, ряд
requirement *n* – требование, необходимое условие
strengths *n* – сильные стороны, достоинства
suit *v* – подходить
sustainable *adj* – устойчивый
variety *n* – разнообразие, множество
weaknesses *n* – слабые места, недостатки

Part II

BECOMING A SUCCESSFUL ENGINEER

accomplish *v* – выполнять, осуществлять
achieve *v* – достигать
adaptable *adj* – гибкий, адаптируемый
advancement *n* – продвижение, развитие
be in charge – руководить, отвечать за что-либо
carry out *phrasal verb* – выполнять, осуществлять
collaboratively *adv* – совместно, коллективно
comprise *v* – составлять, включать
conduct *v* – проводить
consequence *n* – следствие
constant learner – постоянный ученик; постоянно обучающийся человек
cornerstone *n* – основа, краеугольный камень
curious *adj* – любопытный
detail-oriented *adj* – внимательный к деталям
distinct *adj* – различный
encourage *v* – поощрять, способствовать
enormous *adj* – огромный
flexibility *n* – гибкость
identify *v* – устанавливать, определять
issue *n* – вопрос, проблема
keen eye for – острый взгляд на что-либо
keep an open mind – относиться непредвзято, не спешить с выводами
meet the needs – удовлетворять потребности
overcome *v* – преодолевать
perform *v* – выполнять, осуществлять
prosperous *adj* – преуспевающий, процветающий
quality *n* – качество
refine *v* – совершенствовать, очищать
require *v* – требовать
shape *v* – формировать
stamina *n* – выносливость, стойкость
strengthen *v* – усиливать
support *v* – поддерживать
tackle *v* – решать (проблему)
think outside the box – мыслить нестандартно
tight deadlines – сжатые сроки
underpin *v* – поддерживать
utilize *v* – использовать
workload *n* – нагрузка

Part III

MY FUTURE SPECIALITY

appropriate *adj* – подходящий
assessment *n* – оценка
backbone *n* – основа
be in demand – пользоваться спросом
capability *n* – возможность
circuitry *n* – схема
comb *v* – искать, прочесывать
come up with *phrasal verb* – придумывать, разрабатывать
confirm *v* – подтверждать
consistently *adv* – последовательно, согласованно
contribution *n* – вклад
debug *v* – отлаживать программу
dedication *n* – преданность делу
encounter *v* – наталкиваться на трудности
enhance *v* – улучшать
evaluate *v* – оценивать
expertise *n* – компетентность
figure out *phrasal verb* – выяснять, понимать
handheld *adj* – портативный, ручной
implement *v* – осуществлять, внедрять
installation *n* – установка
intelligent *adj* – умный, интеллектуальный
lucrative *adj* – прибыльный, выгодный
maintain *v* – поддерживать, сохранять
master *v* – овладевать, осваивать
perk *n* – преимущество, льгота, бонус
pressure *n* – напряжение, давление
proficiency *n* – мастерство, компетентность
relevant *adj* – актуальный, соответствующий
responsibility *n* – обязанность
result in *phrasal verb* – приводить к чему-либо
reward *n* – награда, поощрение
set *n* – набор
substantial *adj* – существенный, значительный
upgrade *v* – обновлять, модернизировать
vital *adj* – жизненно важный
vulnerability *n* – уязвимость
weed out *phrasal verb* – отсеивать, исключать
work schedule – график работы

MODULE 4. JOB HUNTING

Part I LOOKING FOR A JOB

applicant *n* – кандидат, претендент на должность
apply for a job – подавать заявление о приеме на работу
challenging *adj* – трудный, сложный
cold calling – “холодные звонки”, звонок потенциальному работодателю без предварительной договоренности
cushy *adj* – легкий, не требующий усилий
dead-end *adj* – бесперспективный
demanding *adj* – требующий больших затрат, сил
employer *n* – наниматель, работодатель
employee *n* – служащий
employment agent – агент, консультант по трудоустройству
exhausting *adj* – утомительный, изнуряющий
headhunter *n* – специалист по поиску кандидатов
high-powered *adj* – высококвалифицированный, высокопоставленный
HR manager – менеджер по персоналу
internship *n* – стажировка
job *n* – работа
• full-time job – работа на полный рабочий день
• part-time job – работа на неполный рабочий день
• permanent job – постоянная работа
• temporary job – временная работа
• entry-level job – стартовая должность
job advertisement – объявление о вакантной должности
job agency – агенство по трудоустройству
job hunter / job seeker – человек, который ищет работу
job requirements – должностные требования
land a job / get a job – получить работу
lucrative *adj* – высокооплачиваемый
perk *n* – льгота, бонус
quit a job – бросить работу, уволиться с работы
recruiter *n* – рекрутер
relevant *adj* – соответствующий, необходимый
resourceful *adj* – находчивый, изобретательный
rewarding *adj* – полезный, вознаграждающий
tedious *adj* – утомительный, нудный
tiring *adj* – утомительный
vacancy *n* – вакансия

Part II

RÉSUMÉ/CV AND COVER LETTER

accept *v* – принимать
accomplishment *n* – достижение
acquire *v* – приобретать, получать
application form – заявление
assess *v* – оценивать
assist *v* – помогать
attitude *n* – отношение
be in demand – быть востребованным
bullet points – ключевые пункты/моменты
commitment *n* – приверженность, обязательство
complicated *adj* – сложный
concise *adj* – краткий, лаконичный
contribute *v* – способствовать, содействовать
cover letter – сопроводительное письмо
cutting-edge *adj* – передовой, новейший, инновационный
debugging *n* – отладка
enhancement *n* – улучшение, усовершенствование
emphasize *v* – подчеркивать, акцентировать
essential *adj* – важный, существенный
excel at *v* – преуспевать, отличиться
extensive *adj* – обширный, огромный
flexible *adj* – гибкий
highlight *v* – подчеркивать, выделять
impact *n* – влияние
implement *v* – осуществлять, выполнять, реализовывать
interpersonal skills – межличностные отношения
issue *n* – вопрос, проблема
meaningful *adj* – значимый, важный
negotiation *n* – переговоры, обсуждение
persistent *adj* – настойчивый, упорный
proofread *v* – вычитать, отредактировать, откорректировать
resolve *v* – решать, урегулировать
responsibility *n* – ответственность
result-driven *adj* – целеустремленный, нацеленный на результат
robust *adj* – надежный
set sb apart *phrasal verb* – выделять, отделять
stand out *phrasal verb* – выделяться, отличаться
submit *v* – представить, подавать
troubleshooting *n* – устранение неполадок, неисправностей
unrivaled *adj* – непревзойденный, не имеющий равных

Part III

JOB INTERVIEW

accuracy *n* – точность
appointment *n* – встреча
awareness *n* – осведомленность, информируемость
behavioral questions – поведенческие вопросы
dedicated *adj* – преданный, приверженный
detail-oriented *adj* – внимательный к деталям, дотошный
elaborate *v* – разрабатывать
empathetic *adj* – чуткий
encounter *v* – сталкиваться, встречаться
evaluate *v* – оценивать
executive *n* – руководитель
expectations *n* – ожидания
hiring manager – менеджер по найму
inquisitive *adj* – любознательный
interview *n* – интервью, собеседование
• onsite interview – собеседование на месте
• panel interview – групповое собеседование
• phone screen – собеседование по телефону
• technical interview – техническое собеседование
• final interview – итоговое, заключительное собеседование
interviewee *n* – собеседник, интервьюируемый
interviewer *n* – интервьюер
job performance – эффективность работы, производительность труда
lingering question – оставшийся, неотвеченный вопрос
outgoing *adj* – общительный, коммуникабельный
overcome *v* – преодолевать
pressure *n* – давление
proactive *adj* – активный
proficient *adj* – опытный, умелый, компетентный
prone to *adj* – склонный к
put sth off *phrasal verb* – откладывать
reserved *adj* – сдержанный
reveal *v* – выявлять
risk-averse *adj* – не склонный к риску
skilful *adj* – умелый, квалифицированный
strengths *n* – сильные стороны, достоинства
tackle *v* – решать
thoroughness *n* – тщательность, скрупулезность
verify *v* – проверять, убедиться
weaknesses *n* – слабые стороны, недостатки
wrap up *phrasal verb* – заканчивать, завершать

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