

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ**

**ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ  
ІМЕНІ СЕМЕНА КУЗНЕЦЯ**

**ЗБІРНИК РОЗМОВНИХ ТЕМ ТА ЗАВДАНЬ  
З АНГЛІЙСЬКОЇ МОВИ**

**для студентів I – II курсів галузей знань  
0305 "Економіка та підприємництво",  
0306 "Менеджмент і адміністрування"  
денної форми навчання**

**Харків. Вид. ХНЕУ ім. С. Кузнеця, 2014**

Затверджено на засіданні кафедри іноземних мов.  
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З-41           Збірник розмовних тем та завдань з англійської мови для студентів I – II курсів галузей знань 0305 "Економіка та підприємництво", 0306 "Менеджмент і адміністрування" денної форми навчання / укл. Т. А. Борова, Н. О. Бутковська. – Х. : Вид. ХНЕУ ім. С. Кузнеця, 2014. – 28 с. (Укр. мов., англ. мов.)

Наведено навчальні матеріали, метою яких є формування комунікативних мовленнєвих компетентностей у студентів. Вміщено завдання, які побудовані на основі автентичних матеріалів економічного спрямування, що охоплюють базовий лексичний мінімум відповідно до навчальної програми з іноземної мови.

Рекомендовано для студентів I – II курсів денної форми навчання.

## Вступ

Збірник розмовних тем та завдань з англійської мови для студентів I – II курсів галузей знань 0305 "Економіка та підприємництво", 0306 "Менеджмент і адміністрування" денної форм навчання організовано відповідно до завдань та вимог до вивчення іноземних мов у вищих навчальних закладах.

Комплекс вправ сприяє розвитку комунікативних мовленнєвих компетентностей з англійської мови.

Метою навчального видання є поглиблення та вдосконалення знань та вмінь студентів розмовляти англійською мовою у повсякденному житті та професійній діяльності Система завдань спрямована на взаємодію між учасниками спілкування, яка виникає на основі актуального обговорення ділових проблем, використання реальних ситуацій, діалогів, дискусій, відповідей на запитання до конкретного інформаційного матеріалу.

Тематика збічника обрана згідно з навчальними програмами до вивчення іноземної мови у вищих навчальних закладах.

Запропоновані матеріали складаються з чотирьох розділів, які включають автентичний інформаційний матеріал.

Збірник також містить вправи, відповіді на запитання, діалогічні та монологічні висловлювання за запропонованою тематикою. Наприкінці кожного розділу наводяться творчі завдання.

Видання містить відповіді до завдань та тестів для здійснення самоконтролю.

## PERSONAL INTERVIEW

**Task 1.** To speak about yourself at the interview you should know the words and expressions given below in italics. Use a dictionary for help.

*Thanks for giving me this opportunity to introduce myself. My name is ... . I'm ... years old. I've just finished my certificate in ... . Currently I'm staying at ... with my family. Coming to my family background ... my family consists of ... . Coming to my educational qualification I am pursuing in ... . During my schooldays I excelled in ... . I have strong experience in ... . I'm a confident communicator, experienced in working independently. I am a hard working team-worker, ambitious, good team player, fast learner. I always aim high in what I do and I cope well under pressure. I should say that I am a diligent, self-motivated and a kind person. I have the ability to work hard and achieve my target in time. I am flexible and can work in shifts. My short-term goal is to get placed and enhance my knowledge. My long-term goal is to improve my skills and become a strong leader and achieve a successful position. My strongest point is that I always handle stress well. My weakness is that ... . My hobbies are listening music, surfing the internet etc.*

**Match the words in the right column with those in the left.**

1) give	a) term
2) work	b) opportunity
3) educational	c) in shifts
4) short term	d) qualification
5) long term	e) a successful position
6) team	f) worker
7) strongest	g) goal
8) achieve	h) person
9) kind	i) under pressure
10) cope	j) point

**Task 2.** Here are 5 stories of 5 different people. Read the stories quickly and say who works at:

1. Research Centre.
2. Customer Service.
3. IT Technologies Company.
4. Human Resources Centre.
5. A Sales Job Centre.

### *Ronel Tiala* **Tell Me about Yourself**

Wow, it's my pleasure to say something about myself. Well, I'm Ronel Tiala. I'm 22 years of age. I am a product of Brokenshire College Socskasargen Incorporated with a degree of Bachelor of Science in Nursing for 4 years. Now, I prefer to work as a Customer Service Representative rather than work in the hospital setting because of monthly salary. I am happy in my work now because I'm comfortable with my teammates, colleagues, and friends. We work as a group and have only one goal and that is to get more sales. I love what I am doing and I love people who are there for me in times of ups and downs. How about you? By the way, thank you for listening about myself.

### *Siti Umirah* **First Job**

Hi. Thanks for giving me this opportunity to introduce myself. My name is Siti Umirah by Razali. I'm 23 years old. I just finished my certificate in fashion design at College Community Selayang. Currently I'm staying at Selayang with my family. Before this I have background in retail industry. I'm a confident and articulate communicator, experienced in working independently. I am also determined, energetic, driven and goal orientated. I'm a very hard worker and I always strive for excellence in whatever I do. The concept is the same as for a sales job. It's all about to handling a client in a proper way and the most important is how to make a customer/client satisfied with our service. And I believe that with my positive attitude I can give a full commitment to my job.

### *Devd Provi* **Personal Introduction**

Thank you for giving me this opportunity to introduce about myself. My name is Dev and I am 23 years old, from a beautiful town. My educational qualifications are that I have completed my BE degree in ECE with first class in 2012. I have a great passion for electronics and I'm a self-motivated person so I learned electronics myself practically at home making lots of electronic gadgets for home appliances. During my schooldays I excelled in painting and artistry winning prizes in national level, state level and district level competitions. I play music to relax myself in my spare time. I am a God fearing person. I should say that I am a diligent, self-motivated and kind person. I have the ability to work hard and achieve my target in time. I am a hard-working team-worker as well as a good listener. Thanks for your attention.

### *Thokwe Sephesu* **Human Resources**

I am a self-motivated, efficient and diplomatic human resources professional with 3 years experience in the industry and I believe my

strengths and skills make me a perfect fit for this position. In my previous position at African bank, I have demonstrated commitment to staff. I am highly organized and efficient. Earlier this year I coordinated an evaluation of personnel management practices and reviewed all job descriptions against actual work being done. I received many high distinctions while studying a Human Resource Management Diploma and a Certificate in customer service. While studying, I worked part time in Beel construction as HR assisting with payroll and recruitment. I developed a greater understanding of how Human Resource departments work and HR strategies improve efficiency and productivity. I believe that I will make an excellent worker because I am responsible, dedicated and caring.

*John Mohsen* **Scientist**

First of all, I would like to thank you for giving me this opportunity. It's my pleasure to introduce myself. I'm John, 20 years old and I got married one year ago. Well, when I talk about my education and qualification ... . I finished my bachelor degree in computer at ... . I followed my education in computers in ... and finished the MSc degree in 2003. If I can describe myself, I should say that I am a creative, flexible and very kind person and I'm a good team worker. I'm diligent with my experiments and I can work hard to achieve my target in time.

**Task 3.** You've read five interview stories. Think about your own story. The questions below are a plan of your story, answer them.

1. Introduce yourself.
2. What information will you mention when speaking about your educational experience?
- 3 Why do people describe themselves? What qualities of character do they usually speak about?
4. What weak points do these people stress?
5. What are their strong points?
6. Why is it necessary to speak about your hobby? What hobbies are mentioned in these stories?
7. Why do these people speak about their short-term and long-term goals?
8. What short-term goals are mentioned in the stories?
9. What long-term goals are mentioned in the stories?
10. Do all of them speak about the job they would like to have? Why is it recommended?

**Task 4.** Work in pairs and fill the end of each sentence with your personal information.

1. Thanks for giving me the opportunity ... .
2. My name is ... and I am ... .
3. My family consists of ... .
4. During my schooldays I excelled in... .
5. I have (no) strong experience in ... , but I 'd like to work in ... .
6. I should say that I am ... .
7. My short-term goal is ... .
8. My long-term goal is ... .
9. My strongest point is ... .
10. My weakness is ... .
11. My hobbies are ... .

**Task 5.** To find a job people usually do a lot of things. Complete the gap in each sentence with one of the following words in the correct form.

*Accept, sign, send, attend, apply, fill, offer, call*

**A** Nearly 200 people  for the job that was advertised in the local newspaper.

**B** Before you  the contract make sure you have read it through carefully.

**C** You should always  in the application form as honestly as possible.

**D** Do you know that job I applied for? Well, I've been  for an interview.

**E** I've  5 interviews so far and still haven't been **F**  a job.

**G** In the end I decided to  the job and started last week.

**H** This job looks interesting. I think I'll  off for ...

**Task 6.** It is very important to know much about the company you are going to work in. You may find information in an advertisement. As you enter the job market, you will be competing with many other job seekers. Reading the following ads will help you find out what each employer is seeking.

Now look at the following list of seven items.

1. Specific skills needed.
2. Training needed.

3. Experience.
4. Personality characteristics required.
5. Education required.
6. Age requirements.
7. Physical requirements.

Put the numbers of the items that apply to each job in the space after the job name. Items may apply to one or more jobs. Read each ad and fill in the space.

Economist \_\_\_\_\_  
 Project Manager \_\_\_\_\_  
 ITManager \_\_\_\_\_  
 Accountant \_\_\_\_\_

<b>Accountant</b>	<b>IT Manager</b>	<b>Project Manager</b>	<b>Economist</b>
Our office needs a Certified Public Accountant, knowledgeable in all areas of accounting; knowledge of data processing preferred. Excellent opportunity. Call 4798-4689	Expanding IT company seeks individual for head office work. Must possess knowledge of modern technologies, 21 years old, able to be often away on business. Good benefits and salary. Call 5635634	Engineering firm seeks a mature, career-minded project manager. Must have good communication skills. Need 1 – 3 year's experience. Pleasant foreign languages speaking. Excellent starting salary, good benefits. Call 57667	Manufacturing firm seeks an individual with desire to learn, willingness to start at the bottom and grow in our firm. Good attitude a must. Salary rises as you grow. Good working conditions and company benefits. Call 5675867

1. Are there any items from the list that you qualify for now? If so, circle that item number in the space after the job name.
2. Based on your present plans, which qualifications and skills would you like to choose for one of the jobs?
3. For which job have you circled and boxed more numbers?

**Task 7.** Working in groups of three, improvise a conversation about your imaginary future career. Before starting the conversation read the following.

1. Choose a company or business organization. It may be real or imaginary.
2. Introduce yourself; say who you work for, what your position is in the organization and how long you have worked for it.



3. Give the following information: what kind of business organization it is (private, public, sole trader, partnership), its main business activities, location of its head office, branches/ subsidiaries, turnover, profits, size of work-force.

4. Give any other information about yourself, your job and the organization.

These words and expressions will help you.

I'm with Microsoft Group. I work for Proctor Gamble. We make/manufacture/sell/deal in ... . My company's based in ... . Our head office is in ... . I've been with/worked for the company for five years ... . We have branch offices/subsidiaries in ... . Our turnover is ... . We've got a work-force of ... .

**Task 8.** Click this e-address <http://www.youtube.com/watch?v=Ppqcn1CiKEo>.

1. Listen to the interview and say what expressions were used during the interviews? Were they polite?

2. Listen to the interview once more and answer the questions:

A. What were the strongest points of the first interviewee?

B. What were the strongest points of the second interviewee?

C. What were the weakest points of both interviewees?

D. What were their achievements?

E. Why did they choose their new job?

**Task 9.** Imagine that you'd like to work at a firm. You have sent your application form and curriculum vita there. The next stage is an interview. The first impression you make on the employer will always be your appearance. Have confidence in yourself. At the interview be ready to ask questions. Work with your partner. Imagine that one of you is an interviewer and another is an interviewee. Put questions to each other. Don't forget to be polite. Here is a plan of your future interview. Will you answer these questions? Use as many words and expressions you have learnt from the topic as you can.

1. What's your name?

2. Where do you live?

3. And what do you do?

4. Do you know English or any other foreign language?

5. What are your strengths and weaknesses?

6. How would you describe your most recent job performance?

7. What are some of your hobbies?

8. Why do you want this position?
9. What other jobs are you considering?
10. Why should we hire you?

**Task 10.** Work with a partner and learn all about each other. Then each student presents a brief speech introducing her/his partner to the class. It is often helpful to stress that the introductions must be memorable as well as informative.

More information:

<http://www.youtube.com/watch?v=Ppqcn1CiKEo>. 10 Top Interview Questions.

## DAILY ROUTINE

**Task 1.** Discuss with your partner what changes of your daily routine have been made since you entered the university.

**Task 2.** Complete the gaps using the words given below. Answer the question: "What are some of the daily activities that you do at home?"

*Put make-up on, chill out on the sofa, turn off the alarm, go home, get up, wake up, set the alarm, comb my hair, brush your teeth, press the snooze, take the rubbish out, go to bed, brushes her long hair, have a cup of coffee, make breakfast have a shower.*

I (1) ... at 7am every morning. I (2) ... *button* five times every morning before I (3) .... and (4) ... . (5) ... and (6) .... I usually check my e-mails before I have breakfast. I like to ... (7) ... before I get dressed. My girlfriend (8) ..., and I have short hair so I (9) ... . How do you do your hair in the morning? It is important to (10) ... , and my girlfriend likes to (11) ... . After classes I (12) ... to cook dinner. After dinner I do my homework, and then I (13) ... or surf in the Internet. My girlfriend usually comes to tell me to (14) ..., or wash the dishes. Before I (15) ... and I go to the bathroom. If I am sick I have to take my medication, but then I get into my pajamas and (16) ... so I wake up in the morning. The last things I do are lock the door, turn off the lights, and go to bed.

**Task 3.** Find the words in the text that match with *have* and *go*.

\_\_\_\_\_  
 |  
 HAVE  
 |  
 \_\_\_\_\_

\_\_\_\_\_  
 |  
 GO  
 |  
 \_\_\_\_\_

**Task 4.** What are some daily activities that you do at university? Using prompts prepare a report about the timetable.

### Daily Activities at University

*Study, gym, lunch, dinner, work, travel, food, shopping, attend classes, go out*

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8 – 9 am							
9 – 10 am							
10 – 11							
11 – 12							
12 – 1 pm							
1 – 2							
2 – 3							
3 – 4							
4 – 5							
5 – 6							
6 – 7							
7 – 8							
8 – 9							
9 – 10							
10 – 11							
11 – 12 midnight							

**Task 5.** Using the information above, compare your daily routine with the following one, given below.

What's your daily routine? Mine is as follows:

7:35 am: I wake up. Well, I actually wake up at 7 but I just lie in bed for 35 minutes just thinking ... best part of the whole day. After waking up I shower, brush my teeth and eat breakfast; well, I rarely have time to have breakfast.

8:05 am: I run to the bus stop. 8:40 am I get to university. 8:30 am – 1st class begins. 10:15 am – 2nd class begins. 11:50 am – break, lunch time, go to the common room to eat, talk to people. 12:10 – 3rd class begins. 13:55 – 4th class begins. 15:30 – get home and have a bowl of cheerios.

Till 6:30 – sit back and relax, play pool, watch TV, go around the house mates, etc. Well, the amount of relaxing is dependent on how much work I have to do. 6:30 I have dinner. 7 till 9 – do homework. 9 pm – computer. 11 pm – go to sleep.

**6.** Discuss with your partner your daily schedule and breaks.

Example:

A: What time / When do you start classes?

B: I start ... at ... . What about you?

A: I begin at ... .

**Task 7.** Watch Video 1 "What is your Daily Routine" and complete the table below. Do they have the same daily routine? Compare their activities.  
[www.youtube.com/watch?v=Kq0CQhCZ2jk](http://www.youtube.com/watch?v=Kq0CQhCZ2jk).

Activities	Time
<i>Kim Ashman</i>	
I wake up	
I go outside to do some exercise	
I go home, have a shower, eat my lunch	
I go to work	
I start teaching	
I finish	
I go home	
I make myself some dinner, watch TV	
<i>Sam Valentine</i>	
I wake up	
I get up, make a cup of coffee, check facebook, have a look at the news	
Then I have a shower and go to work	
I get to work, check my e-mails, talk to colleagues, do what I need to do	
I have lunch	
I have to get the MTA to teach	
I come back home, have dinner, read for a bit, watch television and go to bed	
<i>Clare Gowran</i>	
I wake up, take the shower and get dressed. I wake up my children, get them dressed. We sit down for breakfast together	
We leave the house. We walk to school	
I generally do some morning exercises	
I have a shower and go to work	
I collect the children from school, sometimes I go back to work	

**Task 8.** Watch the second part of Video1 and complete the table. Then give your answers to the same questions.

	What is your favourite part of the day?	What would be your dream day?
Kim Ashman		
Sam Valentine		
Clare Gowran		
You		

**Task 9.** Explain the meaning of the following words (use a dictionary if necessary).

- to take a brief look at;
- to grab the attention;
- to get product exposure;
- to be in a rush;
- tear-off door hangers;
- refrigerator magnets;
- tissue advertising;
- free giveaways;
- promotional items.

What do you think the main idea of Video 2 is?

**Task10.** Watch Video 2 "A Day in the Life of a College Student" and compare the teachers and students' daily schedule.

<http://www.youtube.com/watch?v=uMjGPPnpTtUCollege>.

**Task 11.** Watch Video 2 "A Day in the Life of a College Student" again and compare the teachers' and students' daily schedule

**Task 12.** Video Quiz: Daily routine. Watch the Video and answer the questions.

[http://www.eslvideo.com/esl\\_video\\_quiz\\_low\\_intermediate.php?id=13279](http://www.eslvideo.com/esl_video_quiz_low_intermediate.php?id=13279).

1. How old is the boy? a) 15; b) 16; c) 17.
2. What time does he wake up? a) at 7.40; b) at 7.00; c) at 7.30.
3. What does he usually have for breakfast? a) a toast with jam or honey; b) cereal with orange juice; c) a sandwich.
4. How old is his school? a) three hundred years old; b) four hundred years old; c) five hundred years old.
5. It's a school for a) boys only; b) girls only; c) both boys and girls.
6. What time does the school start? a) at 8.30; b) at 9.30; c) at 8.00.
7. How many lessons does he have after lunch? a) one; b) two; c)three.
8. What time does he have dinner? a) 5 pm; b) 6 pm; c) 6.30 pm.

**Task 13.** Compare the daily routine that you have watched.

**Task 14.** Describe your typical day.

**Task 15.** What are some weekly activities that you do?

Read the text and find similarities with your weekly activities.

On Saturday night I go out with friends or stay at home. My friends who live at a hostel visit their parents each week.

Sometimes, we go to the cinema, because we don't like to illegally download music and films. I make sure that I synchronise my iPod so I always have new music on it.

I go grocery shopping once a week at the local supermarket. I do the housework every Sunday morning.

**Task 16.** Match the beginnings 1 – 9 with the endings A – I to make the phrases that can be used to describe one of your weekly activities.

1) a disco is a good place	A) dance floor
2) dance to	B) to celebrate your birthday
3) if a DJ is good	C) at a party
4) the nightlife here	D) atmosphere
5) enjoy	E) you will dance all night
6) relaxed	F) can go to a pub or café
7) if you don't like loud music	G) popular music
8) have fun	H) is exciting and fun
9) crowded	I) the company of friends

**Task 17.** Work with your partner and answer the questions.

1. What do you like doing at the weekend?
2. What do you do when you have free time at home?
3. Where do you go to meet your friends?
4. How often do you go shopping?
5. How do you usually spend an evening out with your friends?
6. Do you find the cost of entertainment reasonable in your country?
7. Do you think people spend too much time and money on entertainment?
8. How satisfied are you with the variety of entertainment where you live?
9. Do you think it is important or not to for free time activities and hobbies to be educational? (Why/ Why not?)
10. What is the most popular free time activity with your friends?

**Task 18.** Look at pictures A and B. These pictures show people working in two different situations. Compare and contrast the pictures. Talk about where the people are, what they are doing and how they are feeling, say what the general atmosphere is in both pictures and give your opinion on both situation.



A. Work in an office



B. Work from home

**Task 19.** Write three more questions related to the topic of Work. Work with a partner and share your questions with them.

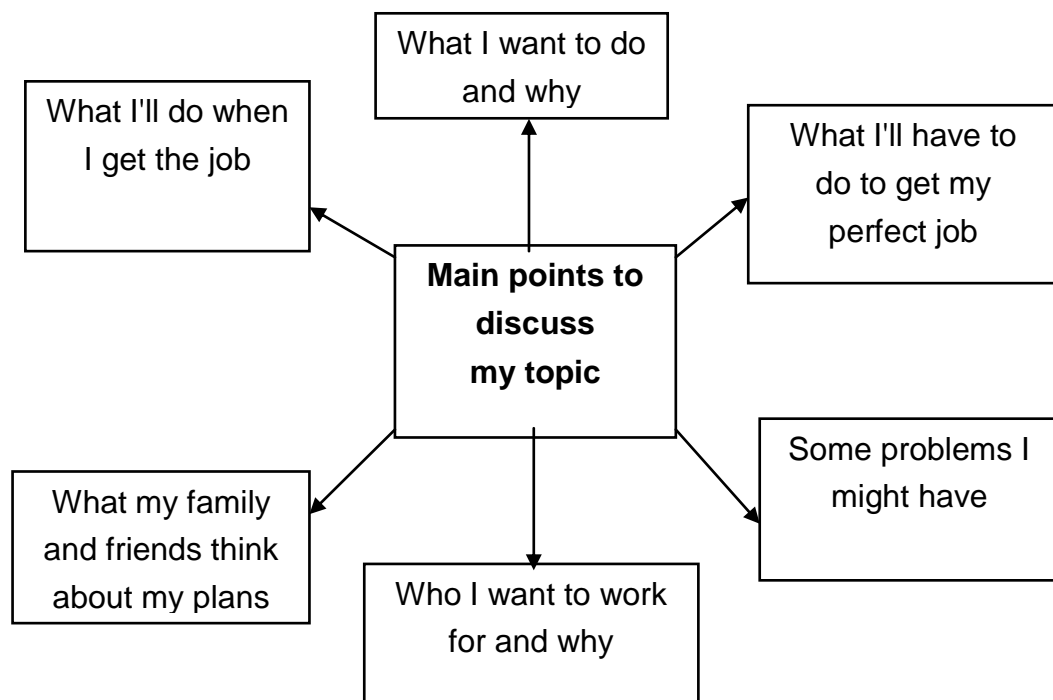
*Example:* What kind of job would you like to have in future?

Would you like to work in your team or on your own?

Would you like to work in an office, at home or outdoors?

*Example:* Personally, I think that there are many advantages to working from home such as privacy, cost and seeing my children more.

**Task 20.** My future career and workplace



## Useful phrases

Describing the pictures	Speculating about the situation
The picture shows ...	It may be ... /Perhaps ...
In this picture I can see ...	They could be ... /It is probably ...
In the foreground, there is ...	Another idea is that ...
The people in the picture are ...	It is also possible that ...
The atmosphere in the picture is positive because ...	I get the impression that the people are not very busy here ...
Expressing your opinion	Comparing and contrasting
I think that ... /In my opinion ...	Both pictures show ...
It seems to me that ... /All in all ...	In both pictures the people are ...
Personally, I'd prefer ... /I'd rather ...	One similarity is that ...
I wouldn't feel comfortable in this situation ...	What both these pictures have in common is ...
The situation in the picture is common ... /unusual because ...	However, there are also some differences between the pictures ...
On the one hand/on the other hand	The picture on the left is more ... than the other one.
As far as I'm concerned/In my experience /In my view/From my experience/From my perspective/Personally speaking/In my estimation ...	The main differences is ...
	Another important difference is that ... In contrast ...

## AT THE UNIVERSITY

**Task 1.** Nick is speaking about his University. Find the following words and expressions in his story and explain them: 1) Information Science; 2) in great demand; 3) industrial production; 4) to be employed by enterprises; 5) computerized society; 6) artificial intelligence; 7) sophisticated programs; 8) the objective of the department.



Let me introduce myself. My name is Nick. I was born in Kharkiv. At the age of 7 I went to school. I was fond of studying. My favourite school subjects were Physics, Maths, Economics and Informatics. I really thought that Information Science would be in great demand and that is why I decided to enter Simon Kuznets National University of Economics. Now I am a second-year student of this University.

Frankly speaking, I am proud of my future speciality. It is Information Science and Economics. I've chosen this speciality because modern industrial production and economics are practically inconceivable without information system. In fact it is impossible to live without Telecommunication and Computer Engineering. I dare say that this speciality is very important in our computerized society. I like to work with computers. Computer Engineering is the most rapidly growing field nowadays. The field of Computer Science is closely related to Computer Engineering. I realize that it is important to know English language because a good specialist in Computer Science must read foreign literature. The significance of my future speciality is obvious. Computers are applied in forecasting, medicine, manufacturing, and research. It is better to say that computers are penetrating all spheres of human activity. Now let me say some words about my department. The Department of Information Science and Economics was founded in 1975.

The main objective of the Department is to produce specialists who would manage and handle the problems of software and information technology and who would carry out effective researches to modify and invent new programs in the field of Economics. At the University we study the following general and special subjects: Mathematics, Economics, Physics, English, Philosophy, Informatics, Natural Science, Systems and Data Base, Technology Design, Instruments and Systems Making, Physical Training and others. To be able to read information in English we study English. I want to get good education, successfully defend my diploma paper and work according to my speciality if possible.

**Task 2.** With your partner find the end to each sentence.

1. When I finished my school I decided to enter ... .
2. My future speciality is ... .
3. I've chosen this speciality because ... .
4. I like to work with computers because ... .
5. The department of Information Science and Economics was founded ... .
6. At the University we study the following general and special subjects ... .
7. My favourite subjects at the University are ... .

**Task 3.** Working in pairs choose the expressions to fill each sentence.

1. I entered the department of Information Science and Economics because ...

- a) my parents told me to do it;
- b) I was interested in computers;
- c) my friend did the same.

2. ... helped me to choose my future speciality.

- a) My parents;
- b) My teacher;
- c) My friend ;
- d) I have chosen my speciality by myself.

3. I must know English well ...

- a) to be able to read information on computer in English;
- b) to pass my exam;
- c) to help my younger sister in this subject.

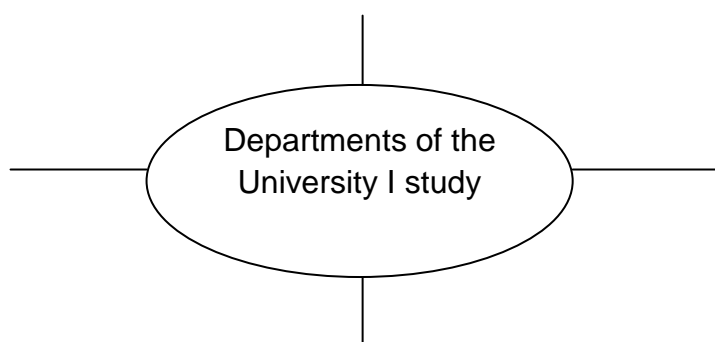
4. The main objective of the faculty is ...

- a) to take care of the students;
- b) to develop the information science;
- c) to produce specialists who would manage and handle the problem of markets economy relations, information systems.

5. It is known that computers are penetrating ...

- a) only educational system;
- b) all spheres of human activity;
- c) only business and economics.

**Task 4.** What departments are there at your University? Draw a mind map and comment on it.



Answer the questions using the information from Nick's story.

1. What speciality are you going to get in the future?
2. Who helped you to make the decision to enter the Department of Information Science and Economics?

3. When was this department founded?
4. What is the main objective of the department?
5. What subjects do you study? What is your favourite subject?
6. Why is your speciality very important in your opinion?

**Task 5.** Work in pairs and speak on each topic given below. Use your personal information.

1. Give some facts about the history of your departments: Information Science, Credit and Finance, Marketing and Management, Audit and Accounting.

2. Why is it important to study English language?

3. Give some facts from your biography.

4. Speak on the significance of your future speciality and why you have chosen it.

**Task 6.** Your friend is going to enter Simon Kuznets National University of Economics. He (she) is fond of Information Technology and Economics. You advise him (her) to enter your department. Use the expressions to recommend your department.

1. The University is near your friend's home.

2. The department of Information Science and Economics of Simon Kuznets National University of Economics is well known in Ukraine.

3. There are many qualified tutors at the University.

4. Your speciality is very popular and demanded nowadays, etc.

**Task 7.** Give titles to each paragraph of Nick's story and draw a plan to speak about your department and your future speciality.

**Task 8.** Listen to a conversation between a student and a University advisor. The student is trying to decide where to go to school next year.

[http://www.english-test.net/toefl/listening/Aconversation\\_between\\_a\\_student\\_and\\_a\\_university\\_advisor.html](http://www.english-test.net/toefl/listening/Aconversation_between_a_student_and_a_university_advisor.html)

Now answer the following questions. You may use your notes to help you.

1. Why is the student talking to the advisor?

- (A) To try and determine the best subject for him to major in.
- (B) To ask about the advisor's experiences as an undergraduate.
- (C) To get advice about transferring to a different university.
- (D) To decide which classes would be best to take next quarter.

2. Which of these statements about the student's experience are true?

- (A) He is senior at Kryptos Univeristy.
- (B) He is majoring in business administration.
- (C) He wanted to go to a school close to home.
- (D) He has made lots of friends at Kryptos.

Listen again to part of the passage and answer the following question.

3. Why does the advisor say this: "I was ready to pack it in after the first two weeks"?

- (A) To show that she emphasizes with the student's feelings.
- (B) To make the student feel foolish about wanting to leave.
- (C) To demonstrate how brave he was for staying in school.
- (D) To illustrate an example of his poor decision-making.

4. What will the student have to do if he transfers?

- (A) Send educational records.
- (B) Take extra courses.
- (C) Change majors.
- (D) Visit his friends.

5. What will most likely happen next?

- (A) The advisor will call the students' parents.
- (B) The student will search for more information.
- (C) The student will move back to his hometown.
- (D) The advisor will do research in the lab.

**Task 10.** Work in pairs. Say what problems your partner had during his first year of study.

**Task 11.** Share information about the University and Department you study in with your partner. Introduce your partner's story to the class.

### AT THE LIBRARY

**Task 1.** Think about three things that you can associate with a library. Consider the following questions.

1. What is a library for you?
2. What kinds of libraries do you know?
3. Do you often go to the library?
4. Which are the largest libraries in the world?
5. Why do people go to the library?

6. Have you got a library at home?

**Task 2.** Watch Video 1 "The Changing Library – How Today's Library Design Has Changed".

<http://www.youtube.com/watch?v=sRpBNLqcrzU>.

Describe your ideal library.

Answer the questions about library sections.

1. What is the purpose of the sections of the university library?
2. How many sections is the university library divided into?
3. What are the different sections of a library?
4. What is the function of a reference section in the library?
5. What is the function of a processing section in the library?
6. What is the function of a circulation section in the library?
7. What is the function of a technical section in the library?
8. What is the function of a reserved section in the library?
9. What are the important sections in the university library?

**Task 3.** Watch Video 2 "New York Public Library design by Foster + Partners (HD)" and consider the questions above. Click

[<http://www.youtube.com/watch?v=Il2mDejCxPw>] and answer the question: Is your University library divided into the same sections?

**Task 4.** What do you think of the following statement "Library of today is no longer a quiet place to read, study, or do research". Give your arguments. Compare your co-workers' view with yours.

### **Innovations of Modern Libraries**

Library of today is no longer a quiet place to read, study, or do research.

The following are some of the offerings of modern libraries.

*Computer room.* Modern libraries have dedicated computer labs that are used for classes, group work and library staff training. Pretty much all the libraries offer computer skills classes that are taught in groups individually. They teach everything from Facebook to Flickr, from basic email to mouse use – the range of skills is huge.

*Children's library.* It dedicated space inviting their creativity and enthusiasm for learning, the place designed especially for them to experience the joy of listening to stories and storytellers.

*Marketplace.* Just like in a bookstore, the marketplace displays the newest of books, CDs, DVDs, and audio books.

*Cafes.* More than just a snack bar, this is a place to connect with friends or simply enjoy a snack in between studies without having to venture out from the library.

*Restful quiet areas.* A place where you can just sink into a chair and read without distraction or noise.

*Special display areas.* These are mini-museums to highlight the unique treasures of a community, such as local artistic talents, natural wonders or historical finds. For example San Carlos library displays items of historical interest in a common area for all to see, enjoy and build a greater appreciation and pride for their community.

*Programming space.* Specifically dedicated to library programs such as author readings, children's programming of all kinds, dance recitals, music concerts, docent lectures and so much more.

**Task 5.** Watch Video 3 "Library in Singapore" and consider the questions.

1. Has it got the same innovations of Modern libraries as discussed in the text above?

2. What modern facilities has got library in Singapore?

<http://www.youtube.com/watch?v=xUZPiTnc5PQ>

**Task 6.** Watch Video 4 "The Smallest Library in the USA" and answer the questions.

1. What are the benefits of a small library?

2. Do you know about such a library in your country?

[<http://www.youtube.com/watch?v=PlvQPKW4CIQ>]

**Task 7.** Look at pictures A and B. Consider the following questions:

What kind of situation does each picture show? What learning environments do you prefer?



A



B

**Task 8.** What is "A Modern library learning environment"? Compare your ideas with the view below.

*The concept of the "Modern Learning Environment" (MLE) encompasses a holistic approach that relates the pedagogy of learning to the physical and virtual spaces in which learning occurs.*

**Task 9.** Dwell on the content of the phrase above.

When considering what the MLE might mean for the library as a "modern library learning environment" each of the following characteristics can pose some challenging questions for your university to consider.

A modern library learning environment (MLLE) may be described as:

- a place for end-to-end learning: consuming and digesting information, creating new knowledge, as well as producing and sharing new knowledge;
- a place where multiliteracies are developed and promoted through access to print, digital and multimedia collections;
- a place where library staff and teachers continually collaborate to support and nurture confident literate students, encouraging and enabling deep thinking and creativity;
- a place for creating, developing and encouraging readers to develop a passion for books and reading across different formats;
- a dynamic transformative learning centre that provides a welcoming, vibrant and culturally inclusive environment;
- a place of awe and enchantment, exploration and curiosity;
- a large, flexible learning space based on fluid design principles;
- a space that includes print, e-resources, and multi-media, and provides access to a range of ICT hardware and software fully supported by robust ICT infrastructure;
- providing seamless access to information resources, apps, advice and support to the classroom, home and mobile devices 24/7.

**Task 10.** Can you imagine modern university library spaces? Describe them? Use "Key elements" to help you.

### **Key Elements in Designing Modern University Library Spaces**

To guide the development of visions for those spaces, the primary goal must be to: enable students to use print and digital information to create new knowledge; offer a place where transformative student learning happens constantly; maximise the educative value of the available and emerging

technologies to enhance teaching and learning. Functional elements within a MLE:

In order to support the goals outlined above, a MLE includes spaces, being provided to:

1. Enable learning to be demonstrated by students participating, reading, watching, and publishing, creating, researching, and performing in groups or individually.

2. Enable learning through engagement in knowledge, guided by teachers and library staff, using tools and resources made available by the library.

3. Make good use of the freedom that Wi-Fi mobile devices deliver, allowing creativity in the design of physical space.

4. Have flexible spaces that can be adapted for individual, small or large group use with acoustic considerations. This will allow students to work individually, to reflect, as well as collaborate on projects, and discuss and share ideas.

5. Promote, support, encourage and enhance students' love of reading.

6. Encourage active learning with formal and informal areas, comfortable seating for reading, reflecting, participating, as well as facilitating BYOD (bring your own device) learning with group areas that encourage teaching, learning and sharing.

7. Have well designed areas for collections that support literacy, lifelong learning and the curriculum.

8. Have interiors designed using modular, flexible, multi-use furniture. Power points will be installed everywhere and offer charging for mobile learning devices.

**Task 11.** Do you have your home library? Do you agree with this idea? Complete it with your own ideas.

The home library can be used only for storing books or as a reading nook if you don't have one. Also you should think about comfortable seating and a good lighting system if you're going to use it this way. If no then create enough shelves for books. In case you want to go further than check out these beautiful examples that are gathered for you to make your home library a warm and cozy place ... .

**Task 12.** Look at pictures A and B. Consider the following question: Which home library would you prefer and why?





A



B

**Task 13.** What do you think about the library customer service? Is it as important as in business?

**Task 14.** Watch Video 5 "Library Training Video" and make notes about the points in each section. [<http://www.youtube.com/watch?v=IEJdfOXihqM>].

Clip	Quality of customer service	Notes

**Task 15.** Which customer service would you apply in business practice and why?

### Useful phrases

Inviting questions	Valuing the question
Are there any questions? Does anyone have any questions? If anyone has any questions, I'd be happy to try and answer them	That's a good/great/important question. That's an interesting point Thanks for raising this issue
Checking your understanding	Responding or explaining that you cannot answer a question
Could you repeat that/say that again? I don't quite understand what you mean. Have I understood you correctly? Is that right? Sorry, I couldn't hear you/I didn't quite catch that	I'll try to answer your first point and then I'll come back to your other question later. I'm afraid I simply can't answer that now

## KEY

### Personal Interview

**Task 5.** The correct answers are: applied, sign, fill, called, attended, offered, accept, send.

### Daily Routine

**Task 2.** 1) wake up; 2) press the snooze; 3) turn off the alarm; 4) get up; 5) have a cup of coffee; 6) make breakfast; 7) have a shower before I get dressed; 8) brushes her long hair; 9) comb my hair; 10) brush one's teeth; 11) put make-up on; 12) go home to cook dinner; 13) chill out on the sofa; 14) take the rubbish out; 15) go to bed and I go to the bathroom; 16) set the alarm.

**Task 12.** 1. c) 17; 2. b) 7.00; 3. b) cereal with orange juice; 4. b) four hundred years old; 5. a) boys only; 6. a) 8.30; 7. b) two; 8. c) 6.30 pm.

**Task 16.** 1. B; 2. G; 3. E; 4. H; 5. I; 6. D; 7. F; 8. C; 9. A.

### At the University

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

**Task 8.** 1. 2. 3. 4. 5.

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