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# **CONVERSATION & BEYOND:**

Mastering Essential 21<sup>st</sup> Century Skills for the Future

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Г65

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Посібник спрямований на розвиток навичок спілкування із використанням автентичних текстів та відеоматеріалів. Мета посібника – сформувати вміння комунікувати англійською мовою у різних ситуаціях та розвинути компетентності 21 століття. Комплекс вправ допомагає розширити словниковий запас та удосконалити навички розмовного мовлення.

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# ПЕРЕДМОВА

Розвиток усного мовлення є ключовим аспектом успішного оволодіння мовою. Уміння чітко висловлювати свої думки, підтримувати розмову та аргументувати власну позицію є важливими не лише для академічного та професійного середовища, а й для повсякденного спілкування. Водночас, ефективно володіння мовою неможливе без розвитку **soft skills** – навичок, які допомагають адаптуватися до змін, працювати в команді, критично мислити та ухвалювати рішення.

Запропонований посібник **“Conversation & Beyond: Mastering Essential 21<sup>st</sup> Century Skills for the Future”** може використовуватися як частина загального курсу англійської мови або як окремий навчальний курс. Він складається з трьох модулів і дванадцяти юнітів, що охоплюють такі теми, як критичне мислення, креативність, комунікаційні навички, навички співпраці, медіаграмотність, гнучкість і адаптивність, лідерство і міжкультурна комунікація, продуктивність і відповідальність.

Кожен юніт поділений на два блоки:

- перший блок зосереджений на роботі з автентичним текстом;
- другий блок базується на аналізі автентичного відео з платформи TED.

Всі матеріали супроводжуються вправами на загальне розуміння та розвиток мовлення. Основна структура юніту включає:

- завдання перед ознайомленням із текстом або відео;
- вправи на розуміння змісту;
- лексичні завдання після прочитання тексту або перегляду відео;
- дискусійні завдання для роботи в парах і групах.

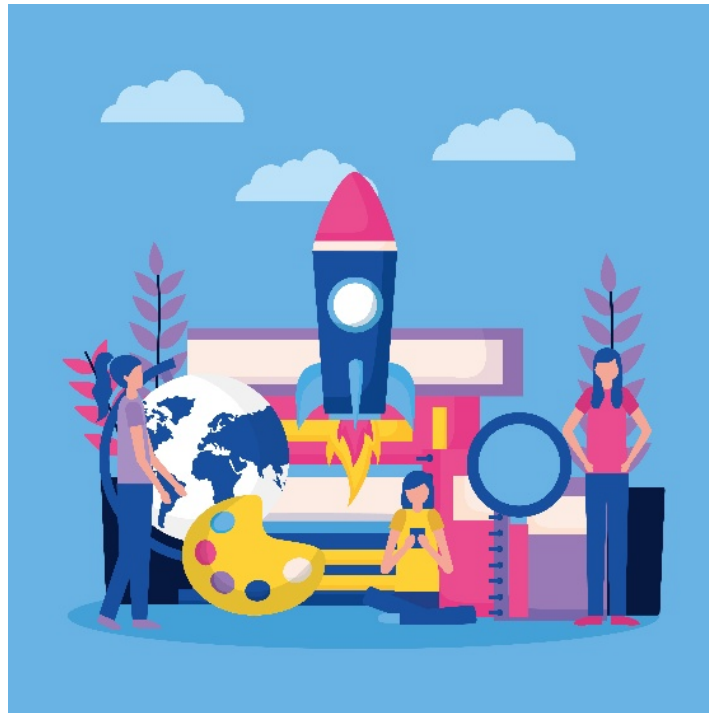
У посібнику використані автентичні тексти, а також мотиваційні та навчальні відео з платформи TED, які не лише розвивають мовні навички, а й формують у студентів критичне мислення та навички ефективної комунікації.

# CONTENTS

<b>LEAD-IN</b> .....	6
<b>MODULE I: LEARNING AND INNOVATION SKILLS</b> .....	9
<b>UNIT 1. Critical Thinking and Problem-Solving</b> .....	10
<i>1a: Critical Thinking Skills</i> .....	10
<i>1b: 5 Tips To Improve Your Critical Thinking</i> .....	15
<b>UNIT 2. Creativity and Innovation</b> .....	17
<i>2a: Difference Between Creativity and Innovation</i> .....	17
<i>2b: The Power of Creative Constraints</i> .....	22
<b>UNIT 3. Communication</b> .....	24
<i>3a: What Is Communication?</i> .....	24
<i>3b: Are There Universal Expressions of Emotion?</i> .....	30
<b>UNIT 4. Collaboration</b> .....	32
<i>4a: 7 Reasons Why Collaboration Is Important</i> .....	32
<i>4b: What Is a Gift Economy?</i> .....	37
<b>Module I: Projects</b> .....	39
<b>MODULE II: INFORMATION, MEDIA AND TECHNOLOGY SKILLS</b> ..	40
<b>UNIT 5. Information Literacy</b> .....	41
<i>5a: Research Foundations: Information Literacy</i> .....	41
<i>5b: 3 Kinds of Bias That Shape Your Worldview</i> .....	48
<b>UNIT 6. Media Literacy</b> .....	50
<i>6a: What Is Media Literacy and Why Does It Matter?</i> .....	50
<i>6b: How False News Can Spread</i> .....	55
<b>UNIT 7. ICT Literacy</b> .....	57
<i>7a: Information and Communications Technology Skills</i> .....	57
<i>7b: The Essential Elements of Digital Literacies</i> .....	65
<b>Module II: Projects</b> .....	68

<b>MODULE III: LIFE AND CAREER SKILLS</b> .....	69
<b>UNIT 8. Flexibility and Adaptability</b> .....	70
<i>8a: The Skills That Equip You for Any Challenge</i> .....	70
<i>8b: Thriving In a Changing World</i> .....	75
<b>UNIT 9. Initiative and Self-Direction</b> .....	77
<i>9a: 20 Steps Towards More Self-Directed Learning</i> .....	77
<i>9b: Try Something New For 30 Days</i> .....	84
<b>UNIT 10. Social and Cross-Cultural Interaction</b> .....	87
<i>10a: Effective Communication In A Global World</i> .....	87
<i>10b: Cross-Cultural Communication</i> .....	95
<b>UNIT 11. Productivity and Accountability</b> .....	98
<i>11a: Productivity Skills</i> .....	98
<i>11b: Hard Work vs Talent</i> .....	103
<b>UNIT 12. Leadership and Responsibility</b> .....	105
<i>12a: The Power of Leadership: Skills for Success</i> .....	105
<i>12b: What It Takes to Inspire and Succeed</i> .....	111
<b>Module III: Projects</b> .....	114
<b>FOLLOW-UP</b> .....	115
<b>REFERENCE LIST</b> .....	116
<b>ANSWER KEY</b> .....	119
Appendix 1: Presentation Assessment Criteria.....	142
I. Content.....	142
II. Verbal skills.....	143
III. Presentation skills.....	144
Appendix 2: Presentation Assessment Form .....	145
Appendix 3: Presentation Peer Assessment Rubrics .....	146
Appendix 4: Presentation Peer Assessment Form .....	148

## LEAD-IN



1. Discuss the following questions in pairs.
  - 1) What do you think are the most important skills needed to succeed in today's world? Why?
  - 2) How do you think technology has changed the way we learn and work compared to previous generations?
  - 3) In your opinion, which is more important for success: having a lot of knowledge or having certain skills to use this knowledge effectively? Why?
  - 4) What do you know about 21st Century Skills? Can you enumerate them?
2. Read the following text (adapted from *Infinio Technology Solutions, 2024*) and find out about the skills necessary to succeed in the modern world. Check if your ideas were right.

### **Mastering 21st-Century Skills for a Changing World**

In an era of rapid technological advancements and global interconnectedness, success is no longer just about what you know – it's about how you apply your knowledge in real-world scenarios. 21st-century skills, including critical thinking, creativity, collaboration, and digital literacy, are essential for navigating the complexities of modern life and the workforce.

Employers across industries now prioritize adaptability, problem-solving, and innovation over traditional technical expertise. To stay competitive, individuals must embrace lifelong learning, remain curious, and develop the ability to work effectively in diverse environments.

Education plays a crucial role in fostering these skills, shifting from rote memorization to experiential and technology-driven learning. By integrating these competencies into both academic and professional development, individuals can unlock new opportunities and drive meaningful change.

Mastering 21st-century skills is not just about career growth – it's about becoming a resilient, forward-thinking individual ready to thrive in an ever-evolving world.

3. Here are some basic skills that are needed to succeed in the modern world. Match the skill to its description.

*Collaboration*  
*Creativity & Innovation*  
*Flexibility & Adaptability*  
*Information Literacy*  
*Leadership & Responsibility*  
*Productivity & Accountability*

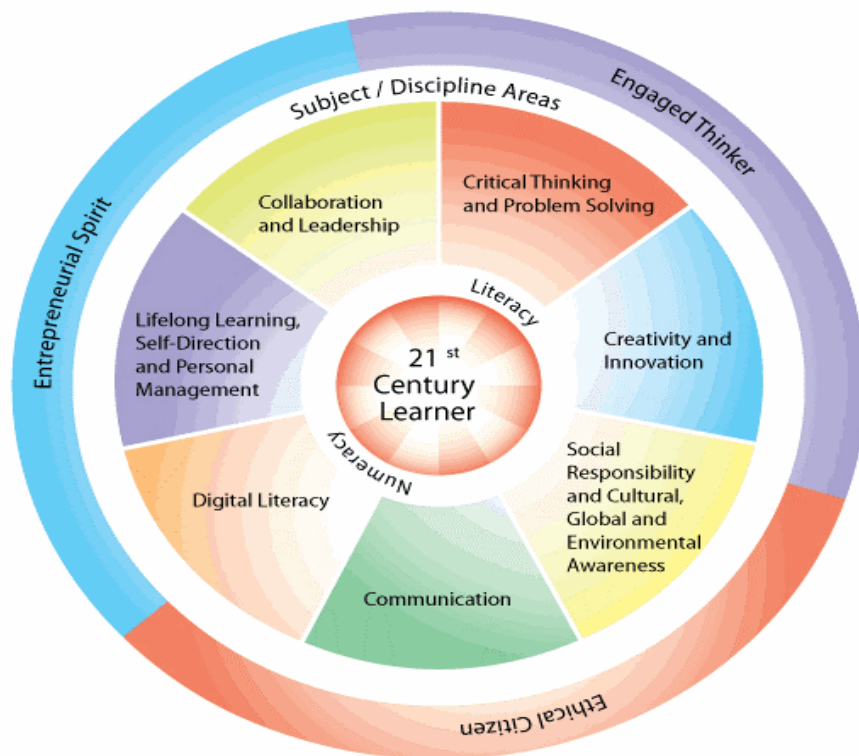
*Communication*  
*Critical Thinking & Problem-Solving*  
*ICT Literacy*  
*Initiative & Self-Direction*  
*Media Literacy*  
*Social & Cross-Cultural Interaction*

- 1) \_\_\_\_\_: The ability to inspire, guide, and support others while demonstrating ethical decision-making and accountability in achieving shared goals.
- 2) \_\_\_\_\_: The skill of generating original ideas, approaching problems from new perspectives, and developing unique solutions that drive progress and adaptability.
- 3) \_\_\_\_\_: The ability to critically analyze and interpret media content, recognizing bias, misinformation, and credibility in digital and traditional formats.
- 4) \_\_\_\_\_: The capacity to embrace change, adjust to new challenges, and remain resilient in shifting environments while continuously learning and growing.
- 5) \_\_\_\_\_: The skill of working effectively with diverse teams, valuing different perspectives, and contributing to shared objectives with strong interpersonal abilities.
- 6) \_\_\_\_\_: The ability to analyze situations, evaluate information, and develop logical, well-reasoned solutions to complex challenges.
- 7) \_\_\_\_\_: The motivation to set personal goals, take charge of one's learning, and work independently with minimal supervision.
- 8) \_\_\_\_\_: The ability to use technology effectively, leveraging digital tools, software, and online platforms to access, create, and manage information efficiently.
- 9) \_\_\_\_\_: The skill of engaging with people from different cultural backgrounds, fostering inclusivity, and building meaningful global connections.

- 10) \_\_\_\_\_: The ability to express ideas clearly and persuasively across various formats while actively listening and adapting messages to different audiences.
- 11) \_\_\_\_\_: The capacity to manage time effectively, complete tasks efficiently, and take responsibility for one's work and outcomes.
- 12) \_\_\_\_\_: The skill of finding, evaluating, and using information effectively and ethically, ensuring accuracy and relevance in decision-making.

4. Work in pairs and discuss the following questions:

- 1) Which 21<sup>st</sup> century skills do you think are the most valuable for success today? Why?
- 2) Which skills do you feel most confident in? How have you developed them?
- 3) Which skills do you struggle with the most? What challenges do you face in improving them?
- 4) How do you typically approach learning new skills? What strategies work best for you?
- 5) What communication skills do you find most important in daily life? How can you strengthen them?
- 6) What are some practical steps you can take to develop the skills you need for the future?



# MODULE I: LEARNING AND INNOVATION SKILLS



## UNIT 1. Critical Thinking and Problem-Solving



### *1a: Critical Thinking Skills*

#### **WARMING-UP**

1. What comes to your mind when you hear the phrase “Critical thinking”?
2. Fill in the table with your own ideas. Share with your partner.

What I already know about critical thinking skills	What I would like to learn about critical thinking skills
1)	1)
2)	2)
3)	3)
4)	4)
5)	5)

#### **READING AND VOCABULARY**

1. Read the article (adapted from *SkillsYouNeed, n.d.-a*) and answer the questions.
  - 1) What is critical thinking?
  - 2) What skills do you need to have in order to think critically?
  - 3) What hinders the critical thinking process?
  - 4) Why is critical thinking useful in the process of decision-making?
  - 5) What is the role of foresight in critical thinking?

## *Critical Thinking Skills*

### **What is Critical Thinking?**

Critical thinking has been the subject of much debate and thought since the time of early Greek philosophers such as Plato and Socrates, and has continued to be a subject of discussion into the modern age. Critical thinking is defined as the ability to think clearly and rationally, understanding the logical connection between ideas. It might also be described as the ability to engage in reflective and independent thinking. In essence, critical thinking requires you to use your ability to reason; it is about being an active learner rather than a passive recipient of information.

Critical thinkers rigorously question ideas and assumptions rather than accepting them at face value. They will always seek to determine whether the ideas, arguments and findings represent the entire picture and are open to finding that they do not. They will also identify, analyse and solve problems systematically rather than by intuition or instinct.

### **The Skills We Need for Critical Thinking**

The skills that we need in order to be able to think critically are varied and include observation, analysis, interpretation, reflection, evaluation, inference, explanation, problem-solving, and decision-making. Specifically, we need to be able to:

- think about a topic or issue in an objective and critical way;
- identify the different arguments there are in relation to a particular issue;
- evaluate a point of view to determine how strong or valid it is;
- recognise any weaknesses or negative points that there are in the evidence or argument;
- notice what implications there might be behind a statement or argument;
- provide structured reasoning and support for an argument that we wish to make.

### **The Critical Thinking Process**

You should be aware that none of us think critically all the time. Sometimes we think in almost any way but critically, for example when our self-control is affected by anger, grief or joy or when we are feeling just plain 'bloody minded'.

On the other hand, the good news is that, since our critical thinking ability varies according to our current mindset, most of the time we can learn to improve our critical thinking ability by developing certain routine activities and applying them to all problems that present themselves. Once you understand the theory of critical thinking, improving your critical thinking skills takes persistence and practice.

## **What are you Aiming to Achieve?**

One of the most important aspects of critical thinking is to decide what you are aiming to achieve and then make a decision based on a range of possibilities. Once you have clarified that aim for yourself you should use it as the starting point in all future situations requiring thought and, possibly, further decision-making. Where needed, make your workmates, family or those around you aware of your intention to pursue this goal. You must then discipline yourself to keep on track until changing circumstances mean you have to revisit the start of the decision-making process.

However, there are things that get in the way of simple decision-making. We all carry with us a range of likes and dislikes, learnt behaviours and personal preferences developed throughout our lives; they are the hallmarks of being human. A major contribution to ensuring we think critically is to be aware of these personal characteristics, preferences and biases and make allowance for them when considering possible next steps, whether they are at the pre-action consideration stage or as part of a rethink caused by unexpected or unforeseen impediments to continued progress. The more clearly we are aware of ourselves, our strengths and weaknesses, the more likely our critical thinking will be productive.

## **The Benefit of Foresight**

Perhaps the most important element of thinking critically is foresight. Almost all decisions we make and implement don't prove disastrous if we find reasons to abandon them. However, our decision making will be infinitely better and more likely to lead to success if, when we reach a tentative conclusion, we pause and consider the impact on the people and activities around us.

The elements needing consideration are generally numerous and varied. In many cases, consideration of one element from a different perspective will reveal potential dangers in pursuing our decision. For instance, moving a business activity to a new location may improve potential output considerably but it may also lead to the loss of skilled workers if the distance moved is too great. Which of these is the more important consideration? Is there some way of lessening the conflict?

## **In Summary**

- Critical thinking is aimed at achieving the best possible outcomes in any situation. In order to achieve this, it must involve gathering and evaluating information from as many different sources possible.
- Critical thinking requires a clear, often uncomfortable, assessment of your personal strengths, weaknesses and preferences and their possible impact on decisions you may make.
- Implementing the decisions made arising from critical thinking must take into account an assessment of possible outcomes and ways of avoiding potentially negative outcomes, or at least lessening their impact.

2. Find the missing words in the article.
  - 1) to think clearly and \_\_\_\_\_
  - 2) to engage in \_\_\_\_\_ and independent thinking
  - 3) to use your ability to \_\_\_\_\_
  - 4) to question ideas \_\_\_\_\_
  - 5) to accept something at \_\_\_\_\_ value
  - 6) to solve problems by \_\_\_\_\_ or \_\_\_\_\_
  - 7) to vary according to our current \_\_\_\_\_
  - 8) to get in the \_\_\_\_\_ of simple decision making
  - 9) to be aware of personal characteristics, preferences and \_\_\_\_\_
  - 10) to reach a \_\_\_\_\_ conclusion
  
3. Explain the meaning of the collocations from ex. 2.
  
4. Summarise the article using the collocations from ex. 2.

## **SPEAKING**

1. Reflect on a recent conversation from your personal experience: recall something someone has said to you lately. Then, discuss the following questions with a partner.
  - *Who said it?* Someone you know? Someone in a position of authority or power? Does it matter who told you this?
  - *What did they say?* Did they give facts or opinions? Did they provide all the facts? Did they leave anything out?
  - *Where did they say it?* Was it in public or in private? Did other people have a chance to respond and provide an alternative account?
  - *When did they say it?* Was it before, during or after an important event? Is timing important?
  - *Why did they say it?* Did they explain the reasoning behind their opinion? Were they trying to make someone look good or bad?
  - *How did they say it?* Were they happy or sad, angry or indifferent? Did they write it or say it? Could you understand what was said?
  
2. Why are the following skills important for critical thinking?  
Rank these skills according to how important they are to you (1 – not important, 5 – very important). Discuss with a partner.
  - Understand the links between ideas.
  - Determine the importance and relevance of arguments and ideas.
  - Recognise, build and appraise arguments.
  - Identify inconsistencies and errors in reasoning.
  - Approach problems in a consistent and systematic way.
  - Reflect on the justification of their own assumptions, beliefs and values.

3. Talk about the following statements.  
Share whether you agree or disagree and explain your reasoning.
  - 1) Critical thinking will help you to know your weaknesses and strengths. You can improve your weaknesses and boost your strengths by thinking critically and analytically.
  - 2) You can learn numerous skills through critical thinking such as planning, communication, leadership, and analysis.
  - 3) Critical thinking will help to find more effective solutions to even the toughest problems in life. Whether it is school, college or office, you can bravely fight against the numerous problems with the help of critical thinking.
  - 4) Thinking critically will help to achieve the great height of success in fields such as finance, education, management, and research.
  - 5) You can express your ideas and thoughts in a more powerful way in front of the world with critical thinking. This will improve our language skills and logical thinking.
  
4. Think and answer the following questions.
  - 1) What are the reasons that people use critical thinking?
  - 2) How important is critical thinking in everyday life?
  - 3) What everyday situations can help us develop critical thinking skills?
  - 4) In what ways does critical thinking help a person develop?
  - 5) What is the role of critical thinking in society?

### **WRAP-UP**

1. Evaluate: what can you remember from this unit? Fill in the table.

Vocabulary I practised	Concepts I learned	Ideas I liked

2. Compare your answers with a partner.

## *1b: 5 Tips To Improve Your Critical Thinking*

### **WARMING-UP**

1. You are going to watch a TED-Ed Original lesson “5 tips to improve your critical thinking”. Read the information about the lesson and discuss: what do you expect to learn from the video?

*Every day, a sea of decisions stretches before us, and it's impossible to make a perfect choice every time. But there are many ways to improve our chances – and one particularly effective technique is critical thinking. Samantha Agoos describes a 5-step process that may help you with any number of problems.*

2. Do you believe it is important for a person to develop their critical thinking skills? Explain your ideas.

### **LISTENING AND VOCABULARY**

1. Watch the video ([https://www.ted.com/talks/samantha\\_agoos\\_5\\_tips\\_to\\_improve\\_your\\_critical\\_thinking](https://www.ted.com/talks/samantha_agoos_5_tips_to_improve_your_critical_thinking)) and answer the questions.
  - 1) Why is it impossible to make a perfect choice?
  - 2) How can we improve our chances of making the right choice?
  - 3) What does critical thinking mean according to the narrator?
  - 4) What are the five steps to improve your critical thinking?
  - 5) How can critical thinking improve your chances of making better choices?
2. Watch the video again and fill in the missing words.
  - 1) to have a large \_\_\_\_\_ on our lives
  - 2) to be \_\_\_\_\_ with many decisions
  - 3) to \_\_\_\_\_ a hidden issue
  - 4) to \_\_\_\_\_ available options to scrutiny and skepticism
  - 5) to \_\_\_\_\_ everything but reliable information
  - 6) to \_\_\_\_\_ a question
  - 7) to be \_\_\_\_\_ by other factors
  - 8) to \_\_\_\_\_ through the information critically
  - 9) to seek other people's \_\_\_\_\_
  - 10) to explore the full \_\_\_\_\_ of viewpoints
3. Explain the meaning of the collocations from ex. 2.
4. Summarise the video using the collocations from ex. 2

## SPEAKING

1. Think about a choice you are going to encounter in the near future. What is your decision at the moment?
2. Now go through the five steps of critical thinking to enhance your decision-making process and discuss your answers with a partner.
  - 1) formulate your question;
  - 2) gather your information;
  - 3) apply the information;
  - 4) consider the implications;
  - 5) explore other points of view.\* Has your initial decision changed? Why / why not?
3. Discuss the following quotations.
  - Write a paraphrase of each quotation.
  - Say whether you agree or not, and why.
  - 1) It is the mark of an educated mind to be able to entertain a thought without accepting it. (*Aristotle*)
  - 2) The important thing is not to stop questioning. Curiosity has its own reason for existing. (*Albert Einstein*)
  - 3) If we are not able to ask skeptical questions, to interrogate those who tell us that something is true, to be skeptical of those in authority, then, we are up for grabs for the next charlatan (political or religious) who comes ambling along. (*Carl Sagan*)
  - 4) The essence of the independent mind lies not in what it thinks, but how it thinks. (*Christopher Hitchens*)
  - 5) Ask the right questions, and the answers will always reveal themselves. (*Oprah Winfrey*)
4. Which quotation from ex. 3 do you like best? Why?

## WRAP-UP

1. Evaluate: what can you remember from this unit? Fill in the table.

Vocabulary I practised	Concepts I learned	Ideas I liked

2. Compare your answers with a partner.

## UNIT 2. Creativity and Innovation



### 2a: Difference Between Creativity and Innovation

#### WARMING-UP

1. How are the concepts and the pictograms in the picture connected to creativity and innovation?
2. Fill in the table with your own ideas. Share with your partner.

What I already know about creativity and innovation	What I would like to learn about creativity and innovation
1)	1)
2)	2)
3)	3)
4)	4)
5)	5)

#### READING AND VOCABULARY

1. Read the article (adapted from *Key Differences, n.d.*) and answer the questions:
  - 1) What does *creativity* mean?
  - 2) What does *innovation* mean?
  - 3) How is innovation connected to creativity?
  - 4) How is innovation different from creativity?
  - 5) Explain the role of creativity and innovation in the invention of the motorcycle.

## ***Difference Between Creativity and Innovation***

Change is the basic law that governs the entire nature. In this fast-paced world, technology is changing rapidly; that means nobody can assure you that the world is going to be same five years later, as everything changes with the blink of an eye. So, if one wants to go along with the world, then the only requirement is to be creative and innovative. While creativity is related to 'imagination', innovation is related to 'implementation'.

The primary difference between creativity and innovation is that the former refers to conceiving a fresh idea or plan, whereas the latter implies initiating something new to the market, which is not introduced earlier.

### **Definition of Creativity**

Creativity is the characteristic of a person to generate new ideas, alternatives, solutions, and possibilities in a unique and different way. Creativity is the ability to conceive something unpredictable, original and unique. It must be expressive, exciting and imaginative. It is the mirror of how beautifully a person can think in any given circumstance.

It is not genetic but can be developed if someone keeps on learning and comprehending things with a rare and exclusive perception. Creativity is a brainstorming and mind-blogging activity in which a person has to think beyond his imagination for bringing something worthwhile. It is an activity of unveiling something which was previously hidden.

### **Definition of Innovation**

Innovation is an act of application of new ideas to which creates some value for the business organization, government, and society as well. Better and smarter way of doing anything is innovation. It could be the introduction of:

- new technology;
- a new product line or segment;
- a new method of production;
- an improvement in the existing product.

Innovation is closely tied to creativity. Putting creative ideas into action is an innovation, whose consequences should be positive. It is the process of doing something better for the first time, which was not previously done by any entity. It can also be termed as a change which can bring a new edge to the performance and productivity of the company. It is of two types: evolutionary and revolutionary.

### **Key Differences Between Creativity and Innovation**

The following are the major differences between Creativity and Innovation:

1. The quality of thinking new ideas and putting them into reality is creativity. The act of executing the creative ideas into practice is innovation.
2. Creativity is an imaginative process as opposed to innovation is a productive process.
3. Creativity can never be measured, but Innovation can be measured.

4. Creativity is related to the generation of ideas which are new and unique. Conversely, Innovation is related to introduce something better into the market.
5. Creativity does not require money. On the other hand, innovation requires money.
6. There is no risk involved in creativity, whereas the risk is always attached to innovation.

Let's have a look at the following example.

The invention of the motorcycle was the biggest innovation over scooters. In early centuries, people used to travel with scooters, for which they had to make lots of efforts to start it, like they needed to strike the kick and knee down from either side. So, years and years passed, and nobody even thought about changing anything. The invention of the motorcycle made people realize that they can also ride bikes without making any extra efforts, they just have to click the switch and it starts automatically. In this example, the thought of creation of a new traveling motorcycle is creativity, but the actual invention of it is innovation.

### **Conclusion**

There is always a dispute between creativity and innovation as both are important for an organization to last longer, and only the existence of both can lead to success. A person can develop their creativity by asking questions, drawing conclusions, experimenting & exploring new ideas and widening the areas of thinking. For being innovative, a person must have the ability to take risks, experimenting, asking questions, and observing things.

2. Find the missing words in the article
  - 1) a \_\_\_\_\_ world
  - 2) to change with the \_\_\_\_\_ of an eye
  - 3) the \_\_\_\_\_ difference between creativity and innovation
  - 4) an \_\_\_\_\_ of creating new ideas
  - 5) the \_\_\_\_\_ of something new and effective
  - 6) to \_\_\_\_\_ new ideas
  - 7) to think \_\_\_\_\_ one's imagination
  - 8) to create \_\_\_\_\_ for the business organization
  - 9) to be closely \_\_\_\_\_ to something
  - 10) ideas are new and \_\_\_\_\_
3. Explain the meaning of the collocations from ex. 2.
4. Summarise the article using the collocations from ex. 2

## **SPEAKING**

1. Reflect on your personal experience.
  - 1) Are you a creative person? Why do you think so?
  - 2) Are you an inventive person? Why do you think so?
  - 3) What are some examples of creativity in your everyday life?
  - 4) What are some examples of innovation in your everyday life?
  - 5) Can a person develop their creativity? If yes, how? / If not, why?
  
2. Read the following list of 24 ways to foster your creativity.
  - Choose five ways which you find the most productive for you.
  - Compare your answers with a partner, explain your choices.
  - Are your lists the same or different? Why do you think it is so?
  - 1) Draw something
  - 2) Step away from the screen
  - 3) Take a walk
  - 4) Give yourself permission to fail
  - 5) Listen to music
  - 6) Take a deep breath and smile
  - 7) Get some rest
  - 8) Break the rules
  - 9) Do something just for fun
  - 10) Don't force it
  - 11) Read a book
  - 12) Stop chasing perfection
  - 13) Go somewhere new
  - 14) Don't let your ideas scare you
  - 15) Leave your comfort zone
  - 16) Stop doubting, start doing
  - 17) Make a list and stick to it
  - 18) Embrace the journey
  - 19) Think differently
  - 20) Don't be afraid to disagree
  - 21) Stop comparing yourself
  - 22) Celebrate the small victories
  - 23) Let yourself daydream
  - 24) Seek another perspective
  
3. Think and answer the following questions.
  - 1) Why are creativity and innovation important 21st century skills?
  - 2) What do you think is more important: creativity or innovation? Why?
  - 3) What are the advantages and disadvantages of being creative?
  - 4) What are the advantages and disadvantages of being innovative?
  - 5) What can block creativity or innovation? How do you overcome it?

4. Discuss the concepts in picture I.  
How are they connected to the idea of creativity?

I.



5. Discuss the concepts in picture II.  
How are they connected to the idea of innovation?

II.



**WRAP-UP**

1. Evaluate: what can you remember from this unit? Fill in the table.

Vocabulary I practised	Concepts I learned	Ideas I liked

2. Compare your answers with a partner.

## 2b: The Power of Creative Constraints

### WARMING-UP

1. You are going to watch a TED-Ed Animation “The power of creative constraints”. Read the information about the video and discuss: what do you expect to learn from the video?

*Imagine you were asked to invent something new. It could be whatever you want, made from anything you choose, in any shape or size. That kind of creative freedom sounds so liberating, doesn't it? Or ... does it? If you are like most people you'd probably be paralyzed by this task. Why? Brandon Rodriguez explains how creative constraints actually help drive discovery and innovation.*

2. Do you think having no constraints would make it difficult for you to invent something new? Why or why not?

### LISTENING AND VOCABULARY

1. Watch the video (<https://ed.ted.com/lessons/the-power-of-creative-constraints-brandon-rodriguez#watch>) and answer the questions.
  - 1) What are creative constraints?
  - 2) Why do we have to address creative constraints in the first place?
  - 3) In what fields do creative constraints apply?
  - 4) Why are creative constraints of vital importance for invention?
  - 5) What is an essential habit of scientific thinking?
2. Watch the video again and fill in the missing words.
  - 1) to be \_\_\_\_\_ by the task
  - 2) \_\_\_\_\_ freedom
  - 3) to have something at your \_\_\_\_\_
  - 4) to address \_\_\_\_\_ and limitations
  - 5) a \_\_\_\_\_ of discovery and invention
  - 6) to have a \_\_\_\_\_ idea
  - 7) to \_\_\_\_\_ decision-making
  - 8) to reach each \_\_\_\_\_
  - 9) \_\_\_\_\_ failures address the constraints
  - 10) to \_\_\_\_\_ scientific progress
3. Explain the meaning of the collocations from ex. 2.
4. Summarise the video using the collocations from ex. 2

## SPEAKING

1. Reflect on your personal experience.
  - 1) What constraints do you frequently face in your everyday life?
  - 2) What constraints do you experience during your studies at university?
  - 3) What constraints are there when you are learning a foreign language?
  - 4) What are some of the creative constraints of your future profession?
  - 5) How do you deal with the above-mentioned constraints in different spheres of your life?
  
2. Work with a partner.
  - 1) Think of an invention made in the 20/21<sup>st</sup> century which you both find fascinating. Use the Internet to find more information about it. What were the creative constraints in this project?
  - 2) Present what you've learned to the class. While you listen to other student's presentations, think of some questions to ask.
  
3. Discuss the following quotations.
  - Write a paraphrase of each quotation.
  - Say whether you agree or not, and why.
  - 1) Innovation comes out of great human ingenuity and very personal passions. (*Megan Smith*)
  - 2) Creativity is intelligence having fun. (*Albert Einstein*)
  - 3) It's really hard to design products by focus groups. A lot of times, people don't know what they want until you show it to them. (*Steve Jobs*)
  - 4) Creativity comes from a conflict of ideas. (*Donatella Versace*)
  - 5) Failure is an option here. If things are not failing, you are not innovating enough. (*Elon Musk*)
  
4. Which quotation from ex. 3 do you like best? Why?

## WRAP-UP

1. Evaluate: what can you remember from this unit? Fill in the table.

Vocabulary I practised	Concepts I learned	Ideas I liked

2. Compare your answers with a partner.

## UNIT 3. Communication



### *3a: What Is Communication?*

#### WARMING-UP

1. What does *communication* mean to you?
2. Fill in the table with your own ideas. Share with your partner.

What I already know about communication?	What I would like to learn about communication?
1)	1)
2)	2)
3)	3)
4)	4)
5)	5)

#### READING AND VOCABULARY

1. Read the article (adapted from *SkillsYouNeed, n.d.-b* & *SkillsYouNeed, n.d.-c*) and answer the question.
  - 1) What is communication according to *Oxford English Dictionary*?
  - 2) What does every communication act involve?
  - 3) How can communication be affected?
  - 4) What categories of communication are there?  
Give examples for each category.
  - 5) What are the elements of interpersonal communication?

## ***What is Communication?***

Communication is simply the act of transferring information from one place, person or group to another. Every communication involves (at least) one sender, a message and a recipient. This may sound simple, but communication is actually a very complex subject.

The transmission of the message from sender to recipient can be affected by a huge range of things. These include our emotions, the cultural situation, the medium used to communicate, and even our location. The complexity is the reason why good communication skills are considered so desirable by employers around the world: accurate, effective and unambiguous communication is actually extremely hard.

### **Defining Communication**

Oxford English Dictionary says: “Communication, n. The imparting or exchanging of information by speaking, writing, or using some other medium. ... The successful conveying or sharing of ideas and feelings.”

As this definition makes it clear, communication is more than just the transmission of information. The term requires an element of success in transmitting or imparting a message, whether information, ideas, or emotions. A communication therefore has three parts: the sender, the message, and the recipient.

The sender ‘encodes’ the message, usually in a mixture of words and non-verbal communication. It is transmitted in some way (for example, in speech or writing), and the recipient ‘decodes’ it. Of course, there may be more than one recipient, and the complexity of communication means that each one may receive a slightly different message. Two people may read very different things in the choice of words and/or body language. It is also possible that neither of them will have quite the same understanding as the sender.

In face-to-face communication, the roles of the sender and recipient are not distinct. The two roles will pass back and forwards between two people talking. Both parties communicate with each other, even if in very subtle ways such as through eye-contact (or lack of) and general body language. In written communication, however, the sender and recipient are more distinct.

The desired outcome or goal of any communication process is mutual understanding.

### **Categories of Communication**

There is a wide range of ways in which we communicate and more than one may be occurring at any given time.

The different categories of communication include:

- *Spoken or Verbal Communication*, which includes face-to-face, telephone, radio or television and other media.
- *Non-Verbal Communication*, covering body language, gestures, how we dress or act, where we stand, and even our scent. There are many subtle

ways that we communicate (perhaps even unintentionally) with others. For example, the tone of voice can give clues to mood or emotional state, whilst hand signals or gestures can add to a spoken message.

- *Written Communication*: which includes letters, e-mails, social media, books, magazines, the Internet and other media. Until recent times, a relatively small number of writers and publishers were very powerful when it came to communicating the written word. Today, we can all write and publish our ideas online, which has led to an explosion of information and communication possibilities.
- *Visualizations*: graphs and charts, maps, logos and other visualizations can all communicate messages.

### **What is Interpersonal Communication?**

Interpersonal communication is the process by which people exchange information, feelings, and meaning through verbal and non-verbal messages. Interpersonal communication is not just about what is actually said – the language used – but how it is said and the non-verbal messages sent through tone of voice, facial expressions, gestures and body language. Without speech, an observer may be using cues of posture, facial expression, and dress to form an impression of the other's role, emotional state, personality and/or intentions.

### **Elements of Interpersonal Communication**

Much research has been done to try to break down interpersonal communication into a number of elements in order that it can be more easily understood. Commonly these elements include:

*The Communicators*. For any communication to occur there must be at least two people involved. It is easy to think about communication involving a sender and a receiver of a message. However, the problem with this way of seeing a relationship is that it presents communication as a one-way process where one person sends the message and the other receives it. While one person is talking and another is listening, for example. In fact, communication is almost always a complex, two-way process, with people sending and receiving messages to and from each other simultaneously. In other words, communication is an interactive process. While one person is talking the other is listening, but while listening they are also sending feedback in the form of smiles, head nods etc.

*The Message*. Message not only means the speech used or information conveyed, but also the non-verbal messages exchanged such as facial expressions, tone of voice, gestures and body language. Non-verbal behaviour can convey additional information about the spoken message. In particular, it can reveal more about emotional attitudes which may underlie the content of speech.

*Noise*. Noise has a special meaning in communication theory. It refers to anything that distorts the message, so that what is received is different from what is intended by the speaker. Whilst physical 'noise' (for example, background sounds or a low-flying jet plane) can interfere with communication, other factors are considered to be 'noise'. The use of complicated jargon, inappropriate body

language, inattention, disinterest, and cultural differences can be considered 'noise' in the context of interpersonal communication. In other words, any distortions or inconsistencies that occur during an attempt to communicate can be seen as noise.

*Feedback.* Feedback consists of messages the receiver returns, which allows the sender to know how accurately the message has been received, as well as the receiver's reaction. The receiver may also respond to the unintentional message as well as the intentional message. Types of feedback range from direct verbal statements, for example "Say that again, I don't understand", to subtle facial expressions or changes in posture that might indicate to the sender that the receiver feels uncomfortable with the message. Feedback allows the sender to regulate, adapt or repeat the message in order to improve communication.

*Context.* All communication is influenced by the context in which it takes place. However, apart from looking at the situational context of where the interaction takes place, for example in a room, office, or perhaps outdoors, the social context also needs to be considered, for example the roles, responsibilities and relative status of the participants. The emotional climate and participants' expectations of the interaction will also affect the communication.

*Channel.* The channel refers to the physical means by which the message is transferred from one person to another. In a face-to-face context the channels which are used are speech and vision, however during a telephone conversation the channel is limited to speech alone.

2. Find the missing words in the article.
  - 1) to \_\_\_\_\_ information from one place, person or group to another
  - 2) to be \_\_\_\_\_ by a huge range of things
  - 3) to communicate in very \_\_\_\_\_ ways
  - 4) the desired \_\_\_\_\_ or goal of any communication process
  - 5) \_\_\_\_\_ understanding
  - 6) to \_\_\_\_\_ information, feelings, and meaning
  - 7) to use \_\_\_\_\_ of posture, facial expression, and dress
  - 8) a \_\_\_\_\_, two-way process
  - 9) to \_\_\_\_\_ the content of speech
  - 10) to \_\_\_\_\_, adapt or repeat the message
3. Explain the meaning of the collocations from ex. 2.
4. Summarise the article using the collocations from ex. 2

## SPEAKING

1. Reflect on your personal experience.
  - 1) How would you explain communication to someone who has never heard the word before?
  - 2) How would you describe your communication skills?
  - 3) What do you think you do well when you communicate?
  - 4) What bugs you when it comes to communication?
  - 5) What have been the biggest lessons you have learned about communication with other people?

2. Match the *Four key areas for improvement of communication skills* to their descriptions.

1. Learning to Listen	means awareness of our own and other people's emotions, both positive and negative, and an ability to manage those emotions
2. Understanding Non-Verbal Communication	means giving your full attention to the person speaking, and genuinely concentrating on what they are saying
3. Emotional Awareness and Management	means that you have understood someone's message correctly, can obtain more information about a particular topic, or simply start a conversation and keep it going
4. Questioning Skills	means tone and pitch of the voice, body movement, eye contact, posture, facial expression, and even physiological changes such as sweating

3. Rank the *Four key areas for improvement of communication skills* according to how important they are for you (1 – not important, 5 – very important). What areas would like to develop further? Discuss with a partner.
  1. Learning to Listen
  2. Understanding Non-Verbal Communication
  3. Emotional Awareness and Management
  4. Questioning Skills

4. Discuss the following statements. Say whether you agree or not and why.
  - 1) Communication skills are essential no matter what job you work in or what your level of seniority is.
  - 2) Demonstrating strong communication skills is about being able to convey information to others in a simple and unambiguous way.
  - 3) Good communication is more important than saying the right thing.
  - 4) If you respect the ideas and opinions of others, they will be more likely to communicate with you.
  - 5) Questions can help conversations flow and improve the outcome.
  
5. Think and answer the following questions.
  - 1) How would you describe good / effective communication?
  - 2) Can culture, gender, nationality or social class have an effect on communication?
  - 3) What role do facial expressions, gestures and pauses play in communication?
  - 4) Has the development of the internet and social media caused a change in the way we communicate?
  - 5) What are the greatest challenges to good communication?

## WRAP-UP

1. Evaluate: what can you remember from this unit? Fill in the table.

Vocabulary I practised	Concepts I learned	Ideas I liked

2. Compare your answers with a partner.

### *3b: Are There Universal Expressions of Emotion?*

#### **WARMING-UP**

1. You are going to watch a TED-Ed Animation “Are there universal expressions of emotion?” Read the information about the video and discuss: what do you expect to learn from a video?

*The 40 or so muscles in the human face can be activated in different combinations to create thousands of expressions. But do these expressions look the same and communicate the same meaning around the world regardless of culture? Is one person’s smile another’s grimace? Sophie Zadeh investigates.*

2. Do you think there are universal expressions of emotions?

#### **LISTENING AND VOCABULARY**

1. Watch the video (<https://ed.ted.com/lessons/are-there-universal-expressions-of-emotion-sophie-zadeh#watch>) and answer the questions.
  - 1) How are different expressions created on our face? How many are there?
  - 2) Describe Paul Ekman’s experiment.  
What were the conclusions of the research?
  - 3) What are the six core expressions?
  - 4) What makes the expressions universal?
  - 5) What facial expression can come in handy when you are in a foreign country? Why?
2. Watch the video again and fill in the missing words.
  - 1) to activate \_\_\_\_\_ in the human face
  - 2) to be a common human \_\_\_\_\_
  - 3) to \_\_\_\_\_ across cultures
  - 4) to be \_\_\_\_\_ from the modern world
  - 5) to have no \_\_\_\_\_ exposure to western cultures
  - 6) to \_\_\_\_\_ particular feelings
  - 7) to \_\_\_\_\_ one’s idea
  - 8) to draw distinct \_\_\_\_\_ between categories
  - 9) to be \_\_\_\_\_ in the evolutionary history
  - 10) the \_\_\_\_\_ workings of the brain
3. Explain the meaning of the collocations from ex. 2.
4. Summarise the video using the collocations from ex. 2

## SPEAKING

1. Discuss the following questions with your partner:
  - 1) Imagine your typical day. What emotions do you often experience?
  - 2) How do you express these emotions? Think about your facial expressions as well as your body language.
  - 3) How do you know if a person is wrongly expressing their emotion?
  - 4) Is it easy or difficult to identify a person's emotion when they are wearing a mask? Why? Justify your answer.
  - 5) Look at the picture and match the feelings to the photos.

happy          fearful          sad          disgusted          angry          neutral



2. Discuss the following quotations.
  - Write a paraphrase of each quotation.
  - Say whether you agree or not, and why.
  - 1) One thing you can't hide is when you're crippled inside. (*John Lennon*)
  - 2) Your emotions are the slaves to your thoughts, and you are the slave to your emotions. (*Elizabeth Gilbert*)
  - 3) I have learned now that while those who speak about one's miseries usually hurt, those who keep silence hurt more. (*Clive Staples Lewis*)
  - 4) There is no fire like passion, there is no shark like hatred, there is no snare like folly, there is no torrent like greed. (*Buddha*)
  - 5) Life is a comedy to those who think, a tragedy to those who feel. (*Horace Walpole*)
3. Which quotation from ex. 3 do you like best? Why?

## WRAP-UP

3. Evaluate: what can you remember from this unit? Fill in the table.

Vocabulary I practised	Concepts I learned	Ideas I liked

4. Compare your answers with a partner.

## UNIT 4. Collaboration



### *4a: 7 Reasons Why Collaboration Is Important*

#### WARMING-UP

1. Discuss in pairs what kinds of collaboration you can see in the picture.
2. Fill in the table with your own ideas. Share with your partner.

What I already know about	What I would like to learn about
1)	1)
2)	2)
3)	3)
4)	4)
5)	5)

#### READING AND VOCABULARY

1. Read the article (adapted from *Doyle, A., 2022 & Moseley, C., n.d.*) and answer the question.
  - 1) Why is collaboration an important skill in the professional world?
  - 2) What does collaboration mean?
  - 3) What kind of advantage do organisations with good collaboration have above the organizations with poor collaboration?
  - 4) What are the reasons to collaborate?
  - 5) What pros and cons of working individually versus collaborating are given in the article?

## ***7 reasons why collaboration is important***

Collaboration is essential in almost all aspects of life and work. Nearly every imaginable job in business today entails at least some joint effort among members of a team working together collaboratively. This makes cooperation an essential skill in most sectors of the professional world. Building collaboration means building trust. Those most effective at building trust know how to understand a variety of perspectives, manage priorities from everyone in the group, and then decisively meet expectations as a reliable member of a team.

### **What are Collaboration Skills?**

As people's skill sets get increasingly specialized, collaboration as a practice becomes more important than ever. But what does that mean exactly? What is collaboration? Although "collaboration" has become a bit of a corporate buzzword, that doesn't mean that it's an empty cliché. On the contrary, collaboration in the workplace is what makes teamwork successful. It's really that simple.

Collaboration is when a group of people come together and contribute their expertise for the benefit of a shared objective, project, or mission. It's a photographer working with a designer to create a cover image, or a technology department regularly convening with the marketing team to plug away at quarterly goals. In other words, collaboration is the process of group work. But it's also a learned skill. It should be as well mentioned that however an organization collaborates, it does so all the time, constantly (even now). In fact, collaboration is so ingrained in the way people work nowadays that we rarely even notice when we're doing it. How well you collaborate with others will greatly impact the outcome of the group project. Actually, the organizations that collaborate well are likely to be more financially successful, more culturally aligned, and have higher engagement rates.

### **Why is collaboration important?**

*1. It helps us problem-solve.* What do you do when you're stumped? Say you've made a lot of progress on your project, but you've encountered a roadblock which seems to withstand everything you throw at it. You're out of ideas, progress has screeched to a grinding halt, and your deadline is rapidly approaching. Do you give up? No, of course not; you ask for help or find another perspective. You might schedule a brain-storm / whiteboarding session with your team or ask a colleague for their take. In short, you collaborate with your team to solve the problem at hand. When a group of people pool their knowledge, skills, and expertise, then talk problems out and debate potential solutions, projects that were stalled will begin to move forward once again. But collaboration doesn't have to be a last resort. The more eyes on a given project from the get-go, the easier it becomes to spot problems (and solve them).

2. *Collaboration brings people (and organizations) closer together.* If you're finding that certain teams in your organization rarely interact with each other, that teams and departments are operating in isolated silos, you might want to try putting together a mixed-skills team. These are generally ad hoc teams that tackle projects which require people with diverse skill sets and areas of expertise. For instance, a mixed-skills team might include a product designer, a user experience designer, a developer, and a content writer. It's essentially a new team set up to collaborate for a period on a shared project. In doing so, you've brought together members from three (or four) different teams, created a common purpose between them, and set up connections which will serve all of you in the future. In short, you've used collaboration to break down some walls in your organization, and tighten up connections between departments.

3. *Collaboration helps people learn from each other.* One of the best things about working collaboratively with people who bring different skill sets and backgrounds to the table is learning from their experience. Collaborating with team members or even different teams should be thought of as a learning experience, and you should try to make the most of it. This means asking for feedback and opinions, sharing knowledge, finding out how your collaborators approach their side of the project, and gaining a better sense of how they work. Learning from colleagues is not just a benefit of collaboration, it's the first step towards building a workplace culture centered around learning and development. Teams that collaborate not only have an opportunity to learn from each other – their mistakes, successes, failures, workflow, etc. – they'll also gain an understanding of the other team's perspective. You get a chance to hear their side of things: their pain points, priorities, even the way they think. Which can be extremely valuable as you work together going forward.

4. *It opens up new channels for communication.* Working with new people from different areas of your business also opens up channels that would otherwise remain closed. Finding new ways to communicate and share information is hugely important to the success of any business, which is why collaboration should be utilized whenever possible to form bonds between departments. Creating a more cohesive, open workplace benefits everyone because maintaining regular, direct communication with team members, helps you gain valuable insights into the operations of each department and be able to resolve issues quickly. On top of that, it brings everyone a little closer to each other and hones the overall mission of your organization. A lot of collaboration tools, like an intranet for example, do just that. They're designed to essentially open up your business so that all areas of the organization can communicate with each other and keep tabs on what other teams are working on through news updates, announcements, events, discussions channels, you name it.

5. *Collaboration boosts morale across your organization.* As connections are made between teams and departments, people will naturally trust each other more, which can gradually boost the morale of your entire organization. After all, organizations aren't going to be successful if there's a lack of trust and low morale. Regularly working together with people outside of your own team or department is one of the most effective ways to build trust. This also works in reverse: the higher your company's morale, the higher the likelihood that your people will feel comfortable working alongside team members from other departments.

6. *It leads to higher retention rates.* Because collaboration lays the foundation for a more open, connected, and engaged workplace, it's appealing to future and current employees – perhaps more-so than organizations that're siloed and disconnected. An atmosphere where collaboration is front and center is important to your people, and it'll go a long way toward preventing them from looking for work elsewhere. Connection matters to people, especially in the workplace. We want to work with people we trust, who understand and respect our points of view, and who work well with others, especially those who come from different backgrounds and areas of expertise.

7. *Collaboration makes us more efficient workers.* Working independently has its advantages. We can focus entirely on one project without having to factor in how much time we'll lose if we get distracted. If the task at hand requires independence, then by all means, go for it. But for many types of projects, collaboration is just more efficient. When the project is complex and demanding, we have to be able to admit to ourselves that we'll need help. It'll have to be a group effort. And that's where collaboration comes in. It helps us divide up a heavy workload, find creative solutions to tough problems, and wrap our heads around the big picture. An organization that makes collaboration a big part of its culture is bound to normalize this style of working, thereby creating a more efficient (and more appealing) workplace.

2. Find the missing words in the article.
  - 1) to become a bit of a corporate \_\_\_\_\_
  - 2) to contribute their \_\_\_\_\_ for the benefit of a shared objective
  - 3) to \_\_\_\_\_ problems and solve them
  - 4) people with diverse \_\_\_\_\_ sets and areas of expertise
  - 5) to create a \_\_\_\_\_ purpose between somebody
  - 6) to form \_\_\_\_\_ between departments
  - 7) to gradually \_\_\_\_\_ the morale of your entire organization
  - 8) to work \_\_\_\_\_ team members from other departments
  - 9) to lay the foundation for a more open, connected, and \_\_\_\_\_ workplace
  - 10) to \_\_\_\_\_ up a heavy workload
3. Explain the meaning of the collocations from ex. 2.
4. Summarise the article using the collocations from ex. 2

## **SPEAKING**

1. Reflect on your personal experience.
  - 1) Give your own definition to the concept of collaboration.
  - 2) Rank the seven reasons for collaboration according to how important they are for you (1 – not important, 5 – very important). Explain why.
  - 3) Are you more productive when collaborating with your group-mates or when working on your own? Why?
  - 4) What motivates you to collaborate with others?
  - 5) Describe an unsuccessful example of collaboration with your group-mates. Why was it unsuccessful? What would you have done differently to make collaboration more successful?
  
2. Discuss the following statements. Say whether you agree or not and why.
  - 1) Collaboration is key to solve complex problems.
  - 2) Collaboration in real life is often a bit messier than expected.
  - 3) Collaboration isn't natural: we need to find ways to make collaboration become a necessity.
  - 4) Every step of collaboration requires flexibility and compromise.
  - 5) Once collaboration is in place, people are much more trusting of each other, more willing to stretch themselves and more likely to create amazing results.
  
3. Think and answer the following questions.
  - 1) What are the barriers to successful collaboration at university?
  - 2) What are the benefits of sharing and collaborating while learning?
  - 3) What personal skills are important for collaboration?
  - 4) How do you demonstrate collaboration skills during the studies?
  - 5) What is the best way to encourage students to collaborate?

## **WRAP-UP**

1. Evaluate: what can you remember from this unit? Fill in the table.

Vocabulary I practised	Concepts I learned	Ideas I liked

2. Compare your answers with a partner.

## 4b: What Is a Gift Economy?

### WARMING-UP

1. You are going to watch a TED-Ed Animation “What is a gift economy?” Read the information about the video and discuss: what do you expect to learn from the video?

*What if, this holiday season, instead of saying “thank you” to your aunt for her gift of a knitted sweater, the polite response expected from you was to show up at her house in a week with a better gift? Or to vote for her in the town election? Or let her adopt your firstborn child? Alex Gendler explains how all of these things might not sound so strange if you were involved in a gift economy.*

2. What are the traditions of giving presents in your family?

### LISTENING AND VOCABULARY

1. Watch the video (<https://ed.ted.com/lessons/what-is-a-gift-economy-alex-gendler#>) and answer the questions.
  - 1) What is a gift economy?
  - 2) What differentiates a gift exchange from barter?
  - 3) What is the most important element in a gift economy?
  - 4) In a gift economy, how could reciprocating a gift with the same value be interpreted?
  - 5) What are some modern-day examples of gift economies?
2. Watch the video again and fill in the missing words.
  - 1) to be given without \_\_\_\_\_ conditions
  - 2) to \_\_\_\_\_ a system of social ties and obligations
  - 3) to carry an \_\_\_\_\_ to continue the exchange
  - 4) to \_\_\_\_\_ social wealth
  - 5) to be given without any preconditions of \_\_\_\_\_
  - 6) to voluntarily \_\_\_\_\_ the favour
  - 7) to distribute one’s works for financial \_\_\_\_\_
  - 8) to raise one’s social \_\_\_\_\_
  - 9) to involve some degree of \_\_\_\_\_ and social norms
  - 10) to strengthen \_\_\_\_\_ through giving
3. Explain the meaning of the collocations from ex. 2.
4. Summarise the video using the collocations from ex. 2

## SPEAKING

1. Think and discuss the following questions with a partner.
  - 1) What is the value in maintaining debts to keep the gift cycle going?
  - 2) What does one try to accumulate in a gift economy?
  - 3) How can a gift economy coexist with a market economy in the same society?
  - 4) Could the idea of a gift economy lead to a moneyless world?
  - 5) Is a gift economy an example of collaboration? Why?
  
2. Reflect on your personal experience.
  - 1) Do you believe it is better to give or to receive gifts? Justify your answer.
  - 2) What kinds of presents do you prefer: material or experiential?
  - 3) If someone gives you a gift, do you feel that you must use it?
  - 4) What gift do you have that you can share? Is it a product, a service?
  - 5) What's the most successful gift you've ever given?
  
3. Discuss the following quotations.
  - Write a paraphrase of each quotation.
  - Say whether you agree or not, and why.
  - 1) Coming together is a beginning. Keeping together is progress. Working together is success. (*Henry Ford*)
  - 2) Great things in business are never done by one person. They're done by a team of people. (*Steve Jobs*)
  - 3) Many hands make light work. (*John Heywood*)
  - 4) None of us is as smart as all of us. (*Ken Blanchard*)
  - 5) Talent wins games, but teamwork and intelligence win championships. (*Michael Jordan*)
  
4. Which quotation from ex. 3 do you like best? Why?

## WRAP-UP

1. Evaluate: what can you remember from this unit? Fill in the table.

Vocabulary I practised	Concepts I learned	Ideas I liked

2. Compare your answers with a partner.

## Module I: Projects

1. Choose one of the topics from the list and give a group presentation:
  - 1) Developing critical thinking skills in higher education.
  - 2) Critical thinking & problem solving for 21<sup>st</sup> century success.
  - 3) Creativity promotion in language classroom.
  - 4) Creative thinking as an important skill in real life.
  - 5) Verbal language – the main tool of communication?
  - 6) The importance of communication skills in modern society.
  - 7) Teamwork and collaboration: how to get better result by working together.
  - 8) Collaborative and Cooperative Learning.

2. Reflection on the project (after giving a group presentation):

- What are 3 things in which we succeeded?

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- What are 3 things we could have done better?

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- What are the strategies to perform better next time?

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## MODULE II: INFORMATION, MEDIA AND TECHNOLOGY SKILLS



## UNIT 5. Information Literacy



### *5a: Research Foundations: Information Literacy*

#### WARMING-UP

1. What comes to your mind when you hear “Information literacy”?
2. Fill in the table with your own ideas. Share with your partner.

What I already know about information literacy	What I would like to learn about information literacy
1)	1)
2)	2)
3)	3)
4)	4)
5)	5)

#### READING AND VOCABULARY

1. Read the article (adapted from *Seminole State College, n.d.*) and answer the question.
  - 1) What does *information literacy* mean?
  - 2) What are the five components of information literacy?
  - 3) Why is information literacy important?
  - 4) Give examples of format types of information.
  - 5) What does QUOTA stand for?

## ***Research Foundations: Information Literacy***

### **What is information literacy?**

The term “information literacy” describes a set of abilities that enables an individual to acquire, evaluate, and use information. You can think of information literacy as having five components: identify, find, evaluate, apply, and acknowledge sources of information. Information literacy is a lifelong learning process, something beginning before you arrive at college and developing as you grow. While each skill is individually important, understanding how they fit together is essential to becoming an information literate person.

### **Why is information literacy important?**

Every day we encounter an increasingly large and diverse sea of information through the Web, mass media, and published works. You can find information in many different formats, from an endless number of sources. The quality of information varies greatly between the available information choices. Just think of a typical internet search: it is common to retrieve authoritative, current, and reliable sources alongside biased, outdated, misleading, or false sources. Furthermore, an online search is likely to result in more information than can be effectively handled. The sheer amount and variety of information available to us makes information literacy competencies important to master!

Information literacy skills are vital to success in your personal, professional, and academic life. In college, you use these skills to perform well on research papers, projects, and presentations. At work you will likely encounter situations where you must seek out new information to make logical decisions. At home, you are constantly faced with deciding consumer issues and forming opinions on social and political topics. Each situation requires engagement in the information literacy process.

### **Format Types**

Organization, intended audience, length, and publication standards define the format type of information. Each format presents information in a different way and with a different purpose. A well-rounded research project will consult multiple format types, for example books, academic journals, magazines, newspapers, video and audio recordings, government documents and websites.

### **Research Foundations: Evaluate Information**

It is often hard to tell if the information you are accessing is reliable or useful because of the large variety of information sources available to you. Since you should never automatically accept the information you are retrieving as credible, accurate, or unbiased, how do you find the most trustworthy resources? You may not be a subject expert in the area you are researching, but there are a number of basic things to look for to help you evaluate the credibility of an information source.

After finding a source that is relevant to your topic, your detective work begins. Librarians and other experts pre-select materials available from the library. However, anyone can write and publish information; books are often self-published, newspapers publish opinions, magazines may reflect bias, or an interview you watch may not be from the most knowledgeable person on a subject. Websites in particular can be tricky to assess. The ease of posting material online makes it easier to find information, but not so easy to evaluate it.

### **Easy to Remember Criteria: QUOTA**

There are five main evaluative criteria you can use when faced with a piece of information. An easy-to-remember acronym for these techniques is QUOTA. Ask yourself these questions for each criterion:

<i>criteria</i>	<i>explanation</i>
Qualified	<ul style="list-style-type: none"> <li>● Author - What is the author's education and experience? Does it qualify them as an expert on this topic? Do they reference any research to support their points?</li> <li>● Company / Organization - Does the company or organization have a good reputation? What is the web domain (e.g. .com, .edu, etc.) of the site?</li> </ul>
Up-To-Date*	<ul style="list-style-type: none"> <li>● Is the information current?</li> <li>● When was it last updated?</li> <li>● For websites - are the links up-to-date and functioning?</li> </ul>
Objectivity	<ul style="list-style-type: none"> <li>● Does the content focus on facts and information?</li> <li>● Or, does it state an opinion?</li> <li>● Does the source use neutral or strong language?</li> <li>● Is there slant or bias present?</li> <li>● Is the message trying to convince you of something?</li> <li>● Are there advertisements included with the information?</li> </ul>
True	<ul style="list-style-type: none"> <li>● Is the information correct and has been fact-checked?</li> <li>● Are there additional sources or references to verify the information?</li> <li>● Do other experts agree?</li> <li>● Was this information from a first-hand experience?</li> </ul>
Accurate	<ul style="list-style-type: none"> <li>● Does the content relate to your topic and answer your questions?</li> <li>● Is it meant for children, experts, adults, or casual readers / viewers?</li> <li>● Is it overly complex or not complex enough?</li> </ul>

\*Up-To-Date is not always a consideration with web content. This is especially true with history, religion, philosophy, literature, and the humanities. An idea from a 1,000 years ago could still be valid in these areas.

2. Find the missing words in the article.
  - 1) information literacy is a \_\_\_\_\_ learning process
  - 2) to be essential to become an information \_\_\_\_\_ person
  - 3) the quality of information \_\_\_\_\_ greatly
  - 4) to \_\_\_\_\_ authoritative, current, and reliable sources
  - 5) to be \_\_\_\_\_ to success in your [...] academic life
  - 6) to \_\_\_\_\_ out new information
  - 7) a \_\_\_\_\_ research project
  - 8) to evaluate the \_\_\_\_\_ of an information source.
  - 9) to be \_\_\_\_\_ to your topic
  - 10) to be \_\_\_\_\_ to assess
  
3. Explain the meaning of the collocations from ex. 2.
  
4. Summarise the article using the collocations from ex. 2

## **SPEAKING**

1. Reflect on your personal experience and discuss with a partner.
  - 1) Are you an information literate person? Explain your answer.
  - 2) How do you use information literacy skills in your personal life?
  - 3) When you start researching a topic that you don't know anything about, where would be the best place to start looking?
  - 4) What format types of information do you most frequently use in your academic life?
  - 5) How do you define which resources are trustworthy?
  
2. Divide the following domains according to their credibility:  
*.biz .co .com .edu .gov .int .mil .net .org .ua*  
 Explain your answers.

Credible Domains	Questionable Domains

3. Discuss the following statements. Say whether you agree or not and why.
  - 1) All search engines give out the same results.
  - 2) The first search result in a search engine is always the best one.
  - 3) Wikipedia is a credible source and can be used for scientific research.
  - 4) Scholarly journals are published by academic institutions or professional organizations.
  - 5) Information literacy is important in lifelong learning.
  
4. The following quiz (adapted from *ProProfs, n.d.-a*) determines how well you are able to research information using the library. Select the single best answer to each question and discuss your answers with a partner. Do you have the same answers?

#### **Information Literacy Quiz: Would You Pass?**

- 1) Which of the following best describes “information literacy”?
  - a) The ability to find reliable information
  - b) The ability to read
  - c) The ability to use a computer
- 2) To find what books a library has, you use
  - a) bibliography
  - b) an index
  - c) a library catalog
- 3) To find materials on the shelf in the library, you need
  - a) the call number
  - b) the ISBN number
  - c) the title
- 4) The library catalog provides call numbers for
  - a) books
  - b) journal articles
  - c) both of the above
- 5) To locate a book with literary criticisms or biography of Edgar Allan Poe in the library, you perform which search?
  - a) Author: Poe
  - b) Subject: Poe
  - c) Title: Poe
- 6) To locate good journal articles on a topic, the best way to start is to use
  - a) a library periodical database
  - b) a library catalog
  - c) the Web
- 7) Which is NOT true about scholarly journals?
  - a) Their articles usually have documentation such as footnotes and references.
  - b) Their articles are often peer-reviewed.
  - c) Their articles are usually authored by journalists.

- 8) Peer-reviewed journal articles are
  - a) pre-selected for an appropriate reading level
  - b) written by academic scholars
  - c) positively rated by book reviewers
- 9) Which of the following is NOT part of a citation?
  - a) Call number
  - b) Date
  - c) Title
- 10) A common citation style to be used by students for English classes is
  - a) APA
  - b) MLA
  - c) Turabian
- 11) An article abstract is
  - a) The full text of an article
  - b) Information about where the article can be found
  - c) A summary of an article
- 12) Which of the following would NOT be considered a primary source material?
  - a) A 1906 newspaper article of the San Francisco earthquake of that time period
  - b) The results of a study presented by the researchers of the effectiveness of a cancer drug
  - c) A chapter in a book that discusses various economic theories
- 13) With the Library of Congress (LC) classification system you can pinpoint locations of books or just browse on the shelves, using call numbers to arrange books by
  - a) author
  - b) subject
  - c) title
- 14) Plagiarism is
  - a) Including other people's ideas in your paper
  - b) Using someone's ideas in your paper, but not citing (crediting) the source
  - c) Directly quoting a source instead of using your own words
- 15) Which of the following is NOT true of the reference collection in a library?
  - a) It includes encyclopedias and dictionaries
  - b) It includes resources for background information
  - c) It includes books that can be checked out

## WRAP-UP

1. Evaluate: what can you remember from this unit? Fill in the table.

Vocabulary I practised	Concepts I learned	Ideas I liked

2. Compare your answers with a partner.

## 5b: 3 Kinds of Bias That Shape Your Worldview

### WARMING-UP

1. You are going to watch a TED talk “3 kinds of bias that shape your worldview” by J. Marshall Shepherd. Read the information about the talk and discuss: what do you expect to learn from the video?

*What shapes our perceptions (and misperceptions) about science? In an eye-opening talk, meteorologist J. Marshall Shepherd explains how confirmation bias, the Dunning-Kruger effect and cognitive dissonance impact what we think we know – and shares ideas for how we can replace them with something much more powerful: knowledge.*

2. Do you think it is possible to prevent and avoid bias?

### LISTENING AND VOCABULARY

1. Watch the video ([https://www.ted.com/talks/j\\_marshall\\_shepherd\\_3\\_kinds\\_of\\_bias\\_that\\_shape\\_your\\_worldview/transcript#t-733363](https://www.ted.com/talks/j_marshall_shepherd_3_kinds_of_bias_that_shape_your_worldview/transcript#t-733363)) and answer the questions.
  - 1) Why is the question *Do you believe in global warming?* an ill-posed question?
  - 2) What is a confirmation bias?
  - 3) What is the Dunning-Kruger effect?
  - 4) What is cognitive dissonance?
  - 5) How do we step out of the box of our belief systems?
2. Watch the video again and fill in the missing words.
  - 1) to \_\_\_\_\_ scientists and the public on different science topics
  - 2) what \_\_\_\_\_ perceptions about science
  - 3) to find \_\_\_\_\_ that supports what we already believe
  - 4) to be fundamentally scientifically \_\_\_\_\_
  - 5) to see all kinds of \_\_\_\_\_ terminology
  - 6) to \_\_\_\_\_ fake information about the weather forecast
  - 7) perceiving something outside of our \_\_\_\_\_ level
  - 8) to get \_\_\_\_\_ in by our perceptions
  - 9) to take \_\_\_\_\_ of your own biases
  - 10) to expand the \_\_\_\_\_ in understanding science
3. Explain the meaning of the collocations from ex. 2.
4. Summarise the video using the collocations from ex. 2

## SPEAKING

1. Give examples to the following from your own life and discuss in pairs:
  - 1) a confirmation bias
  - 2) the Dunning-Kruger effect
  - 3) cognitive dissonance
  
2. Think and discuss with a partner.
  - 1) What is the difference between a bias and objectivity?
  - 2) Why is learning about biases important?
  - 3) How is a bias developed?
  - 4) Can we change our biases? Explain your answer.
  - 5) How is a confirmation bias connected to information literacy?
  
3. Discuss the following quotations.
  - Write a paraphrase of each quotation.
  - Say whether you agree or not, and why.
  - 1) Never believe all that you hear. Always verify the original source of information. (*Lailah Gifty Akita*)
  - 2) Acquiring literacy is an empowering process, enabling millions to enjoy access to knowledge and information which broadens horizons, increases opportunities, and creates alternatives for building a better life. (*Kofi Annan*)
  - 3) Everybody gets so much information all day long that they lose their common sense. (*Gertrude Stein*)
  - 4) Having a lot of information at your fingertips is like going to the library and not reading anything. (*Anita Givens*)
  - 5) The professor is not merely an information dispensing machine, but a skilled navigator of a complex landscape. (*William Badke*)
  
4. Which quotation from ex. 3 do you like best? Why?

## WRAP-UP

1. Evaluate: what can you remember from this unit? Fill in the table.

Vocabulary I practised	Concepts I learned	Ideas I liked

2. Compare your answers with a partner.

## UNIT 6. Media Literacy



6a: *What Is Media Literacy and Why Does It Matter?*

### WARMING-UP

1. Look at the picture. How is it connected to the concept of media literacy?
2. Fill in the table with your own ideas. Share with your partner.

What I already know about media literacy	What I would like to learn about media literacy
1)	1)
2)	2)
3)	3)
4)	4)
5)	5)

### READING AND VOCABULARY

1. Read the article (adapted from *Lynch, M., 2017*) and answer the question.
  - 1) What does *media literacy* mean?
  - 2) Why is media literacy an essential skill in the digital age?
  - 3) How can critical thinking help a person become more media literate?
  - 4) How are the concepts of media literacy and self-expression connected?
  - 5) How does being a media literate person influence one's civic responsibility?

## ***What is Media Literacy and Why Does it Matter?***

Everyone from the President of the United States to a posh toddler can carry an iPhone and send off mass messages to hundreds and thousands of online influencers. We connect at the touch of a button and make decisions with the flick of a wrist. As a result, it's especially important for employees, students, influencers, and everyday users to have media literacy and understand the consequences that follow online actions.

Educators have adapted to the times and incorporated media literacy skills into the educational standards of every state through a variety of subjects. From language arts to mathematics, humanities, and social sciences, every curriculum can touch on digital messaging. No matter how media literacy is introduced, it's important that educators help learners develop critical thinking skills, and understand the impact media messaging has on society. Teachers should also teach students to evaluate the validity of words, produce original content and use their voice to improve the media landscape and all those affected by a SEND, UPLOAD, or TWEET button.

### **What is Media Literacy**

According to the National Association for Media Literacy Education, media literacy is the ability to access, analyze, evaluate, create, and act using all forms of communication. Media literacy means anything from interpreting emojis to understanding underlying messages in online advertisements to producing viral video content and recognizing native advertising. While media literacy sounds like a practical skill understood by everyone with internet access, it's astounding how many online users are unaware of their impact on others and their own susceptibility to media manipulation. We're breaking down three reasons why it's important for young users and plugged-in professionals alike to be fluent in media mayhem.

### **Critical Thinking**

Media literacy is all about finding the untold story beneath film clips, radio spots, and newspaper articles. Even corporate sponsored content has hidden messages that challenge us to think beyond what we hear and see. For instance, teaching students to deconstruct messages in a pen advertisement that demeans the intelligence of female consumers, challenges them to expand their level of thinking and refuse to accept questionable content. Understanding why a company markets pink pens to girls and what that means for society, forces students to take a mental leap: advertisement to real world application. Developing critical thinking skills through media messaging also strengthens observational skills. Why does this matter? Observation and interpretation are skills that extend beyond the realm of resisting faulty advertising. Questioning the norm and reinterpreting layers of everyday messaging gives students everything they need to become smart-decision makers in real-world scenarios.

## Self-Expression

Film students watch classic films to understand how directors capture an emotion effectively and artistically. Aspiring designers analyze successful advertisements to determine how color, proximity, font, imagery, and text contribute to reliable messaging. Writers read novels, scripts and magazine articles to understand sentence structure and powerful imagery.

Studying how others relay media to communicate a particular message or emotion, helps students effectively conceptualize and produce their own content. Thanks to fierce competition and market saturation, media today is more out-of-the-box than ever before, and watching the best of the best is enough to inspire creativity in anyone.

## Civic Responsibility

Current issues are expressed between the curtains of late-night comedy shows, magazine covers, and back-to-back thirty-second political ads. In a few education-filled years, pupils will be the masterminds behind these viral videos, presidential campaigns, and glossy publications. And when content is fair and just, knowledge of media literacy is always the ethical blueprint behind it.

Without studying the ins-and-outs of media mayhem, we miss the unspoken moral guidelines that lead every digital decision. So why not do everything possible to ensure that tomorrow's campaign managers reject spite and hate speech? Not to mention, it's impossible to decipher falsity from fact without successfully distinguishing between campaign satire and political truth, propaganda and fair advertising.

In a world where media spreads faster than air, media literacy is the key to keeping communities well-informed and well-represented.

2. Find the missing words in the article.
  - 1) to connect at the \_\_\_\_\_ of a button
  - 2) to understand the \_\_\_\_\_ that follow online actions
  - 3) to improve the media \_\_\_\_\_
  - 4) to be \_\_\_\_\_ of one's impact on others
  - 5) one's own \_\_\_\_\_ to media manipulation
  - 6) to think \_\_\_\_\_ what we hear and see
  - 7) to reinterpret \_\_\_\_\_ of everyday messaging
  - 8) to be the \_\_\_\_\_ behind viral videos
  - 9) to be the ethical \_\_\_\_\_ behind something
  - 10) to study the ins-and-outs of media \_\_\_\_\_
3. Explain the meaning of the collocations from ex. 2.
4. Summarise the article using the collocations from ex. 2

## SPEAKING

1. Media literacy helps us to learn, understand and practice other skills as well. How does being media literate help you develop the following skills?
  - 1) become a smart consumer of products and information
  - 2) recognize points of view
  - 3) create media responsibly
  - 4) identify the role of media in our culture
  - 5) understand the author's goal
  
2. Reflect on your personal experience: think of a YouTube video that you have recently seen. Then, discuss the following questions with a partner.
  - 1) Who created it? Was it a company? Was it an individual? (If so, who?) Was it an anonymous source? *Why do you think that?*
  - 2) Why did they make it? Was it to inform you of something that happened in the world (e.g., a news story)? Was it to change your mind or behavior (e.g., a how-to)? Was it to make you laugh (e.g., a funny meme)? Was it to get you to buy something (an ad)? *Why do you think that?*
  - 3) Who is the message for? Is it for kids? Grown-ups? Girls? Boys? People who share a particular interest? *Why do you think that?*
  - 4) What techniques are being used to make this message credible or believable? Does it have statistics from a reputable source? Does it contain quotes from a subject expert? Does it have an authoritative-sounding voice-over? Is there direct evidence of the assertions its making? *Why do you think that?*
  - 5) What details were left out, and why? Is the information balanced with different views, or does it present only one side? Do you need more information to fully understand the message? *Why do you think that?*
  - 6) How did the message make you feel? Do you think others might feel the same way? Would everyone feel the same? *Why do you think that?*
  
3. Discuss the following statements. Say whether you agree or not and why.
  - 1) Media literacy campaigns should focus on helping people understand what they can do to gain more control over how media affects them as individuals rather than addressing media activism and questions of how current media structures affect society at large.
  - 2) Advertising is fundamentally manipulative and our society would be better off with much less of it.
  - 3) Sticking to the principle of objectivity is the best way for journalists to deliver the kind of news necessary for a democracy.
  - 4) The prime targets of the media are young people because they so unwittingly believe everything the media tells them.
  - 5) The more people with high media literacy skills are there, the better the media quality is.

4. Think and answer the following questions.
  - 1) Do you think media literacy is important? Why or why not?
  - 2) Are you a media literate person? Explain your answer.
  - 3) Why should you question media messages instead of simply accepting them as truths?
  - 4) Do you think you have too much access to media? What restrictions should be placed on your media usage?
  - 5) Why should media literacy be an important part in education?

## **WRAP-UP**

1. Evaluate: what can you remember from this unit? Fill in the table.

Vocabulary I practised	Concepts I learned	Ideas I liked

2. Compare your answers with a partner.

## 6b: How False News Can Spread

### WARMING-UP

1. You are going to watch a TED-Ed Animation “How false news can spread”. Read the information about the video and discuss: what do you expect to learn from the video?

*In previous decades, most news with global reach came from several major newspapers and networks with the resources to gather information directly. The speed with which information spreads now, however, has created the ideal conditions for something called circular reporting. Noah Tavlin sheds light on this phenomenon.*

2. What sources do you use to find out about news and current events?

### LISTENING AND VOCABULARY

1. Watch the video (<https://ed.ted.com/lessons/how-false-news-can-spread-noah-tavlin>) and answer the questions.
  - 1) What does *circular reporting* mean?
  - 2) Which factors contribute to an increase of *circular reporting*?
  - 3) How has the speed of information spread changed during the last century? Why?
  - 4) Why is Wiki an unreliable source for citation?
  - 5) How can a user slow down the spread of false information?
2. Watch the video again and fill in the missing words.
  - 1) media with \_\_\_\_\_ reach
  - 2) to have the \_\_\_\_\_ to gather information directly
  - 3) the speed with which information \_\_\_\_\_ now
  - 4) to \_\_\_\_\_ somebody as the source of information
  - 5) the original paper has repeatedly been \_\_\_\_\_
  - 6) satirical articles formatted to \_\_\_\_\_ real ones
  - 7) to be a common \_\_\_\_\_ to circular reporting
  - 8) to make its \_\_\_\_\_ into a published article
  - 9) to break down the \_\_\_\_\_ between information and people
  - 10) to \_\_\_\_\_ the original source of the report
3. Explain the meaning of the collocations from ex. 2.
4. Summarise the video using the collocations from ex. 2

## SPEAKING

1. Reflect and discuss with your partner.
  - 1) How do you define *news*? And *fake news*?
  - 2) Why should you always think about the impact of sharing a news report prior to sharing it?
  - 3) What techniques are used to get you to share a news feed?
  - 4) Why do some news stories go viral?
  - 5) Do you think most viral stories are true or not true? Why?
  
2. Think and discuss in pairs.
  - 1) How can we identify biases in news stories?
  - 2) Why should we identify biases?
  - 3) Why is it important to look at the sources of news in the media?
  - 4) Why should we adopt a sceptic attitude regarding social media news?
  - 5) What are the most reliable sources of news? Why did you select these sources?
  
3. Discuss the following quotations.
  - Write a paraphrase of each quotation.
  - Say whether you agree or not, and why.
  - 1) The great thing about social media was how it gave a voice to voiceless people. (*Jon Ronson*)
  - 2) It doesn't matter whether it's true, only that it's believable. (*Steve Shahbazian*)
  - 3) It takes discipline not to let social media steal your time. (*Alexis Ohanian*)
  - 4) Tweet others the way you want to be tweeted. (*Germany Kent*)
  - 5) Whoever controls the media, controls the mind. (*Jim Morrison*)
  
4. Which quotation from ex. 3 do you like best? Why?

## WRAP-UP

1. Evaluate: what can you remember from this unit? Fill in the table.

Vocabulary I practised	Concepts I learned	Ideas I liked

2. Compare your answers with a partner.

## UNIT 7. ICT Literacy



### *7a: Information and Communications Technology Skills*

#### **WARMING-UP**

1. What comes to your mind when you hear the term “ICT Literacy”?
2. Fill in the table with your own ideas. Share with your partner.

What I already know about ICT Literacy	What I would like to learn about ICT Literacy
1)	1)
2)	2)
3)	3)
4)	4)
5)	5)

#### **READING AND VOCABULARY**

1. Read the article (adapted from *Doyle, A., 2020*) and answer the question.
  - 1) What does *Information and Communication Technology* mean?
  - 2) What actions can a person with ICT skills perform?
  - 3) Why is it important to have ICT skills in the modern world?
  - 4) What types of ICT skills are there?
  - 5) How can a person practise their ICT skills?

## *Information and Communications Technology Skills*

### **What Is Information and Communication Technology (ICT)?**

Even though technology has increased how organizations can be more productive, many offices still waste time and resources. As such, employers need more staff members that already understand the full potential of communication technology software.

Information and communications technology (ICT) skills refer to one's ability to converse with people through various technologies. Similar to information technology (IT), ICT refers to technology use for regular, everyday tasks: sending an email, making a video call, searching the internet, using a tablet or mobile phone, and more.

Ironically, ICT skills could also include the ability to use older communication technologies such as telephones, radios, and televisions. Typically, ICT experts are called upon to integrate old communication technology with the new technology. Almost every job requires some ICT skills, and many require hybrid skills, a skill set that is a mix of technical and non-technical skills.

### **Types of ICT Skills**

#### 1) Email Management and Setup

Being able to effectively and successfully communicate via email is critical to any job. You will need to send emails to colleagues, employers, clients, vendors, and so on. Companies expect their employees to write professional and well-written emails, as well as respond promptly to messages received in their inboxes.

Depending on the level of expertise required by your employer, you may also need to be able to manage settings or set up email accounts on various work devices (e.g., MS Outlook, Gmail and G-Suite, SendinBlue Email, Groove, Front)

#### 2) Online Research

Almost every job requires at least some online research. Whether you are looking up new lesson plans in a subject or checking out the latest news on your company's competitor, you need to be able to sift through all the information online to find what you need. This involves basic online information management skills. (e.g., Search Engine Research, Checking Sources, Crediting Sources, FAQs, Online Forums)

#### 3) Social Media Management

Some jobs require you to use social media. For example, many people working in marketing tend to manage or update a company's social media presence. Even if this is not a critical part of your job, employers increasingly look for employees with basic social media literacy. The more you know about the benefits of and limits to social media, the more you can begin to use that media in valuable ways at work. (e.g., Facebook, LinkedIn, Pinterest, Instagram, YouTube, Twitter, Reddit)

#### 4) Online Collaboration

Online collaboration is a broad category that refers to any means of sharing information with your coworkers (or supervisors, or clients) online. This includes adding a meeting to a shared online calendar, providing feedback on a document through a web-based document application, and holding an online video conference with colleagues (e.g., Video Conferencing Software, Skype, GoToMeeting, Instant Messaging, Google Docs, File Sharing, DropBox Pro, Slack, Google Hangouts)

#### 5) Data Management and Queries

From researchers to administrative assistants to K-12 teachers, almost everyone needs to be able to develop and manage data using spreadsheets. Furthermore, they have to be able to analyze that data and recognize trends and patterns. Fluency in programs like Microsoft Excel is critical in today's job market (e.g., MS Excel, Filters, SQL)

#### 6) Desktop Publishing

Desktop publishing involves the creation of materials that need to be printed and distributed. These might include fliers, brochures, newsletters, and more. Because you can create so much using desktop publishing software, many jobs require you to have some basic skills in this field. While people with a creative, artistic eye might be particularly good at desktop publishing, anyone can get better with practice (e.g., MS Publisher, MS PowerPoint, MS Word, Print Settings, Adobe Creative Suite)

#### 7) Word Processing

In this day and age, it is expected that job candidates know how to use word processing technology. Candidates need to be able to produce written documents (including business letters, meeting minutes, and more) using a computer processor such as Microsoft Word (e.g., MS Word, Libre Office Writer, Transcription, Typing, Note Taking)

### **How to Practice Your ICT Skills**

Do you feel that your ICT skills are not as good as you want them to be? Is there a particular skill you are struggling with? Here are some tips to boost your skills and get ready for the job market:

- 1) Practice using technology. If you already have some of the basic skills listed above, you might consider simply using them more often. For example, if you want to get better at using Skype before an interview, simply practice using the video conferencing technology. Ask a friend to pretend to be the interviewer, and do a mock online interview. The more you practice, the more confident you will feel when you use this technology when it counts for the job.

- 2) Ask a friend. You could also ask a friend who is more skilled in a particular technology to help you develop your skills. For example, if you aren't comfortable using your smartphone, ask someone you know for some basic tips.
- 3) Watch a (free) tutorial. There are many free online tutorials on how to use certain technologies. Some of these are on YouTube or can be found via a quick Google search. Others can be found on company sites. For example, check out Microsoft's tutorials and PDFs with tips for using certain products.
- 4) Attend a (free) class. Check with your local community college or public library to see if they offer classes on computer literacy or ICT skills. Many of these are free or available at a discount for local residents. However, before you spend money on a class, try some of the free strategies first.

2. Find the missing words in the article.

- 1) the full \_\_\_\_\_ of communication technology software
- 2) to \_\_\_\_\_ with people through various technologies
- 3) to respond \_\_\_\_\_ to messages
- 4) to \_\_\_\_\_ through all the information online
- 5) to know about the \_\_\_\_\_ of and limits to social media
- 6) to hold an online video \_\_\_\_\_ with colleagues
- 7) to develop and manage data using \_\_\_\_\_
- 8) desktop publishing involves the \_\_\_\_\_ of materials
- 9) to know how to use word \_\_\_\_\_ technology
- 10) to \_\_\_\_\_ your skills

3. Explain the meaning of the collocations from ex. 2.

4. Summarise the article using the collocations from ex. 2

## **SPEAKING**

1. Reflect on your personal experience and discuss with a partner.
  - 1) What types of ICT skills do you already have?
  - 2) What programmes do you use to
    - send emails?
    - do online search?
    - connect with others on social media?
    - collaborate with group-mates?
    - manage data?
    - make presentations?
    - produce written documents?
  - 3) What types of ICT skills do you lack? How can you learn these?
  - 4) What are the best ways for you to practise your ICT skills?
  - 5) How has the COVID-19 pandemic changed your ICT skills?

2. Digital security is one of the most topical issues nowadays. Do the quiz (*adapted from ProProfs, n.d.-b*) to check how safe your digital behaviour is. Select the single best answer to each question and discuss your answers with a partner. Do you have the same answers?

### Basic Internet Safety Quiz

- 1) Who can you trust online?
  - a) Someone you've spent a lot of time with in a chatroom.
  - b) Someone you know well offline.
  - c) Someone interested in you life and activities.
  - d) Someone who knows your other cyber friends
- 2) Which of the following personal information is okay to put online?
  - a) Your full name
  - b) Your school
  - c) Your favorite food
  - d) Your birthdate
  - e) None of the above
- 3) What is cyberbullying?
  - a) Bullying on the playground, bus stop or public place.
  - b) Bullying through emails, IM, websites, cell phone, etc.
  - c) Physically hurting some who cannot stand up for themselves.
  - d) Being nice to someone.
- 4) Which is the best way to protect yourself when on Facebook?
  - a) Be careful what you post online.
  - b) On post lies about yourself.
  - c) Use the privacy settings.
  - d) Don't post pictures.
- 5) What is SPAM?
  - a) An advertisement.
  - b) Unwanted email.
  - c) An invitation to join the "Special People And Members" club.
  - d) Cyberbullying
- 6) Which of the following probably gives the most accurate data about atoms?
  - a) [www.information.com](http://www.information.com)
  - b) [www.wextoncollege.edu/science/atoms](http://www.wextoncollege.edu/science/atoms)
  - c) [www.wikipedia.com](http://www.wikipedia.com)
  - d) [www.rassamuniversity.edu/~thomas](http://www.rassamuniversity.edu/~thomas)
- 7) Which of the following would provide the strongest password?
  - a) Your birthdate
  - b) A mix of letters, numbers or symbols.
  - c) Your pet's name
  - d) Your screen name

- 8) What is "grooming"?
- a) When someone buys you personal care products.
  - b) When your dog licks your face.
  - c) When someone tries to become your friend online.
  - d) When someone threatens you online.
- 9) What per cent of teenagers report they have been contacted by a potential predator?
- a) 10
  - b) 20
  - c) 30
  - d) 40
  - e) 50
- 10) If you or someone else posts something about you online, it will probably go away:
- a) When you delete it.
  - b) When someone else deletes it.
  - c) In 6 months
  - d) In one year
  - e) Never
- 11) What is "flaming"?
- a) When your computer overheats.
  - b) Sending mean, nasty, and insulting messages to others on line.
  - c) Online fights using electronic messaging.
  - d) Pretending to be someone else online.
- 12) Who are the most likely targets of on line predators?
- a) Teenage boys
  - b) Teenage girls
  - c) Pre teen boys
  - d) Pre teen girls
- 13) Your parents (or you) have received an email from their (your) bank saying there is a problem with their (your) account. Instructions say to click on the link in the email, enter their (your) username and password to solve the problem. This is an example of:
- a) Good banking relations
  - b) SPAM
  - c) Phishing
  - d) Cyberbullying
- 14) How should you stop communicating with someone online?  
Tick all the apply.
- a) The person asks for personal information.
  - b) The person asks to meet in person.
  - c) The person asks you to keep secrets.
  - d) The person asks you who your favorite musician is.
  - e) The person sends you inappropriate pictures or messages

- 15) All of the following are things to do about a cyberbully EXCEPT:
- a) Talk to a trusted adult.
  - b) Respond the bully and make threats.
  - c) Save the bully's messages.
  - d) Don't respond.
- 16) What things should you look for on a website to determine if the data is appropriate or accurate?
- a) Contributor or author's name.
  - b) Date when data was updated.
  - c) Email address
  - d) All of the above.
- 17) Birthday, school name, full name, phone number are all examples of:
- a) Too much online personal information.
  - b) Good profile data.
  - c) Fun facts to share while chatting
  - d) None of the above
- 18) It is okay to download a single copy of copyright material for own use.
- a) True
  - b) False
- 19) What are Proper Rules for the Internet called?
- a) Proper Rules for the Internet
  - b) Internet Politeness
  - c) Netiquette
  - d) None of the above
- 20) Facebook, Instagram, Twitter are examples of:
- a) SPAM
  - b) Social Networking
  - c) Cyberbullying
  - d) Online predator havens
- 21) If you are in a gaming room and someone that you do not know asks you about personal information, what do you do?
- a) Tell them just a little bit about yourself.
  - b) Don't ever give out any personal information.
  - c) Tell them everything they want to know.
  - d) Don't trust what people say on the internet.
  - e) Both B and D
- 22) If you feel uncomfortable in any chat room, find something "a little weird" on Facebook, or just think something is wrong you should...
- a) Delete your page immediately.
  - b) Tell your parents.
  - c) Tell the person who offended you to leave you alone.
  - d) Do nothing.
  - e) A, B, and C

- 23) What should you eliminate from photos that you post on-line?
- Any recognizable landmarks.
  - Nudity.
  - Faces of others in photo.
  - Any illegal activities.
  - All of the above
- 24) What do you do if someone keeps bothering you on-line?
- Tell your parents.
  - Tell local law enforcement
  - Tell your friends.
  - Tell them to leave you alone, again, and print out the attempts to contact.
  - All of the above
- 25) A "boy/girl" contacts you through a chat board. He/she is exactly your age, likes the same things as you, likes the same music you do. After a few weeks of chatting, he/she asks you to meet him/her. What do you do?
- Shouldn't have started the chatting in the first place.
  - Tell him/her yes, and set a date to meet at your house or his/hers.
  - Don't trust anything anyone says on the internet. They could be lying about who they are.
  - Keep chatting to learn more about them.
  - Only A and C
3. Discuss the following statements. Say whether you agree or not and why.
- ICT skills are about understanding and applying computer programmes.
  - ICT tools used in education assist students to learn more effectively.
  - There are more negative than positive effects on learning outcomes when studying with ICT.
  - ICT is pivotal in the existing social order.
  - The better your ICT skills are, the higher salary you get.

## WRAP-UP

1. Evaluate: what can you remember from this unit? Fill in the table.

Vocabulary I practised	Concepts I learned	Ideas I liked

2. Compare your answers with a partner.

## 7b: The Essential Elements of Digital Literacies

### WARMING-UP

1. You are going to watch a TED talk “The Essential Elements of Digital Literacies” by Doug Belshaw. Read the information about the talk and discuss: what do you expect to learn from the video?

*Modern literacy comprises a set of capacities that ultimately bring to ‘digesting’ inputs and re-elaborating them: we are consuming informative material in every form. The difference is in how you remix things and how much you are able to impact on the world. Educator and researcher Doug Belshaw discusses his digital literacy (or rather digital literacies) framework.*

2. What do you think the essential elements of digital literacies are?

### LISTENING AND VOCABULARY

1. Watch the video (<https://ed.ted.com/on/fk5onuUB>) and answer the questions.
  - 1) What is digital literacy?
  - 2) Why does the speaker suggest using the term *digital literacy* in plural?
  - 3) What are the eight essential elements of digital literacies?
  - 4) What lies at the heart of all those elements? Why?
  - 5) What does the speaker mean by saying “we need to encourage people to remix stuff”?
2. Watch the video again and fill in the missing words.
  - 1) pre-literate \_\_\_\_\_ and gestures involved
  - 2) there is a \_\_\_\_\_ to getting started in the digital world
  - 3) to move \_\_\_\_\_ elegant consumption
  - 4) memes are like genes: they go \_\_\_\_\_
  - 5) digital literacy is a \_\_\_\_\_, it’s not a threshold
  - 6) to insist on the \_\_\_\_\_ ordering of skills
  - 7) to get the \_\_\_\_\_ motivation to develop digital skills
  - 8) we need some kind of \_\_\_\_\_ to hang our ideas on
  - 9) these things can be used seriously and for real \_\_\_\_\_ good
  - 10) memes \_\_\_\_\_ ideas, make them stick in your imagination
3. Explain the meaning of the collocations from ex. 2.
4. Summarise the video using the collocations from ex. 2

## SPEAKING

1. Match the ways to develop an element of digital literacies with its title.  
What are the important points of each digital literacy?

cognitive	To develop this element, I will use digital technologies to create new things which have value to myself and others.
constructive	I need to become aware of the power structures and assumptions behind different digital tools and practices. I also need to develop an understanding of online security, identity and data management in my own literacy practices.
communicative	I need to make use of digital technologies in order to prepare myself to participate as fully as possible in society.
civic	I need to assess and review my own competence with digital technologies, manage my own digital personal learning environment, and develop a community of practice to help me progress my skills and attributes.
critical	I need to understand the importance of networks and communication and the important role they play in developing my digital literacy.
creative	I need to be able to move easily between different digital environments and use learning technologies in a variety of different contexts. I am also aware of the norms, values and codes that are specific to my subject and how these might impact on my use of learning technologies.
confident	I will develop this element by engaging with a wide range of operating systems, platforms, devices and software and looking for developmental and training opportunities that expose me to these tools.
cultural	To develop this element, I need to understand and demonstrate how to take existing resources and content and re-use / remix it to create something new that benefits my learning.

2. Brainstorm in a group of 4 examples of these elements of digital literacies from your everyday lives.

3. Reflect on your own experience and discuss with your partner.  
To what extent do you agree with the following statements? (1 – absolutely disagree, 2 – disagree, 3 – don't know, 4 – agree, 5 – absolutely agree)
  - 1) I am comfortable using ICT in my university classes.
  - 2) Getting information from ICT is better than using printed materials.
  - 3) ICT allows me to learn more in the time I have for studies.
  - 4) I use ICT to create my own digital learning resources.
  - 5) I would like to use ICT more in language learning.
  
4. Discuss the following quotations.
  - Write a paraphrase of each quotation.
  - Say whether you agree or not, and why.
  - 1) I do not fear computers. I fear lack of them. (*Isaac Asimov*)
  - 2) It has become appallingly obvious that our technology has exceeded our humanity. (*Albert Einstein*)
  - 3) The technology you use impresses no one. The experience you create with it is everything. (*Sean Gerety*)
  - 4) I have not failed. I've just found 10,000 ways that won't work. (*Thomas Edison*)
  - 5) The advance of technology is based on making it fit in so that you don't really even notice it, so it's part of everyday life. (*Bill Gates*)
  
5. Which quotation from ex. 4 do you like best? Why?

## WRAP-UP

1. Evaluate: what can you remember from this unit? Fill in the table.

Vocabulary I practised	Concepts I learned	Ideas I liked

2. Compare your answers with a partner.

## Module II: Projects

1. Choose one of the topics from the list below and give a group presentation:

- 1) The change of learning in a growing information landscape.
- 2) Information literacy and leadership.
- 3) Information literacy competencies for higher education.
- 4) Media literacy and its effects on individuals and society.
- 5) Academic achievement and media literacy.
- 6) Media literacy in the 20th and 21st century.
- 7) Digital literacy: a powerful tool for educational change.
- 8) Digital literacy vs information literacy.
- 9) Lifelong learning and digital literacy.

2. Reflection on the project (after giving a group presentation):

- What are 3 things in which we succeeded?

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- What are 3 things we could have done better?

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- What are the strategies to perform better next time?

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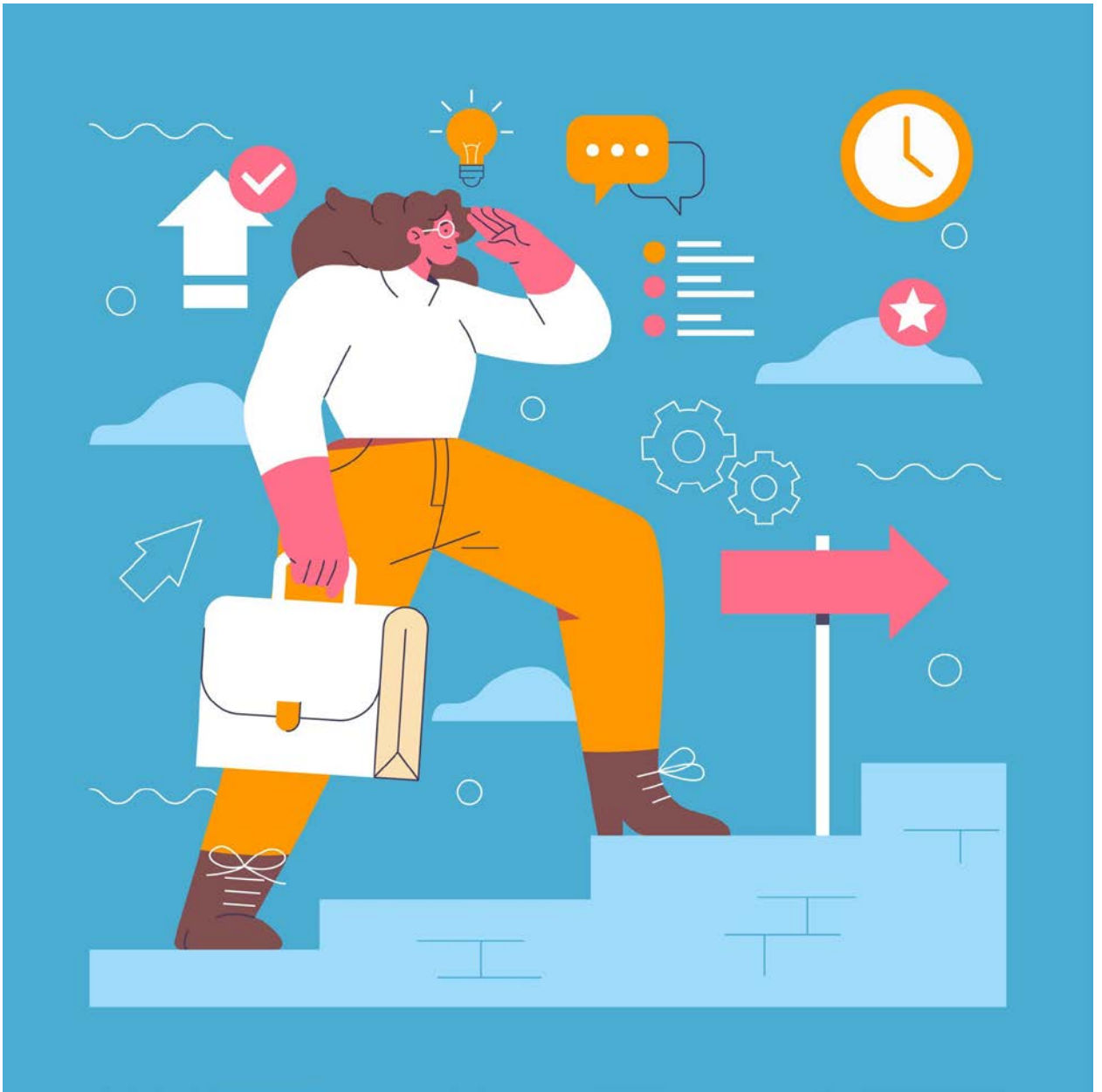
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## MODULE III: LIFE AND CAREER SKILLS



## UNIT 8. Flexibility and Adaptability



### *8a: The Skills That Equip You for Any Challenge*

#### WARMING-UP

1. How are the concepts of flexibility and adaptability connected to what you see in the picture? Explain your answer.
2. Fill in the table with your own ideas. Share with your partner.

What I already know about flexibility and adaptability	What I would like to learn about flexibility and adaptability
1)	1)
2)	2)
3)	3)
4)	4)
5)	5)

#### READING AND VOCABULARY

1. Read the article (adapted from *Lewis, A., 2023*) and answer the question.
  - 1) What do employers mean when they seek adaptability and flexibility in their graduate hires?
  - 2) How do employers define adaptability and flexibility in practice?
  - 3) Which jobs and professions value flexibility and adaptability?
  - 4) How do recruiters normally judge adaptability and flexibility in the application stage and at a job interview?
  - 5) What are some of the ways to develop your flexibility and adaptability as a student?

## *Adaptability and flexibility: the skills that equip you for any challenge*

Any employer you can think of will seek flexible and adaptable employees, and a requirement for you to be flexible may be stated explicitly on a graduate job advert. For example, it may say that you need to be geographically mobile or relocate during the graduate programme – or it may include a catch-all phrase such as ‘to carry out any reasonable additional duties’ when describing the remit of the role. However, the requirement for you to take an adaptable approach to work may merely be implied. If the person specification includes any of the following phrases, it is a clue that being adaptable will be a marked advantage:

- responds positively to change
- a ‘can do’ attitude and approach
- driven by new challenges
- using your initiative.

If the employer seeks ambitious or highly motivated candidates, read this as ‘recruiter code’ for wanting candidates to stay longer at work if circumstances demand it (such as an urgent deadline).

### **How employers define adaptability and flexibility in practice**

Here are some examples of how you may need to be flexible in your graduate job:

- adapting to and working around any unexpected changes of circumstances or workload – this could be an unexpected problem, the input of new information, a change in business priorities or a change in brief from a client;
- modifying a planned course of action in response to new information or new circumstances;
- changing the communication style used with (for example) a colleague or client to achieve the best results;
- taking on additional roles outside of core duties in order to help out a colleague or to aid the business in achieving an objective;
- (sometimes) the willingness to undertake long hours, to stay longer if a client or the job requires it, and / or to pick up extra hours or change shifts at short notice;
- (sometimes) the willingness to relocate or travel to different locations for the job;
- (for employers offering rotational graduate programmes) the willingness and / or appetite to try out different roles and teams – even ones that don’t initially appeal.

Being able to take a flexible approach to work situations is also essential for good leadership and managing ambiguity.

### **Jobs and professions that particularly value adaptability and flexibility**

All professionals will benefit from having a degree of flexibility and adaptability, but it is particularly prized in some professions and workplaces.

- Flexibility and adaptability are a necessity in such careers as investment banking and commercial law, due to the expected long hours and the requirement to provide a high level of customer service to clients. There may as well be an expectation for you to ‘drop everything’ on behalf of a client in other jobs, such as property and management consulting.
- HR professionals will need to change their communication styles and use a range of different approaches and arguments when providing advice to employees.
- Teachers will need to adapt their teaching methods according to the learning needs of their students.
- Working in certain healthcare roles, such as being a junior doctor in the NHS, often require a commitment to the job above and beyond other professions.
- If you work at a smaller employer or at a start-up, there may be more of an expectation for you to be flexible in terms of the tasks that you take on: job descriptions tend to be more fluid and people tend to ‘pitch in’ to get things done.

### **How recruiters gauge flexibility and adaptability in the application stage**

How recruiters judge your adaptability and flexibility will in part depend on how they define it and what element of flexibility they place most importance on. For example, during the online application stage, they may assess your ability to modify a planned course of action through a situational judgement test or in-tray / e-tray exercise – but they might estimate your ability to cope with unpredictable hours by reviewing your CV to see if you fitted in part-time work and extracurricular activities around studying.

### **Interview questions that test your adaptability and flexibility**

In an interview, your flexibility and adaptability could be gauged by a range of different questions. If the role or sector requires a great deal of flexibility in terms of working hours or in decision making, you are likely to be asked what you know about the job, in part to see if your expectations are realistic. For example:

- Please explain what you’ll be doing day-to-day.
- What do you think the biggest challenge of the job will be?

If the role involves frequently changing strategies and plans in view of changing circumstances or the requirement to think on your feet, you could be asked a direct question about a time when you’ve done this. For example:

- Describe a time when something didn’t work out as you had planned. What did you do and what did you learn from it?
- Tell me about a time when you had to change your priorities or planned course of action because of an unexpected event.

Alternatively, you might be asked a more general question about how you have overcome a problem or obstacle:

- What has been the hardest challenge you have faced and how did you overcome it?
- Tell us about a time when you took several attempts to solve a problem.

### **How to develop your flexibility and adaptability as a student**

Being able to adapt to and thrive in different and changing situations is more an approach to life than a skill. However, there are ways for you to cultivate it.

- Become an expert at managing your time. It may seem counterintuitive but to be sufficiently flexible to accommodate changing circumstances or to help out a colleague, you need to be sufficiently 'on it' with regards to your own workload.
- Build your resilience and enhance your emotional intelligence. People with higher levels of resilience and emotional intelligence are often better at coping with change.
- Fit in a part-time job alongside your studies, particularly if it involves irregular shifts or undertake an internship that has a leadership or management focus and / or is in a fast-moving sector. This should give you a gentle introduction to a working environment in which a flexible approach is essential and it will also give you the opportunity to observe the ways in which experienced professionals handle their workloads.
- Put yourself in unfamiliar situations, such as going travelling on a gap year or exploring a new interest or hobby. Being in new situations often require you to let go of preconceived plans.

2. Find the missing words in the article.

- 1) a \_\_\_\_\_ for you to be flexible may be stated explicitly
- 2) to take an \_\_\_\_\_ approach to work
- 3) work around any unexpected changes of \_\_\_\_\_ or workload
- 4) the willingness to \_\_\_\_\_ long hours
- 5) to estimate your ability to cope with \_\_\_\_\_ hours
- 6) to \_\_\_\_\_ a challenge
- 7) to \_\_\_\_\_ in different and changing situations
- 8) to build your \_\_\_\_\_
- 9) to \_\_\_\_\_ your emotional intelligence
- 10) to \_\_\_\_\_ workloads

3. Explain the meaning of the collocations from ex. 2.

4. Summarise the article using the collocations from ex. 2

## SPEAKING

1. Reflect on your personal experience and share with a partner.
  - 1) Think about your future profession. Is it listed in the article among professions and workplaces where flexibility and adaptability are particularly prized? Why? / Why not?
  - 2) Which of the examples of how you may need to be flexible in your graduate job do you find the most challenging to adapt to? Why?
  - 3) Which of the ways to cultivate flexibility and adaptability do you find the most appealing? Why?
  - 4) How can you improve your adaptability?
  - 5) Why are flexibility and adaptability important skills in the 21<sup>st</sup> century?
2. People with adaptability skills are never discouraged by failure; for them, failure is just a part of learning. Discuss in pairs how the following skills can help you strengthen your adaptability:
  - 1) Research
  - 2) Continuous Improvement
  - 3) Attention to Detail
  - 4) Observation
  - 5) Memory
3. Are you an adaptable and flexible person? Why do you think so? Answer the following questions and discuss with a partner.
  - 1) Have you ever been frustrated by change?
  - 2) How do you adjust to changes that you have no control over?
  - 3) What are the greatest challenges you face when starting a new course?
  - 4) How do you approach a new and unfamiliar task?
  - 5) How do you adjust your work style when working in a team?

## WRAP-UP

1. Evaluate: what can you remember from this unit? Fill in the table.

Vocabulary I practised	Concepts I learned	Ideas I liked

2. Compare your answers with a partner.

## 8b: Thriving In a Changing World

### WARMING-UP

1. You are going to watch a TED Talk Lesson “3 ways to measure your adaptability – and how to improve it” by Natalie Fratto. Read the information about the video and discuss: what do you expect to learn from the video?

*When venture investor Natalie Fratto is determining which start-up founder to support, she doesn't just look for intelligence or charisma; she looks for adaptability. In this insightful talk, Fratto shares three ways to measure your “adaptability quotient – and shows why your ability to respond to change really matters.*

2. Can you think of at least one way to measure adaptability?

### LISTENING AND VOCABULARY

1. Watch the video (<https://ed.ted.com/lessons/3-ways-to-measure-your-adaptability-and-how-to-improve-it-natalie-fratto#watch>) and answer the questions.
  - 1) What does adaptability mean?
  - 2) Why is adaptability especially important for us in our current society?
  - 3) What is the difference between exploration and exploitation?
  - 4) What are the three ways to measure adaptability?
  - 5) Is adaptability fixed? Why?
2. Watch the video again and fill in the missing words.
  - 1) to make a quick \_\_\_\_\_ about which ones have the potential
  - 2) to build teams and build \_\_\_\_\_ across customers and clients
  - 3) how well a person reacts to the \_\_\_\_\_ of change
  - 4) to be forced to \_\_\_\_\_ with more change
  - 5) to picture multiple possible \_\_\_\_\_ of the future
  - 6) to challenge what they \_\_\_\_\_ to already know
  - 7) to have the \_\_\_\_\_ to improve it
  - 8) to infuse \_\_\_\_\_ into their life and their business
  - 9) previous success became the \_\_\_\_\_ of one's adaptability potential
  - 10) don't get \_\_\_\_\_ if it takes a while
3. Explain the meaning of the collocations from ex. 2.
4. Summarise the video using the collocations from ex. 2

## SPEAKING

1. Reflect on your studies at university. Discuss with a partner.
  - 1) Why do flexibility and adaptability in education matter?
  - 2) Why is being adaptable important for university students?
  - 3) In what ways can students develop their adaptability in education?
  - 4) Why is being flexible important for university students?
  - 5) In what ways can students develop their flexibility in education?
2. Think and discuss the following statements. Do you agree or not?
  - 1) Most of us don't enjoy change.
  - 2) It's important to have learning objectives, but being able to adjust or modify goals, or find new paths toward goals is more important.
  - 3) Students continually learn from their experiences by reflecting on their current circumstances and the outcomes of their experiences.
  - 4) Each student has differing levels of comfort with change based on their earlier experiences.
  - 5) A student with the qualities of adaptability and flexibility will be able to acclimate to new situations and challenges.
3. Discuss the following quotations.
  - Write a paraphrase of each quotation.
  - Say whether you agree or not, and why.
  - 1) It is not the strongest of species that survives, nor the most intelligent. It is the one that is most adaptable to change. (*Charles Darwin*)
  - 2) The measure of intelligence is the ability to change. (*Albert Einstein*)
  - 3) To adapt is to move ahead. (*Byron Pulsifer*)
  - 4) Be flexible, but stick to your principles. (*Eleanor Roosevelt*)
  - 5) We are stubborn on vision. We are flexible on details. (*Jeff Bezos*)
4. Which quotation from ex. 3 do you like best? Why?

## WRAP-UP

1. Evaluate: what can you remember from this unit? Fill in the table.

Vocabulary I practised	Concepts I learned	Ideas I liked

2. Compare your answers with a partner.

## UNIT 9. Initiative and Self-Direction



### *9a: 20 Steps Towards More Self-Directed Learning*

#### WARMING-UP

1. What do initiative and self-direction mean for you?
2. Fill in the table with your own ideas. Share with your partner.

What I already know about initiative and self-direction	What I would like to learn about initiative and self-direction
1)	1)
2)	2)
3)	3)
4)	4)
5)	5)

#### READING AND VOCABULARY

1. Read the article (adapted from *Open Colleges, 2015*) and answer the question.
  - 1) What does *self-directed learning* mean?
  - 2) Why is self-directed learning an essential skill nowadays?
  - 3) What makes self-directed learning effective?
  - 4) Why hasn't everyone adopted self-directed learning?
  - 5) What are some of the ways to pursue more self-directed learning?

## *20 Steps Towards More Self-Directed Learning*

Growing up on Chicago's South Side, Tiffany Mikell had little choice *but* to become a self-directed learner. As a poor student with few opportunities handed to her, she figured out at an early age that the things she learned from her teachers wouldn't be enough to help change her situation – and the situation of those around her – for the better. Mikell and her sisters created reading lists and visited the library weekly, as well as local museums on all the free days. They sacrificed new clothes in exchange for piano lessons and had family discussions about the importance of economic development in their community. If something wasn't taught in a course, they figured out a way to obtain the knowledge through community-building and project-based learning.

“Very early in life, we became aware of the skills and talents we had that we could use to either earn a small income or improve conditions in our neighborhood,” she says, writing for Dale Stephens' Uncollege blog. “I'm a firm believer (and living proof) that affluence does not determine your level of intelligence or your capacity for learning.” She quickly discovered that she could use her own “customised education” to solve problems that she truly cared about, which is what self-directed learning is really about.

Self-directed learning “describes a process by which individuals take the initiative, with or without the assistance of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, and evaluating learning outcomes.” It's an especially important concept in today's educational climate, where MOOCs and other supplemental learning tools abound. Before long, we'll be earning digital badges instead of degrees, and when this happens, self-directed learning will be a critical skill possessed by any student who hopes to succeed.

The idea of self-directed learning is quite simple: students should be encouraged to do more independent work. Early autodidacts like Leonardo da Vinci may have been societal outliers during their time, but the Industrial Revolution created more opportunities for people to pursue advanced academic careers and drive their own learning. What we're seeing now, in the 21st century, is a widespread acceptance of DIY methods of education. The traditional model no longer yields the results it once did, and many of today's graduates are left high and dry without jobs or – perhaps worse – any real interest in learning.

One of the most recent trends in education is that learning environments should cater towards students' individual needs, goals, and interests. This model adopts the idea of inquiry-based learning, where students are presented with scenarios to identify their own research, questions, and knowledge on a particular topic. At the most successful institutions, students are now being provided with opportunities to “experience and interact” with knowledge, just as da Vinci did, making learning enjoyable and natural.

### **What makes self-directed learning effective?**

According to the Association for Psychological Science, much of the success of the self-directed learning method can be attributed to the cognitive advantages associated with it. In an article published in *Perspectives on Psychological Science*, a journal of the Association for Psychological Science, researchers Todd Gureckis and Douglas Markant of New York University found that cognitive psychology offers several explanations for the advantages of self-directed learning. For example, self-directed learning “helps us optimise our educational experience, allowing us to focus effort on useful information that we don’t already possess and exposing us to information that we don’t have access to through passive observation.” The active nature of self-directed learning also helps us in encoding information and retaining it over time.

But we’re not always optimal self-directed learners, Gureckis and Markant point out. “The many cognitive biases and heuristics that we rely on to help us make decisions can also influence what information we pay attention to and, ultimately, learn.”

The researchers note that computational models commonly used in machine learning research can provide a framework for studying how people evaluate different sources of information and decide about the information they seek out and attend to. Work in machine learning can also help identify the benefits – and weaknesses – of independent exploration and the situations in which such exploration will confer the greatest benefit for learners.

Drawing together research from cognitive and computational perspectives will provide researchers with a better understanding of the processes that underlie self-directed learning and can help bridge the gap between basic cognitive research and applied educational research. Gureckis and Markant hope that this integration will help researchers to develop assistive training methods that can be used to tailor learning experiences that account for the specific demands of the situation and characteristics of the individual learner.

### **Why hasn’t everyone adopted it?**

If it’s been proven so effective, why isn’t every institution preaching self-directed learning? Jennifer Haynes, Brisbane Independent School, says that when she started teaching in the 1990’s, it was the latest buzzword. “Now most schools do not even discuss it anymore,” she says. “The great idea was abandoned.” So what happened?

Rodney Skager, a UNESCO researcher, wrote a range of seminal research papers in the 1980s about the importance of SDL. In his book “Organising Schools to Encourage Self Direction in Learners” he stated that whole school change was an imperative to creating SDL. His research showed that only a very rare type of learner, the introspective extravert, was capable of demonstrating the necessary skill set to actively engage in Self Direction: every other type of learner needed to be explicitly taught. Furthermore, schools needed to change in order to increase the opportunities for students to control their own learning through new experiences, a chance to question, to be autonomous, to reflect on their own learning and to

search for answers. Later research by authors such as Westwood (1997) and Van Deur and Murray-Harvey (2005) have continued in the same vein as Skager. Decades of research have confirmed that self-directed learning must be explicitly taught and requires time for depth of learning and reflection.

### **How to pursue more self-directed learning**

Now that we've covered some of the background and benefits associated with self-directed learning, let's look at some of the steps we can take to achieve it. Below are 20 ways to put yourself first when it comes to your education.

1. **Identify your learning goals.** You can't achieve what you haven't envisioned. Identifying what you want to learn is the first step of the process.
2. **Question the significance of things.** Make a habit of not taking things at face value and you'll start to ask questions because you actually care about the answer.
3. **Seek out interesting challenges.** Who says challenges are unpleasant by definition? Identify a problem you care about and reward yourself by solving it. That's what genuine learning is all about.
4. **Monitor your own learning process.** Learning is much more enjoyable when you've set your own standards. Whether you receive the grade you want or not, try to measure your progress against your own personal learning goals.
5. **Understand your own approach.** Many of us assume we know our own learning style and preferences, but do we really? Take a moment to consider what format or medium helps you learn best.
6. **Use game-based motivation strategies.** Reward systems can work wonders when it comes to self-directed learning. Give yourself fun reasons to challenge yourself and work hard.
7. **Start with background on a topic.** Get to know your topic by reading the Wiki page on it first. It's important to have context before you dive into details.
8. **Cultivate intrinsic motivation.** Intrinsic motivation doesn't come naturally to everyone, but it can be learned. Help yourself enjoy learning more by collecting interesting facts or planning to share your knowledge with other people.
9. **Share your learning with peers and mentors.** Knowing you are going to share what you've learned with someone else can make a huge difference when it comes to learning. Your attention and memory both receive a boost when you picture yourself relaying new material to another person.

10. **Create something out of what you've learned.** Make a habit of creating something – a diagram, a song, a journal entry – with the new material you've learned. Not only will it help solidify the material in your long-term memory, but it will also help you look forward to future learning endeavors.
11. **Build your own personal learning syllabus.** Have you ever looked at a syllabus from a course and wished you had more of a say in it? Now's your chance. Learn what you want, when you want, how you want.
12. **Use time (or lack thereof) to your advantage.** We're all busy, but sometimes this can be an advantage. Take the thirty minutes you have during your lunch hour or post-work session at the gym to complete a "unit" on a topic of interest.
13. **Pursue knowledge, not good grades.** It's hard to ignore grades when they seem to mean so much to university admissions staff. But it's important to keep in mind that they aren't the end-all-be-all. Grades don't always reflect what you've learned, and that's what counts.
14. **Create your own personal learning record.** There are so many great tools out there to help you document your learning. Have some fun with a digital learning portfolio – especially ten years down the road when you're going through your old notes and projects!
15. **Verbalise your achievements.** It's one thing to know what you've learned; it's quite another to make it known. Verbalising your achievements can be extremely rewarding, and can help you reflect on what you think you've learned vs. what you've actually learned.
16. **Make a list of topics "to master."** Creating a list of topics to master is almost as fun as crossing them off. Remember to make concrete, easily-achievable goals as well as more general, overarching ones.
17. **Practise using what you've learned.** We all value knowledge we can actually use. Sometimes we need to make an effort to use it, though. Create your own opportunities to use your knowledge and you'll find the results very rewarding.
18. **Value progress over performance.** We never stop learning, and that's one of the many reasons why self-directed learning can be so enjoyable. Countless topics, questions, and problems means countless opportunities to feel stimulated and accomplished.
19. **Keep your goals realistic.** One of the major killjoys of self-directed learning is created not by the "system" but by ourselves: unrealistic goals. It's easy to get discouraged when we don't achieve what we want to. Try to keep things in perspective and create goals you can achieve.
20. **Build a network of "learning colleagues."** We are collaborative learners by nature. Take advantage of online and in-person communities that will support you through your learning journey.

2. Find the missing words in the article.
  - 1) affluence does not \_\_\_\_\_ your level of intelligence
  - 2) to be \_\_\_\_\_ to do more independent work
  - 3) to \_\_\_\_\_ towards students' individual needs, goals, and interests
  - 4) several \_\_\_\_\_ for the advantages of self-directed learning
  - 5) to require time for depth of learning and \_\_\_\_\_
  - 6) to \_\_\_\_\_ your own standards
  - 7) to \_\_\_\_\_ your knowledge with other people.
  - 8) to look forward to future learning \_\_\_\_\_
  - 9) to make \_\_\_\_\_, easily-achievable goals
  - 10) to feel stimulated and \_\_\_\_\_
  
3. Explain the meaning of the collocations from ex. 2.
  
4. Summarise the article using the collocations from ex. 2

## **SPEAKING**

1. Reflect on your personal experience and discuss with a partner.
  - 1) Is being a self-directed learner is an important skill? Why?
  - 2) What are the advantages and disadvantages of self-directed learning?
  - 3) Are you a self-directed learner? Explain your answer.
  - 4) How can you improve your self-directed learning?
  - 5) Would you describe your learning experience at university as traditional or self-directed? Why? Give examples.
  
2. Read again the 20 ways to pursue more self-directed learning and choose 5 ways which you find the most motivating. Discuss with a partner.
  
3. The framework below features 10 essential self-directed learning questions broken down into further key points for consideration (adapted from *Crockett, L., n.d.*). Use these points to examine your own self-directed learning pursuits. Share with your partner.
  - 1) What do I want to learn / need to learn?
  - 2) Why is this important?
  - 3) How do I intend to use this knowledge?
  - 4) What do I know and what do I need to find out?
  - 5) What are my capabilities / limitations?
  - 6) Where can I find out what I need to know?
  - 7) Who can I ask for help?
  - 8) How will I apply and share my knowledge?
  - 9) How will I know my learning was successful?
  - 10) Where / when / how else can I use what I've learned?

4. Discuss the following statements. Say whether you agree or not and why.
  - 1) Self-directed learning can be as diverse as simply discovering new information and thinking critically about it, actively participating and contributing to a learning community, or designing your own learning path and selecting resources, guides and information.
  - 2) The most valuable resource for engaging in self-directed learning is the ability to be aware of self and the world around us, and to inquire deeply about both.
  - 3) When students express an interest in a particular subject, skill or event, it can be difficult for them to know where to start learning.
  - 4) Knowing how to think critically and locate sources of information is imperative for effective self-directed learning, but can lead students down convoluted paths if they also do not know how to investigate sources.
  - 5) Self-directed learning will always exist without educators trying to force it into the curriculum, but a curriculum that illuminates and seeks intention through self-directed learning will take the communities to the transformative level.

## WRAP-UP

1. Evaluate: what can you remember from this unit? Fill in the table.

Vocabulary I practised	Concepts I learned	Ideas I liked

2. Compare your answers with a partner.

## 9b: Try Something New For 30 Days

### WARMING-UP

1. You are going to watch a TED Talk Lesson “Try something new for 30 days” by Matt Cutts. Read the information about the lesson and discuss: what do you expect to learn from the video?

*Is there something you've always meant to do, wanted to do, but just ... haven't? Matt Cutts suggests: Try it for 30 days. This short, lighthearted talk offers a neat way to think about setting and achieving goals.*

2. Do you think it is possible to form a habit within 30 days? Why?

### LISTENING AND VOCABULARY

1. Watch the video (<https://ed.ted.com/lessons/try-something-new-for-30-days-matt-cutts#watch>) and answer the questions.
  - 1) Who inspired Matt Cutts?
  - 2) What can a person do with a habit within the period of 30 days?
  - 3) How did 30-day challenges influence Matt's life?
  - 4) What examples of 30-day challenges does Matt mention?
  - 5) What's the main message Matt's trying to convey to the audience?
2. Watch the video again and fill in the missing words.
  - 1) to follow in the \_\_\_\_\_ of the great American philosopher
  - 2) 30 days is just about the right \_\_\_\_\_ of time
  - 3) to add a new habit or \_\_\_\_\_ a habit
  - 4) I would never have been that \_\_\_\_\_
  - 5) before I started my 30-day \_\_\_\_\_
  - 6) you might be \_\_\_\_\_, but you'll finish your novel
  - 7) to make small \_\_\_\_\_ changes
  - 8) they are more likely to \_\_\_\_\_
  - 9) the next 30 days are going to \_\_\_\_\_ whether you like it or not
  - 10) and give it a \_\_\_\_\_ for the next 30 days
3. Explain the meaning of the collocations from ex. 2.
4. Summarise the video using the collocations from ex. 2

## SPEAKING

1. Think and answer the following questions. Discuss with a partner.
  - 1) Matt only mentions the name of the person who inspired him; google more information about Morgan Spurlock. Who is he? What does he do? Why do you think he inspired Matt?
  - 2) Who could inspire you to accept a challenge? Why?
  - 3) Have you ever tried to do something for 30 days in a row? If yes, what? How successful were you? / If no, what would you like to try?
  - 4) What are the advantages and disadvantages of forming a new habit?
  - 5) How is the principle of “Try something new for 30 days” connected with concepts of initiative and self-direction?
  
2. Reflect on your personal experience and share with your partner.

What is the #1 thing in your life that you want to make a habit of?

  - 1) Do you really want it? How do you know?
  - 2) What is the long-term potential of this habit?
  - 3) What’s the price of *not* changing?
  - 4) Is it realistic and achievable?
  - 5) What small steps can you take today that lead to a better tomorrow?
  - 6) What challenges are you likely to encounter?
  - 7) How will you track the development of this new habit?
  - 8) Who can be a source of inspiration, an expander, or a supporter?
  - 9) What would your younger self say about you today?
  - 10) What would your older self say about you today?
  
3. Discuss the following quotations.
  - Write a paraphrase of each quotation.
  - Say whether you agree or not, and why.
  - 1) Discipline is choosing between what you want now and what you want most. (*Abraham Lincoln*)
  - 2) A habit cannot be tossed out the window; it must be coaxed down the stairs a step at a time. (*Mark Twain*)
  - 3) Practice isn’t the thing you do once you’re good. It’s the thing you do that makes you good. (*Malcolm Gladwell*)
  - 4) Habit is the intersection of knowledge (what to do), skill (how to do), and desire (want to do). (*Stephen R. Covey*)
  - 5) Motivation is what gets you started. Habit is what keeps you going. (*Jim Rohn*)
  
4. Which quotation from ex. 3 do you like best? Why?

## WRAP-UP

1. Evaluate: what can you remember from this unit? Fill in the table.

Vocabulary I practised	Concepts I learned	Ideas I liked

2. Compare your answers with a partner.

## UNIT 10. Social and Cross-Cultural Interaction



### *10a: Effective Communication In A Global World*

#### **WARMING-UP**

1. What do you think social and cross-cultural interaction have in common?
2. Fill in the table with your own ideas. Share with your partner.

What I already know about social and cross-cultural interaction	What I would like to learn about social and cross-cultural interaction
1)	1)
2)	2)
3)	3)
4)	4)
5)	5)

#### **READING AND VOCABULARY**

1. Read the article (adapted from *Anxiety Canada, n.d.*) and answer the question.
  - 1) Why are good relationships with other people of vital importance?
  - 2) Why are communication skills important?
  - 3) What aspects of non-verbal behaviour are worth paying attention to?
  - 4) What stages does slam talk consist of?
  - 5) What is “an assertive communication style”?

## ***Effective Communication – Improving your Social Skills***

Building good relationships with other people can greatly reduce stress and anxiety in your life. In fact, improving your social support is linked to better mental health in general, since having good friends can act as a “buffer” for feelings of anxiety and low mood. However, for some people their anxiety can contribute to their avoidance of social situations, and prevent them from building relationships. This is especially true if you are socially anxious and desperately want to make friends but are either too fearful to do so or are unsure about how to reach out to others.

Unfortunately, one of the consequences of avoiding social situations is that you never have the opportunity to build up your confidence interacting with others and develop strong communication skills that would increase the chance for successful relationships.

For example, if you are afraid of going to parties or asking someone out on a date, your lack of experience and / or low confidence will make it even *more* difficult to know how to handle these situations (like what to wear, what to say, etc.) Often, people have the necessary skills but lack the confidence to use them. Either way, practice will increase your confidence and improve your communication skills.

### **Why Are Communication Skills Important?**

Communication skills are the key to developing (and keeping) friendships and to building a strong social support network. They also help you take care of your own needs, while being respectful of the needs of others. People aren't born with good communication skills; like any other skill, they are learned through trial and error and repeated practice.

3 areas of communication that you may want to practice are:

- Non-verbal communication
- Conversation skills
- Assertiveness

### **Non-Verbal Communication**

A large part of what we communicate to each other is nonverbal. What you say to people with your eyes or your body language is just as powerful as what you say with words. When you feel anxious, you might behave in ways that are designed to avoid communicating with others. For example, you may avoid eye contact or speak very softly. In other words, you are trying not to communicate, likely to avoid being judged negatively by others. However, your body language and tone of voice does communicate powerful messages to others about your emotional state (e.g. impatience, fear), attitude towards the listener (e.g. submissiveness, contempt), knowledge of the topic, honesty (do you have a secret agenda?)

Thus, if you are avoiding eye contact, standing far away from others, and speaking quietly, you are likely communicating, “Stay away from me!” or “Don’t talk to me!” Chances are, this is not the message that you want to send.

Some of the nonverbal behaviours you may want to pay attention to are:

- Posture (e.g. head up and alert, leaning forward);
- Movement and gestures (e.g. keeping arms uncrossed);
- Physical distance (e.g. standing closer when talking to others);
- Eye contact (e.g. making appropriate eye contact when talking);
- Facial expression (e.g. smiling warmly);
- Volume of voice (speaking at a volume easily heard);
- Tone of voice (e.g. speaking with a confident tone);

Note: Many of the above examples are culturally related!

### **Conversation Skills**

One of the biggest challenges for someone with social anxiety is starting conversations and keeping them going. It is normal to struggle a bit when you are trying to make small talk, because it is not always easy to think of things to say. This is especially true when feeling anxious. On the other hand, some anxious people talk too much, which can have a negative impression on others.

#### Tips for Starting a Conversation:

Start a conversation by saying something general and not too personal, for example talk about the weather (“Gorgeous day, isn’t it?”); pay a compliment (“That sweater looks great on you”); make an observation (“I noticed that you were reading a book on sailing, do you have a boat?”); or introduce yourself (“I don’t think we have met, I’m...”). You don’t need to say anything extremely witty. It’s better to be sincere and genuine.

Once you have talked for a while, especially if you have known the person for some time, it might be appropriate to move on to more personal topics, e.g. relationships; family matters; personal feelings; spiritual beliefs; etc. Remember to pay attention to your nonverbal behavior – make eye contact and speak loudly enough so that others can hear you.

#### Tips for Keeping a Conversation Going:

Remember that a conversation is a 2-way street – don’t talk too little, or too much. As much as possible, try to contribute to about one-half of the conversation when speaking 1-on-1.

Disclose some personal information about yourself, such as your weekend activities, your favourite hockey team, or a hobby or interest. Personal information does not need to be “too personal”; you can start with giving your opinion about movies and books, or talking about things that you like doing.

Try to show a little vulnerability: it can even be OK to admit that you are a bit nervous (for example, “I never know what to say to break the ice”, or “I’m always so nervous at parties where I hardly know anyone”). However, take care – sometimes disclosing too much too soon can put others off.

Ask questions about the other person but when you are first getting to know someone, take care not to ask questions that are too personal. Appropriate questions might be to ask about their weekend activities, their preferences, or their opinion about something you said. For example, “How do you like that new restaurant?”

Try to ask open-ended questions rather than close-ended questions. A close-ended question is one that is answered by a few words, such as yes or no, for example, “Do you like your job?” In contrast, an open-ended question invites much more detail; for example, “How did you get into your line of work?”

Do I talk too much when I’m nervous? Remember: People generally like to talk about themselves, especially if the other person is showing genuine interest.

#### Tips for Ending a Conversation:

Remember, all conversations end sometime – don’t feel rejected or become anxious as a conversation nears its end. Running out of things to talk about doesn’t mean you are a failure or that you are boring.

Think of a graceful way to end the conversation. For example, you can say that you need to refill your drink, catch up with another person at a party, get back to work, or you can promise to continue the conversation at a later time or date (e.g. “Hope we’ll have a chance to chat again,” or “Let’s have lunch together soon.”)

### **Assertiveness**

Assertive communication is the honest expression of one’s own needs, wants and feelings, while respecting those of the other person. When you communicate assertively, your manner is non-threatening and non-judgmental, and you take responsibility for your own actions.

If you are socially anxious, you may have some difficulty expressing your thoughts and feelings openly. Assertiveness skills can be difficult to learn, especially since being assertive can mean holding yourself back from the way you would normally do things. For example, you may be afraid of conflict, always go along with the crowd, and avoid offering your opinions. As a result, you may have developed a passive communication style. Alternatively, you may aim to control and dominate others and have developed an aggressive communication style.

However, an assertive communication style brings many benefits. For example, it can help you to relate to others more genuinely, with less anxiety and resentment. It also gives you more control over your life, and reduces feelings of helplessness. Furthermore, it allows other people the right to live their lives.

#### **Barriers to Behaving Assertively – Myths about Assertiveness**

**MYTH #1:** Assertiveness means getting your own way all the time.

This is not true. Being assertive means expressing your point of view and communicating honestly with others. Often, you may not get “your own way” when you are assertively giving your opinion. But telling others how you feel and trying to work out a compromise shows respect for both yourself and others.

MYTH #2: Being assertive means being selfish.

This is false. Just because you express your opinions and your preferences does not mean that other people are forced to go along with you. If you express yourself assertively (not aggressively) then you make room for others. You can also be assertive on behalf of someone else (e.g. I would like Susan to choose the restaurant this week).

MYTH #3: Passivity is the way to be loved.

This is false. Being passive means always agreeing with others, always allowing them to get their own way, giving into their wishes, and making no demands or requests of your own. Behaving this way is no guarantee that others will like or admire you. In fact, they may perceive you as dull and feel frustrated that they can't get to know you.

MYTH #4: It's impolite to disagree.

This is not true. Although there are some situations where we don't give our honest opinion (e.g. most people say how beautiful a friend looks in her wedding dress, or we only say positive things on the first day of a new job). Much of the time, however, other people will be interested in what you think. Think how you would feel if everyone always agreed with you.

MYTH #5: I have to do everything I am asked to do.

False. A central part of being assertive is setting and keeping personal boundaries. This is difficult for many people. With our friends, we may worry that they will think we are selfish and uncaring if we don't do everything they ask. At work, we may worry that others will think we are lazy or inefficient if we don't do everything we are asked. But other people cannot possibly know how busy you are, how much you dislike a particular task, or what other plans you have already made unless you tell them. Most people would feel badly to learn that you had done something for them that you really didn't have the time for (e.g. writing a report that requires you to work all weekend) or that you really dislike doing (e.g. helping a friend move).

### Tips for Communicating Assertively

Many people find it hard to ask for what they want, feeling that they don't have the right to ask, or fearing the consequences of the request. For example, you may think, "What if he says no?" or "She would think I am rude for asking".

When making a request, it can be helpful to start by saying something that shows you understand the other person's situation. For example, "I know you probably have had a lot on your mind lately."

Next, describe the situation and how you feel about it. For example, "This presentation is due next Friday and I am feeling pretty overwhelmed, and worried that I won't be able to get it done in time." It is important to talk about your feelings, not to make accusations to others. For example, it is better to say, "I feel resentful when you show up late to meet me" than it is to say, "You are always late! You don't care about me!"

Then, describe what you would like to see happen. Be as brief and positive as possible. For example, “I’d really like to figure out how we can share more of the work responsibilities.”

Last, tell the person what would happen if your request was honoured. How would you feel? Sometimes, you may want to add what you will do in return. For example, “I would surely help you create the slides for your presentation next week.”

To cut the long story short, being assertive means that you are willing to state your opinion, even if others haven’t done so or if your opinion is different; you “own” your opinion (that is, you take responsibility for your view; for example, “My personal view is that it was unfair for her to ask that of you.”) and that you are open to consider new information, and even changing your mind. However, it does not mean changing your mind just because others think differently.

### Tips for Saying “No”

- Saying “No” can be difficult if you are usually more passive. However, if you are not able to say no to others, you are not in charge of your own life.
- When saying “No”, remember to use assertive body language (e.g. standing straight, eye contact, speaking loudly enough that the other person can hear).
- Before you speak, decide what your position is. For example, think about how you will say “No” to a request, such as, “I would like to help you out but I already have quite a bit of work to get done this week.”
- Make sure to actually wait for the question, and don’t say “Yes” before the other person even makes the request.
- Take care not to apologize, defend yourself or make excuses for saying “No” when it is not necessary.
- If saying “No” right away is too difficult, practice telling someone, “I need to think about it” as a first step. This will help break the cycle of always saying yes, and will give you a chance to think about what you really want to do.
- Remember: Everyone has the right to say “No!”

2. Find the missing words in the article.

- 1) to \_\_\_\_\_ up your confidence
- 2) to learn through trial and \_\_\_\_\_ and repeated practice
- 3) to communicate \_\_\_\_\_ messages to others about
- 4) to have a negative impression \_\_\_\_\_ others
- 5) to be sincere and \_\_\_\_\_
- 6) to \_\_\_\_\_ some personal information about yourself
- 7) to \_\_\_\_\_ out of things to talk about
- 8) an assertive communication style brings many \_\_\_\_\_
- 9) to \_\_\_\_\_ your opinion
- 10) to be in \_\_\_\_\_ of your own life

3. Explain the meaning of the collocations from ex. 2.
4. Summarise the article using the collocations from ex. 2

## SPEAKING

1. Reflect on your personal experience.
  - 1) How would you describe your communication skills?
  - 2) Which non-verbal communication skills would you like to improve?  
How can you do that?
  - 3) How do you feel when you need to make small talk?
  - 4) Are you an assertive person? Justify your answer.
  - 5) What tips from the article would you like to try out and which ones would you never follow? Why?
  
2. Rank these non-verbal behaviours according to how important they are for you (1 – very important, 7 – not important). Discuss with a partner.
  - posture
  - movement and gestures
  - physical distance
  - eye contact
  - facial expression
  - volume of voice
  - tone of voice
  
3. Look at the picture showing essential communication skills for your career and answer the following questions:



- 1) What do the following mean:
    - *Listening*                      - *Friendliness?*            - *Open-mindedness?*
    - *Feedback?*                      - *Confidence?*            - *Non-verbal communication?*
  - 2) What other communication skills can you add to this list?
  - 3) Which of these communication skills are important for you as a student?  
Give examples.
4. Think and answer the following questions. Discuss with a partner.
- 1) When does a person need to be a good communicator? Describe one or two specific situations.
  - 2) What are the challenges one can face on their way to become a good communicator?
  - 3) Has the development of social media changed the ways people communicate? Why?
  - 4) Do you think it's a good idea to attend a communication course in order to become a better communicator? Justify your answer.
  - 5) Think of a person who you believe to be a good communicator. Why have you chosen this person? What can you learn from them?

### **WRAP-UP**

1. Evaluate: what can you remember from this unit? Fill in the table.

Vocabulary I practised	Concepts I learned	Ideas I liked

2. Compare your answers with a partner.

## 10b: Cross-Cultural Communication

### WARMING-UP

1. You are going to watch a TED-talk “Cross-Cultural Communication” by Riccardi Pellegrino. Read the information about the speaker and discuss: what do you expect to learn from the video?

*Riccardi Pellegrino comes from both an English and an Italian background, and is currently living in Norway. For the past 27 years he has travelled around the world and interacted with countless different cultures, nationalities and people-types. His work philosophy is to work with what you enjoy and what you are passionate about, what you believe you can excel in and are prepared to work hard to be excellent at, and only work with what can bring about positive change in yourself and in other people.*

2. Do you think being a cross-cultural expert is easy? Justify your answer.

### LISTENING AND VOCABULARY

1. Watch the video (<https://www.youtube.com/watch?v=YMyofREc5Jk>) and answer the questions.
  - 1) What is culture according to the speaker?
  - 2) Why are values important in understanding the behaviour of other nations?
  - 3) How do actually you get across the borders of cultures?
  - 4) What's a global mindset?
  - 5) What examples of stereotyped behaviours does the speaker give?
2. Watch the video again and fill in the missing words.
  - 1) to help people \_\_\_\_\_ better with other nationalities
  - 2) it's all about \_\_\_\_\_ and understanding what people see
  - 3) things which are \_\_\_\_\_ in our social group
  - 4) to work \_\_\_\_\_ borders
  - 5) to take you a little bit by \_\_\_\_\_
  - 6) to do the same thing in \_\_\_\_\_ different ways
  - 7) curiosity gets you \_\_\_\_\_ a lot of things
  - 8) the most important \_\_\_\_\_ in life
  - 9) to have all the answers \_\_\_\_\_ and white
  - 10) to \_\_\_\_\_ borders and create new ones around us
3. Explain the meaning of the collocations from ex. 2.
4. Summarise the video using the collocations from ex. 2

## SPEAKING

### 1. Quiz “*Can you name the countries by stereotype?*”

(adapted from *Sporcle, n.d.*)

- 1) Before you do the quiz: what is a stereotype?
- 2) Write down the name of the country next to the keywords in the table.

weird fetishes, hard workers, manga, raw fish, smart	
chocolate, beer, waffles, sprouts, fries	
beer, drunks, rough, red hair, green clothing, leprechauns	
reggae, dreadlocks, weed, ‘yah mon, respect mon’	
neutral, watches, chocolate, melted cheese	
blondes, singing language, cold, patriotic, expensive, vikings	
hockey, desolate country, peaceful	
football, carnival, enthusiastic fans, logging, hot girls	
heavy metal, moose, weird language, IKEA	
drugs barons, corrupt police, coffee, jungles	
cigars, dictators, beaches, feisty people	
geeks, computer games, eat dog meat, metrosexual	
all own a little store, talk funny English, dirty people, pretty clothes, slums, call centers	
lazy, unemployed, speak too fast, paella	
boastful, fat, loud, fast food, opinion about everything	
leather pants, beer, discipline, efficiency	
poor, tacos, moustaches, gardeners, lazy	
frog eaters, unshaved women, cuisine, wine, cowards	
cool attitude, boring, lakes, saunas, Santa Claus, cold	
heavy drinkers, hats with wine corks, boxing kangaroos	
ugly, tea, biscuits, conservative, stiff, bad kids	
cheese, tulips, drugs, water, flat, prostitutes	
little dark men, hot women, mafia, pasta	
drunk men, big women, gambling, vodka, organized crime	

- 3) Compare with your partner and discuss in class.
- 4) How many countries did you name correctly?
- 5) What does it say about your way of thinking about other nationalities?

2. Think and discuss with a partner.
  - 1) How do stereotypes influence cross-cultural communication?
  - 2) What can help change the stereotypes that others have of your culture?
  - 3) What makes cross-cultural communication special?
  - 4) Why is there a need for more effective cross-cultural communication around the globe?
  - 5) What are some of the benefits of studying cross-communication?
  
3. Reflect on your personal experience.
  - 1) What are the differences between Ukrainian and British culture?
  - 2) What problems are created when popular culture is exported from the U.S. to Ukraine? Give examples.
  - 3) How eager are you to learn about different cultures? Why?
  - 4) What challenges of cross-cultural communication have you faced?
  - 5) How can you communicate effectively across cultures?
  
4. Discuss the following quotations.
  - Write a paraphrase of each quotation.
  - Say whether you agree or not, and why.
  - 1) Every human is like all other humans, some other humans, and no other human. (*Clyde Kluckhohn*)
  - 2) A people without the knowledge of their past history, origin and culture is like a tree without roots. (*Marcus Garvey*)
  - 3) The stranger sees only what he knows. (*African proverb*)
  - 4) We may have different religions, different languages, different colored skin, but we all belong to one human race. (*Kofi Annan*)
  - 5) Stereotypes exist because there's always some truth to stereotypes. Not always, but often. (*Maz Jobrani*)
  
5. Which quotation from ex. 3 do you like best? Why?

## WRAP-UP

1. Evaluate: what can you remember from this unit? Fill in the table.

Vocabulary I practised	Concepts I learned	Ideas I liked

2. Compare your answers with a partner.

## UNIT 11. Productivity and Accountability



### *11a: Productivity Skills*

#### WARMING-UP

1. What comes to mind when you hear the word 'productivity'?  
What do you think makes someone productive?
2. Fill in the table with your own ideas. Share with your partner.

What I already know about	What I would like to learn about
1)	1)
2)	2)
3)	3)
4)	4)
5)	5)

#### READING AND VOCABULARY

1. Read the article (adapted from *Oxford Learning, 2019*) and answer the questions:
  - 1) How are *productivity* and *accountability* interconnected?
  - 2) Why are *productivity* and *accountability* so important in the 21<sup>st</sup> century?
  - 3) How productive are you at the moment? Assess yourself on a scale from 1 to 5 (1 being not productive at all and 5 being very productive). Explain why you think so.
  - 4) Which of the tips have you already tried before? What was the result?
  - 5) Which tip would you like to form a habit of in your daily routine? Why?

## **Mastering Student Productivity: Essential Tips and Pitfalls to Avoid**

In today's fast-paced academic environment, productivity and accountability are essential skills for students striving to excel. Productivity involves managing time effectively, setting and meeting goals, and working both independently and collaboratively. Accountability means taking responsibility for your tasks and performance. However, distractions that sap productivity and poor time management can easily derail progress. This guide provides practical tips to help students overcome common productivity challenges and stay focused on their academic goals.

### **1. Letting Homework/Assignments Pile Up**

*How It Kills Productivity:* Feeling overwhelmed can lead to procrastination and halt all productivity.

*The Solution:* Prioritize tasks using a planner, whether physical or digital. A to-do list and scheduled time for each task can ease stress and boost productivity.

### **2. Not Taking Proper Study Breaks**

*How It Kills Productivity:* Trying to tackle all work in one sitting increases frustration and reduces efficiency.

*Solution:* Take breaks! A 10-minute break every hour helps process and retain information. Even a 5-minute break is great for refreshing the mind and getting the blood flowing to help you feel more alert (and productive).

### **3. Studying In Loud, Busy Places**

*How It Kills Productivity:* Loud, busy places make it difficult to focus, slowing down work.

*Solution:* Create a dedicated study space free from distractions. If that's not possible, consider using a specific spot in a common area for homework. A change of scenery, such as a library or outdoors, can also boost productivity.

### **4. Procrastinating On Large Assignments**

*How It Kills Productivity:* Focusing on smaller tasks leaves less energy for larger ones, leading to last-minute stress, frustration, and assignments not done to their full potential.

*Solution:* Create a plan for large assignments early on. Tackle more complex tasks first when energy is highest, and break them into smaller parts to stay organized and motivated. After all complex assignments are out of the way, the rest of the tasks feel like a breeze.

### **5. Texting And Social Media**

*How It Kills Productivity:* Digital devices are extremely helpful but also distracting. Constantly checking social media disrupts focus, taking more time to refocus on the task at hand

*Solution:* Limit smartphone or laptop use during homework. Productivity apps can block distracting websites for set times. If it's necessary for you to use a laptop for research, productivity apps are a good option. These apps allow you to block certain websites or applications for a set amount of time so you can't access them while working.

## **6. Distractions And Daydreaming**

*How It Kills Productivity:* Daydreaming takes away valuable homework time. The longer you drift into a daydream the more effort it takes to refocus.

*Solution:* Recognize when your mind is wandering and refocus on the task at hand. Catching yourself quickly can help maintain productivity.

## **7. Socializing Too Much With A Study Buddy**

*How It Kills Productivity:* While studying with a friend can be motivating, it can also become distracting. Tasks can take much longer to complete and the quality of work can suffer.

*Solution:* If you find yourself socializing more than studying, gently remind yourself to refocus whenever you get off the task. If the problem persists, consider studying alone.

## **8. (Poorly Time-Managed) Extracurricular Activities**

*How It Kills Productivity:* Overbooking extracurriculars cuts into homework time.

*Solution:* Choose 1-2 hobbies and schedule them alongside schoolwork. This ensures time for both fun and productivity.

Developing strong productivity habits takes time and experimentation. By learning to manage distractions, prioritize tasks, and make the most of study time, students can improve their academic performance and build lasting confidence. These strategies are not one-size-fits-all, so it's important to find what works best for you. Ultimately, the ability to stay productive and accountable will serve you well, both in school and beyond.

2. Find the words in the article which mean the following.
  - 1) being responsible for your actions and work: \_\_\_\_\_
  - 2) to do very well or perform better than others: \_\_\_\_\_
  - 3) to stop or pause work or progress: \_\_\_\_\_
  - 4) delaying tasks or decisions unnecessarily: \_\_\_\_\_
  - 5) to try to do all tasks at once: \_\_\_\_\_
  - 6) to improve your ability to work efficiently and achieve more: \_\_\_\_\_
  - 7) without anything interrupting or disturbing your focus: \_\_\_\_\_
  - 8) to break your concentration on a task: \_\_\_\_\_
  - 9) to keep working effectively without losing progress: \_\_\_\_\_
  - 10) a solution or approach that is meant to work for everyone, though it might not: \_\_\_\_\_

3. Use the collocations from ex. 2 in your own context.
4. Summarise the article using the collocations from ex. 2

## SPEAKING

1. Reflect on your personal experience.
  - 1) How do you manage your time effectively to stay productive in learning?
  - 2) Have you ever let your homework or assignments pile up? How did it affect your productivity, and what did you do to get back on track?
  - 3) Do you find social media or texting distracting when working? How do you manage these distractions?
  - 4) Have you ever noticed your mind wandering or daydreaming while studying? How do you refocus on the task at hand?
  - 5) Do you prefer studying alone or with a friend? How does each approach affect your productivity?
  - 6) What personal strategies or habits have you developed to stay productive?
2. Rank the following productivity killers from the *most disruptive* to the *least disruptive*. Justify your answer.
  - Procrastination on Assignments
  - Distractions from Social Media & Technology
  - Lack of Time Management
  - Organization Ineffective Study Environment
  - Skipping Study Breaks
  - Overcommitment to Extracurricular Activities
  - Unproductive Study Sessions with Friends
  - Lack of Sleep & Self-Care
3. Discuss the following statements. Say whether you agree or not and why.
  - 1) “Productivity is never an accident. It is always the result of a commitment to excellence, intelligent planning, and focused effort.” – Paul J. Meyer
  - 2) “Plans are nothing; planning is everything.” – Dwight D. Eisenhower
  - 3) “To do two things at once is to do neither” – Publius Syrus
  - 4) “Sometimes, getting it done is better than perfect.” – Anonymous
  - 5) “Tomorrow is often the busiest day of the week.” – Anonymous
4. Work in pairs. Act out and discuss solutions for the following problems:
  - “I always put off large assignments until the last minute. I tell myself I have plenty of time, but then I end up rushing and submitting low-quality work.”

- *“I want to focus on studying, but I keep checking my phone. I just mean to look for a second, but then I lose track of time scrolling through social media.”*
- *“I try to study at home, but my family is always talking, watching TV, or playing music. I get distracted and struggle to finish my work.”*
- *“I’m involved in so many extracurricular activities that I barely have time for homework. By the time I start studying, I’m too tired to focus.”*
- *“I don’t use a planner or any kind of schedule. I just try to remember everything, but sometimes I forget deadlines or end up rushing at the last minute.”*
- *“I sit down to study, but I keep zoning out. I start thinking about random things, and suddenly, an hour has passed, and I haven’t done anything.”*

## **WRAP-UP**

1. Evaluate: what can you remember from this unit? Fill in the table.

Vocabulary I practised	Concepts I learned	Ideas I liked

2. Compare your answers with a partner.

## 11b: Hard Work vs Talent

### WARMING-UP

1. You are going to watch a TED-Ed Original lesson. Read the information about the lesson and discuss: what do you expect to learn from the video?

#### Why it pays to work hard

Nothing comes easy, and behind every success are hours of plain hard work. Sounds intimidating, but Richard St. John proposes a simple shift in attitude to turn mediocre into incredible.

2. Before listening, answer the following questions:
  - 1) What does success mean to you?
  - 2) Do you believe that talent alone is enough to succeed?
  - 3) How important do you think hard work is in achieving your goals?

### LISTENING AND VOCABULARY

1. Watch the video (<https://ed.ted.com/lessons/richard-st-john-why-it-pays-to-work-hard>) and answer the questions:
  - 1) What is the difference between a *workaholic* and a *workafrolic*?
  - 2) What is more important hard work or talent? Why?
  - 3) Why does hard work win over smarts? Give examples.
  - 4) What traits do successful people have in common?
  - 5) The video illustrates that people who are not the smartest can still succeed if they work hard. It also shows that people who are very smart may not succeed if they don't work hard. What did you think when you saw this? How does it apply to your life?
2. Watch the video again and fill in the missing words.
  - 1) work our fingers to \_\_\_\_\_
  - 2) \_\_\_\_\_ work and \_\_\_\_\_ talent
  - 3) \_\_\_\_\_ on their talent
  - 4) \_\_\_\_\_ call
  - 5) work wins over \_\_\_\_\_
  - 6) nothing to \_\_\_\_\_
  - 7) \_\_\_\_\_ themselves hard
  - 8) I went \_\_\_\_\_
  - 9) full \_\_\_\_\_
  - 10) the \_\_\_\_\_ line

3. Explain the meaning of the collocations from ex. 2.
4. Summarise the video using the collocations from ex. 2

## SPEAKING

1. Think about whether you are putting enough work into your studies. Could it be improved?
2. Reflect on how you can motivate yourself to work/study harder.
3. Discuss the following quotations.
  - Write a paraphrase of each quotation.
  - Say whether you agree or not, and why.
  - 1) Work hard in silence, let success make the noise. (*Frank Ocean*)
  - 2) Dreams don't work unless you do. (*John C. Maxwell*)
  - 3) Hard work beats talent when talent doesn't work hard. (*Tim Notke*)
  - 4) The only place where success comes before work is in the dictionary. (*Vidal Sassoon*)
  - 5) There is no substitute for hard work. (*Thomas Edison*)
4. Which quotation from ex. 3 do you like best? Why?

## WRAP-UP

1. Evaluate: what can you remember from this unit? Fill in the table.

Vocabulary I practised	Concepts I learned	Ideas I liked

2. Compare your answers with a partner.

## UNIT 12. Leadership and Responsibility



### *12a: The Power of Leadership: Skills for Success*

#### WARMING-UP

1. What comes to your mind when you imagine a great leader in action?
2. Fill in the table with your own ideas. Share with your partner.

What I already know about leadership and responsibility	What I would like to learn about leadership and responsibility
1)	1)
2)	2)
3)	3)
4)	4)
5)	5)

#### READING AND VOCABULARY

1. Read the article (adapted from *Indeed Editorial Team, 2024*) and answer the question.
  - 1) How do you understand the concept of *leadership*?
  - 2) What image comes to your mind when you hear “a leader”?
  - 3) What are leadership skills according to the article?
  - 4) Which of the 6 leadership skills do you find the most important? Why?
  - 5) What is the best way to improve your leadership skills?

## ***6 Essential Leadership Skills To Develop***

Leadership skills can help you in all aspects of your career, from applying for jobs to seeking career advancement. One of many soft skills that employers value, leadership skills often incorporate several different personality traits and communication abilities that are useful for anyone to learn and practice over time.

Knowing the definitions of leadership skills and seeing relevant examples can be especially helpful when you're writing your resume. If you're applying for jobs that require you to take initiative and be a leader – whether as a manager or among your peers – you should list leadership skills on your resume.

### **What are leadership skills?**

Leadership skills are skills you use when organizing other people to reach a shared goal. Whether you are in a management position or leading a project, leadership skills require you to motivate others to complete a series of tasks, often according to a schedule. Leadership is not just one skill but rather a combination of several different skills working together.

Some examples of skills that make a strong leader include: Patience, Empathy, Active listening, Reliability, Dependability, Creativity, Positivity, Effective feedback, Timely communication, Team building, Flexibility, Risk-taking, Ability to teach and mentor.

### **Why are leadership skills important?**

Effective leaders are essential to any organization. They can help build strong teams within a business and ensure projects, initiatives or other work functions are performed successfully. Because the skills of a leader involve multiple interpersonal and communication skills, anyone can exercise and hone their leadership abilities.

Most people have seen the results of both effective and ineffective leaders on the job. Good leaders increase employee engagement, support a positive environment, and help remove obstacles for their team. Good leadership is also contagious, inspiring colleagues to apply positive leadership traits in their own work.

### **Top 6 leadership skills**

Almost any positive soft skill might be considered a leadership skill. For example, active listening helps leaders bring projects to completion by hearing the ideas and concerns of the team. Empathy, for example, helps leaders understand how their team feels about their workload, environment, and workplace relationships.

Here is a list of must-have leadership skills that may prove valuable to anyone applying for work or looking to advance in a career:

1. Decisiveness. Effective leaders are those who can make decisions quickly with the information they have. Effective decision-making comes with time and experience. As you become more familiar with your specific industry, you will be able to make decisions faster, even when you don't have all of the necessary information. Decisiveness is seen as a valuable leadership skill because it can help move projects along faster and improve efficiency.

2. Integrity. Integrity is often seen as just truthfulness or honesty but, in many cases, it also means having and standing by a set of strong values. Integrity in the workplace often means being able to make ethical choices and helping the company maintain a positive image. All businesses seek to hire workers who have a strong sense of integrity.

3. Relationship building (or team building). Leadership requires the ability to build and maintain a strong and collaborative team of individuals working toward the same goal. Team building requires other leadership strengths, like effective communication skills and conflict resolution.

4. Problem-solving. Good leaders are skilled at problem-solving issues that arise on the job. Effective problem solving often requires staying calm and identifying a step-by-step solution. Problem-solving skills can help leaders make quick decisions, resolve obstacles with their team and external teams alike, and ensure projects are completed on time, according to the specifications.

5. Dependability. Being a dependable leader means that people can trust and rely on you. A dependable person follows through on plans and keeps promises. The strong relationships built by a dependable leader create a resilient team that is able to work through difficulties that may arise.

6. Ability to teach and mentor. One of the skills that differentiates leadership from many other competencies is the ability to teach and mentor. Effectively teaching colleagues or direct reports how to grow in their careers helps organizations scale. Often, this skill requires that leaders think less about themselves and more about how to make their team as a whole successful.

### **How to improve your leadership skills**

You can practice good leadership skills in any role, at any level. For example, showing up on time to meetings and turning in work on schedule shows dependability. Offering support and coaching to less experienced colleagues is also an example of leadership. If it seems like a good fit for you, you might consider seeking out leadership roles to develop and practice your leadership skills. Here are some examples of additional ways you can develop your leadership skills:

*Identify your leadership style.* While you will use different styles of leadership for different occasions, identifying your leadership style can help you refine specific skills that will be effective for your team or project. You might use your team or project's goals to help identify what leadership styles will be most effective for you.

*Find resources like books or podcasts about leadership.* A self-study on leadership may help you get a better understanding of how to develop your leadership skills. Many books on the subject exist, including the 1937 Dale

Carnegie book, *How to Win Friends and Influence People*, which has been a favorite among many business leaders for decades. There are also many podcasts and video workshops you can find offered at no cost online.

*Participate in leadership training courses or workshops.* You can find both in-person and online courses that help teach leadership skills. In person courses, in particular, often include practice sessions and role play.

*Find leadership activities outside of work.* If you have trouble finding leadership opportunities on the job, you may be able to find them outside of your workplace. This can include taking the lead in organizing activities or work outings with your colleagues.

*Study leadership styles you admire.* When you see leaders you admire whether they are at your job or in your community, take note of the specific qualities they have that make them a great leader. Focus on ways you can develop those qualities and apply them in your work. It might also be helpful to set specific goals toward developing one practice at a time.

*Find a mentor.* The best way to learn is by studying under those you admire most. If possible, ask a leader you respect to mentor you on a weekly or monthly basis. They can help you set goals toward becoming a better leader by developing skills and using them.

2. Find the missing words in the article.
  - 1) to seek career \_\_\_\_\_
  - 2) to \_\_\_\_\_ projects ... are performed successfully
  - 3) to exercise and \_\_\_\_\_ one's leadership abilities
  - 4) to \_\_\_\_\_ positive leadership traits
  - 5) the ability to build and \_\_\_\_\_ a strong and collaborative team
  - 6) to turn in work \_\_\_\_\_ schedule
  - 7) to \_\_\_\_\_ and practice your leadership skills
  - 8) to have a strong sense of \_\_\_\_\_
  - 9) to follow \_\_\_\_\_ on plans
  - 10) to take \_\_\_\_\_ of the specific qualities
3. Explain the meaning of the collocations from ex. 2.
4. Summarise the article using the collocations from ex. 2

## SPEAKING

1. Reflect on your personal experience.
  - 1) Have you ever been in a situation where you had to lead by example? What did you do?
  - 2) Can you think of a time when someone inspired you by leading through their actions? What did you learn from them?
  - 3) Have you faced challenges in setting a good example for others? How did you handle them?
  - 4) What personal qualities do you think are essential for leading by example, and how do you exhibit these qualities?
  - 5) What steps can you take to improve your ability to lead in the future?

2. Match the following characteristics of a leader with their definition.

integrity	being flexible and open to change when needed
communication skills	believing in oneself and inspiring trust in others
empathy	clearly expressing ideas and listening effectively
confidence	encouraging and energizing others to perform their best
decision-making ability	finding creative and effective solutions to challenges
adaptability	having a clear goal and inspiring others to achieve it
vision	making thoughtful and timely choices
accountability	staying honest and trustworthy in all actions
motivational skills	taking responsibility for actions and outcomes
problem-solving skills	understanding and caring about others' feelings and perspectives

3. Rank the characteristics from ex. 2 according to how important they are for you (1 – not important, 10 – very important).

1	_____	6	_____
2	_____	7	_____
3	_____	8	_____
4	_____	9	_____
5	_____	10	_____

4. Compare and discuss with a partner. Choose the top 3 you have in common.

5. Discuss the following statements. Say whether you agree or not and why.
  - 1) Good leaders are born, not made.
  - 2) Leadership is more about charisma than skills or experience.
  - 3) A leader should prioritize results over people's well-being to achieve success.
  - 4) The best leaders are those who focus on serving others rather than seeking personal power.
  - 5) A great leader does not need to be liked, only respected.
  
6. Think and answer the following questions.
  - 1) What does responsibility mean to you?
  - 2) What are the consequences of avoiding responsibility, both for yourself and for others?
  - 3) Think of a time when you took responsibility for something important. What was the outcome, and how did it make you feel?
  - 4) What is the difference between personal responsibility and shared responsibility? Can you give examples of each?
  - 5) What advice would you give to someone who struggles to take responsibility for their actions?

## WRAP-UP

1. Evaluate: what can you remember from this unit? Fill in the table.

Vocabulary I practised	Concepts I learned	Ideas I liked

2. Compare your answers with a partner.

## 12b: What It Takes to Inspire and Succeed

### WARMING-UP

1. You are going to watch a TED Talk “What it takes to be a great leader” by Roselinde Torres. Read the information about the video and discuss: what do you expect to learn from a video?

*The world is full of leadership programs, but the best way to learn how to lead might be right under your nose. In this clear, candid talk, Roselinde Torres describes 25 years observing truly great leaders at work, and shares the three simple but crucial questions would-be company chiefs need to ask to thrive in the future.*

2. What do you think it takes to be a great leader?

### LISTENING AND VOCABULARY

1. Watch the video ([https://www.ted.com/talks/roselinde\\_torres\\_what\\_it\\_takes\\_to\\_be\\_a\\_great\\_leader](https://www.ted.com/talks/roselinde_torres_what_it_takes_to_be_a_great_leader)) and answer the questions.
  - 1) How does the speaker challenge the traditional image of a leader?
  - 2) What were the main findings of the study on leadership development programs in 4,000 companies?
  - 3) What are the three questions that are important to answer to determine one’s effectiveness as a 21st century leader?
  - 4) What qualities or practices make a leader stand out in the 21st century?
  - 5) Why does the speaker emphasize the importance of diversity in a leader’s personal and professional network?
  - 6) How can leaders prepare for the unknown possibilities of the future?
2. Watch the video again and fill in the missing words.
  - 1) to \_\_\_\_\_ leadership pipelines
  - 2) to lead the \_\_\_\_\_ initiatives
  - 3) to make a huge \_\_\_\_\_ in the world
  - 4) to \_\_\_\_\_ the characteristics of leaders who are thriving
  - 5) to understand potential \_\_\_\_\_
  - 6) to course-correct a strategy or \_\_\_\_\_ a new move
  - 7) a \_\_\_\_\_ to develop relationships
  - 8) to build an emotional \_\_\_\_\_
  - 9) your new idea is naïve or \_\_\_\_\_ of just plain stupid
  - 10) to take a courageous \_\_\_\_\_
3. Explain the meaning of the collocations from ex. 2.
4. Summarise the video using the collocations from ex. 2

## SPEAKING

1. Think and discuss with a partner.
  - 1) Do you believe leaders are born or made? Explain your perspective.
  - 2) Can someone be a great leader without being a good communicator? Why or why not?
  - 3) How important is emotional intelligence in leadership? Can a leader succeed without it?
  - 4) Is it possible to be both a great leader and a great follower? Why might this be important?
  - 5) How does culture or environment influence leadership styles?
  
2. Reflect on your personal experience: think of somebody you personally know and believe to be a great leader. Prepare to talk about that person for up to 2 minutes; consider answering the following questions:
  - 1) What makes them stand out?
  - 2) What skills do they have that make them effective as a leader?
  - 3) What values or principles guide their leadership?
  - 4) What challenges have they faced, and how did they handle them?
  - 5) How have they grown or improved as a leader over time?
  - 6) How have they positively influenced or inspired you or others around them?
  - 7) What lessons have you learned from observing their leadership?
  - 8) How can you apply these lessons to your own life?
  
3. Work in groups of 4 students and take turns to tell about the leader you have chosen. Once everyone has spoken, choose one person from the talks who you all agree is indeed a great leader.
  
4. Discuss the following quotations.
  - Write a paraphrase of each quotation.
  - Say whether you agree or not, and why.
  - 1) A leader is one who knows the way, goes the way and shows the way. (*John C. Maxwell*)
  - 2) Innovation distinguishes between a leader and a follower. (*Steve Jobs*)
  - 3) Leaders think and talk about the solutions. Followers think and talk about the problems. (*Brian Tracy*)
  - 4) Leadership and learning are indispensable to each other. (*John F. Kennedy*)
  - 5) No man is good enough to govern another man without that other's consent. (*Abraham Lincoln*)
  
5. Which quotation from ex. 4 do you like best? Why?

## WRAP-UP

1. Evaluate: what can you remember from this unit? Fill in the table.

Vocabulary I practised	Concepts I learned	Ideas I liked

2. Compare your answers with a partner.

## Module III: Projects

1. Choose one of the topics from the list below and give a group presentation:
  - 1) Personal and / or professional adaptability?
  - 2) Workforce flexibility: pros and cons.
  - 3) How to become a self-directed learner: tips and tricks.
  - 4) The essential aspects of initiative.
  - 5) Social interaction in everyday life.
  - 6) Cross-cultural interaction in a workplace: how to avoid pitfalls.
  - 7) Increasing productivity with communication.
  - 8) Globalisation and accountability.
  - 9) What does it mean *to be a good leader*?
  - 10) To be or not to be *responsible*.

2. Reflection on the project (after giving a group presentation):

- What are 3 things in which we succeeded?

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- What are 3 things we could have done better?

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- What are the strategies to perform better next time?

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# FOLLOW-UP

## COURSE REVISION GAME

Work in groups and take turns.

*Student A:* roll the dice and move your counter to the correct square. Read and answer the question or comment on the statement. If you fail, you move back to the previous square; if you manage to give an adequate answer, you stay on the same square, and the turn goes to the next student.

*Student B:* repeat.

START		1a Describe a situation where critical thinking helped you make a better decision.	1b Name three ways to improve critical thinking and explain how they help.
2a What is the difference between creativity and innovation? Give one example of each.	2b How can constraints enhance creativity? Give an example.	3a Without using the word “communication,” explain what it is in one sentence.	3b Give an example of an emotion that might be expressed differently in two cultures.
4a Think of a famous collaboration (music, science, business). Why was it successful?	4b What is a gift economy, and how does it differ from a market economy?	5a You find two articles online with opposing views on the same topic. How do you decide which one is more credible?	5b Name and briefly explain three types of bias that influence how we see the world.
6a Why is media literacy more important than ever in the age of social media?	6b What would be your strategy to stop the spread of a false news story that you see going viral?	7a Name one ICT skill that was not important 20 years ago but is crucial today.	7b If you could instantly master one digital skill, what would it be and why?
8a What are three personal skills that help people adapt to unexpected challenges?	8b Predict one major change that might happen in the next 10 years and explain how people can prepare for it.	9a What are three practical ways to take more control over your own learning?	9b If you had to start a 30-day challenge today, what would you choose and why?
10a What are three ways to communicate effectively in a multicultural setting?	10b What is one stereotype about your culture that you think is unfair or inaccurate?	11a If you had to work only four hours a day, what productivity hacks would you use to get everything done?	11b Think of a famous person. Did they succeed because of hard work, talent, or both? Justify your answer.
12a Describe a leader (real or fictional) you admire and explain what makes them effective.	12b Create an inspiring slogan for leadership.	FINISH. WELL DONE 😊	

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# ANSWER KEY

## LEAD-IN

3. Here are some basic skills that are needed to succeed in the modern world. Match the skill to its description.
- 1) **Leadership & Responsibility:** The ability to inspire, guide, and support others while demonstrating ethical decision-making and accountability in achieving shared goals.
  - 2) **Creativity & Innovation:** The skill of generating original ideas, approaching problems from new perspectives, and developing unique solutions that drive progress and adaptability.
  - 3) **Media Literacy:** The ability to critically analyze and interpret media content, recognizing bias, misinformation, and credibility in digital and traditional formats.
  - 4) **Flexibility & Adaptability:** The capacity to embrace change, adjust to new challenges, and remain resilient in shifting environments while continuously learning and growing.
  - 5) **Collaboration:** The skill of working effectively with diverse teams, valuing different perspectives, and contributing to shared objectives with strong interpersonal abilities.
  - 6) **Critical Thinking & Problem-Solving:** The ability to analyze situations, evaluate information, and develop logical, well-reasoned solutions to complex challenges.
  - 7) **Initiative & Self-Direction:** The motivation to set personal goals, take charge of one's learning, and work independently with minimal supervision.
  - 8) **ICT Literacy:** The ability to use technology effectively, leveraging digital tools, software, and online platforms to access, create, and manage information efficiently.
  - 9) **Social & Cross-Cultural Interaction:** The skill of engaging with people from different cultural backgrounds, fostering inclusivity, and building meaningful global connections.
  - 10) **Communication:** The ability to express ideas clearly and persuasively across various formats while actively listening and adapting messages to different audiences.
  - 11) **Productivity & Accountability:** The capacity to manage time effectively, complete tasks efficiently, and take responsibility for one's work and outcomes.
  - 12) **Information Literacy:** The skill of finding, evaluating, and using information effectively and ethically, ensuring accuracy and relevance in decision-making.

## 1a

### READING AND VOCABULARY

1. Find the missing words in the article.
  - 1) to think clearly and **rationally**
  - 2) to engage in **reflective** and independent thinking
  - 3) to use your ability to **reason**
  - 4) to question ideas **rigorously**
  - 5) to accept something **at face value**
  - 6) to solve problems by **intuition** or **instinct**
  - 7) to vary according to our current **mindset**
  - 8) to **get in the way of** simple decision making
  - 9) to be aware of personal characteristics, preferences and **biases**
  - 10) to reach a **tentative** conclusion

## 1b

### LISTENING AND VOCABULARY

2. Watch the video again and fill in the missing words.
  - 1) to have a large **impact** on our lives
  - 2) to be **bombarded** with many decisions
  - 3) to **reveal** a hidden issue
  - 4) to **subject** available options to scrutiny and skepticism
  - 5) to **eliminate** everything but reliable information
  - 6) to **formulate** a question
  - 7) to be **obscured** by other factors
  - 8) to **sift** through the information critically
  - 9) to seek other people's **testimonies**
  - 10) to explore the full **spectrum** of viewpoints

## 2a

### READING AND VOCABULARY

1. Find the missing words in the article.
  - 1) a **fast-paced** world
  - 2) to change with **the blink of an eye**
  - 3) the **primary** difference between creativity and innovation
  - 4) **an act of** creating new ideas
  - 5) **the introduction of** something new and effective
  - 6) to **generate** new ideas
  - 7) to think **beyond** one's imagination
  - 8) to create **value** for the business organization
  - 9) to be closely **tied** to something
  - 10) ideas are new and **unique**

## 2b

### LISTENING AND VOCABULARY

2. Watch the video again and fill in the missing words.
  - 1) to be **paralysed** by the task
  - 2) **boundless** freedom
  - 3) to have something at your **disposal**
  - 4) to address **requirements** and limitations
  - 5) a **driver** of discovery and invention
  - 6) to have a **wild** idea
  - 7) to **guide** decision-making
  - 8) to reach each **objective**
  - 9) **serendipitous** failures address the constraints
  - 10) to **guide** scientific progress

### 3a

#### READING AND VOCABULARY

1. Find the missing words in the article.
  - 1) to **transfer** information from one place, person or group to another
  - 2) to be **affected** by a huge range of things
  - 3) to communicate in very **subtle** ways
  - 4) the desired **outcome** or goal of any communication process
  - 5) **mutual** understanding
  - 6) to **exchange** information, feelings, and meaning
  - 7) to use **cues** of posture, facial expression, and dress
  - 8) a **complex**, two-way process
  - 9) to **underlie** the content of speech
  - 10) to **regulate**, adapt or repeat the message

#### SPEAKING

2. Match the *Four key areas for improvement of communication skills* to their descriptions.

1. Learning to Listen	means giving your full attention to the person speaking, and genuinely concentrating on what they are saying
2. Understanding Non-Verbal Communication	means tone and pitch of the voice, body movement, eye contact, posture, facial expression, and even physiological changes such as sweating
3. Emotional Awareness and Management	means awareness of our own and other people's emotions, both positive and negative, and an ability to manage those emotions
4. Questioning Skills	means that you have understood someone's message correctly, can obtain more information about a particular topic, or simply start a conversation and keep it going

### 3b

#### LISTENING AND VOCABULARY

3. Watch the video again and fill in the missing words.
  - 1) to activate **muscles** in the human face
  - 2) to be a common human **feature**
  - 3) to **vary** across cultures
  - 4) to be **isolated** from the modern world
  - 5) to have no **prior** exposure to western cultures
  - 6) to **trigger** particular feelings
  - 7) to **corroborate** one's idea
  - 8) to draw distinct **boundaries** between categories
  - 9) to be **rooted** in the evolutionary history
  - 10) the **inner** workings of the brain

#### SPEAKING

2. Reflect on your own experience.
  - 5) Look at the picture and match the feelings to the photos.



## 4a

### READING AND VOCABULARY

1. Find the missing words in the article.
  - 1) to become a bit of a corporate **buzzword**
  - 2) to contribute their **expertise** for the benefit of a shared objective
  - 3) to **spot** problems and solve them
  - 4) people with diverse **skill** sets and areas of expertise
  - 5) to create a **common** purpose between somebody
  - 6) to form **bonds** between departments
  - 7) to gradually **boost** the morale of your entire organization
  - 8) to work **alongside** team members from other departments
  - 9) to lay the foundation for a more open, connected, and **engaged** workplace
  - 10) to **divide** up a heavy workload

## 4b

### LISTENING AND VOCABULARY

2. Watch the video again and fill in the missing words.
  - 1) to be given without **explicit** conditions
  - 2) to **foster** a system of social ties and obligations
  - 3) to carry an **obligation** to continue the exchange
  - 4) to **accumulate** social wealth
  - 5) to be given without any preconditions of **haggling**
  - 6) to voluntarily **return** the favour
  - 7) to distribute one's works for financial **profit**
  - 8) to raise one's social **profile**
  - 9) to involve some degree of **reciprocity** and social norms
  - 10) to strengthen **bonds** through giving

5a

**READING AND VOCABULARY**

1. Find the missing words in the article.
  - 1) information literacy is a **lifelong** learning process
  - 2) to be essential to become an information **literate** person
  - 3) the quality of information **varies** greatly
  - 4) to **retrieve** authoritative, current, and reliable sources
  - 5) to be **vital** to success in your [...] academic life
  - 6) to **seek** out new information
  - 7) a **well-rounded** research project
  - 8) to evaluate the **credibility** of an information source.
  - 9) to be **relevant** to your topic
  - 10) to be **tricky** to assess

**SPEAKING**

2. Divide the following domains according to their credibility:  
.biz .co .com .edu .gov .int .mil .net .org .ua  
Explain your answers.

Credible Domains	Questionable Domains
.edu	.org
.gov	.com
.int	.ua
.mil	.co
	.net
	.biz

4. The following quiz determines how well you are able to research information using the library. Select the single best answer to each question and discuss your answers with a partner. Do you have the same answers?

### **Information Literacy Quiz: Would You Pass?**

- 1) Which of the following best describes “information literacy”?
  - a. The ability to find reliable information
  - b. The ability to read
  - c. The ability to use a computer
- 2) To find what books a library has, you use
  - a) bibliography
  - b) an index
  - c) a library catalog
- 3) To find materials on the shelf in the library, you need
  - a. the call number
  - b. the ISBN number
  - c. the title
- 4) The library catalog provides call numbers for
  - a. books
  - b. journal articles
  - c. both of the above
- 5) To locate a book with literary criticisms or biography of Edgar Allan Poe in the library, you perform which search?
  - a. Author: Poe
  - b. Subject: Poe
  - c. Title: Poe
- 6) To locate good journal articles on a topic, the best way to start is to use
  - a. a library periodical database
  - b. a library catalog
  - c. the Web
- 7) Which is NOT true about scholarly journals?
  - a. Their articles usually have documentation such as footnotes and references.
  - b. Their articles are often peer-reviewed.
  - c. Their articles are usually authored by journalists.
- 8) Peer-reviewed journal articles are
  - a) pre-selected for an appropriate reading level
  - b) written by academic scholars
  - c) positively rated by book reviewers
- 9) Which of the following is NOT part of a citation?
  - a) Call number
  - b) Date
  - c) Title

- 10) A common citation style to be used by students for English classes is
- APA
  - MLA
  - Turabian
- 11) An article abstract is
- The full text of an article
  - Information about where the article can be found
  - A summary of an article
- 12) Which of the following would NOT be considered a primary source material?
- A 1906 newspaper article of the San Francisco earthquake of that time period
  - The results of a study presented by the researchers of the effectiveness of a cancer drug
  - A chapter in a book that discusses various economic theories
- 13) With the Library of Congress (LC) classification system you can pinpoint locations of books or just browse on the shelves, using call numbers to arrange books by
- author
  - subject
  - title
- 14) Plagiarism is
- Including other people's ideas in your paper
  - Using someone's ideas in your paper, but not citing (crediting) the source
  - Directly quoting a source instead of using your own words
- 15) Which of the following is NOT true of the reference collection in a library?
- It includes encyclopedias and dictionaries
  - It includes resources for background information
  - It includes books that can be checked out

## 5b

### LISTENING AND VOCABULARY

2. Watch the video again and fill in the missing words.
  - 1) to **query** scientists and the public on different science topics
  - 2) what **shapes** perceptions about science
  - 3) to find **evidence** that supports what we already believe
  - 4) to be fundamentally scientifically **flawed**
  - 5) to see all kinds of **fancy** terminology
  - 6) to **dismiss** fake information about the weather forecast
  - 7) perceiving something outside of our **experience** level
  - 8) to get **boxed** in by our perceptions
  - 9) to take **inventory** of your own biases
  - 10) to expand the **radius** in understanding science

## 6a

### READING AND VOCABULARY

2. Find the missing words in the article.
  - 1) to connect at the **touch** of a button
  - 2) to understand the **consequences** that follow online actions
  - 3) to improve the media **landscape**
  - 4) to be **unaware** of one's impact on others
  - 5) one's own **susceptibility** to media manipulation
  - 6) to think **beyond** what we hear and see
  - 7) to reinterpret **layers** of everyday messaging
  - 8) to be the **masterminds** behind viral videos
  - 9) to be the ethical **blueprint** behind something
  - 10) to study the ins-and-outs of media **mayhem**

## 6b

### LISTENING AND VOCABULARY

2. Watch the video again and fill in the missing words.
  - 1) media with **global** reach
  - 2) to have the **resources** to gather information directly
  - 3) the speed with which information **spreads** now
  - 4) to **cite** somebody as the source of information
  - 5) the original paper has repeatedly been **discredited**
  - 6) satirical articles formatted to **resemble** real ones
  - 7) to be a common **contributor** to circular reporting
  - 8) to make its **way** into a published article
  - 9) to break down the **barriers** between information and people
  - 10) to **trace** the original source of the report

## 7a

### READING AND VOCABULARY

2. Find the missing words in the article.
  - 1) the full **potential** of communication technology software
  - 2) to **converse** with people through various technologies
  - 3) to respond **promptly** to messages
  - 4) to **sift** through all the information online
  - 5) to know about the **benefits** of and limits to social media
  - 6) to hold an online video **conference** with colleagues
  - 7) to develop and manage data using **spreadsheets**
  - 8) desktop publishing involves the **creation** of materials
  - 9) to know how to use word **processing** technology
  - 10) to **boost** your skills

### SPEAKING

2. Digital security is one of the most topical issues nowadays. Do the quiz to check how safe your digital behaviour is. Select the single best answer to each question and discuss your answers with a partner. Do you have the same answers?

#### Basic Internet Safety Quiz

1. Who can you trust online?
  - a) Someone you've spent a lot of time with in a chatroom.
  - b) Someone you know well offline.
  - c) Someone interested in you life and activities.
  - d) Someone who knows your other cyber friends
2. Which of the following personal information is okay to put online?
  - a) Your full name
  - b) Your school
  - c) Your favorite food
  - d) Your birthdate
  - e) None of the above
3. What is cyberbullying?
  - a) Bullying on the playground, bus stop or public place.
  - b) Bullying through emails, IM, websites, cell phone, etc.
  - c) Physically hurting some who cannot stand up for themselves.
  - d) Being nice to someone.
4. Which is the best way to protect yourself when on MySpace or Facebook?
  - a) Be careful what you post online.
  - b) On post lies about yourself.
  - c) Use the privacy settings.
  - d) Don't post pictures.

5. What is SPAM?
  - a) An advertisement.
  - b) Unwanted email.
  - c) An invitation to join the "Special People And Members" club.
  - d) Cyberbullying
6. Which of the following probably gives the most accurate data about atoms?
  - a) [www.information.com](http://www.information.com)
  - b) [www.wextoncollege.edu/science/atoms](http://www.wextoncollege.edu/science/atoms)
  - c) [www.wikipedia.com](http://www.wikipedia.com)
  - d) [www.rassamuniversity.edu/~thomas](http://www.rassamuniversity.edu/~thomas)
7. Which of the following would provide the strongest password?
  - a) Your birthdate
  - b) A mix of letters, numbers or symbols.
  - c) Your pet's name
  - d) Your screen name
8. What is "grooming"?
  - a) When someone buys you personal care products.
  - b) When your dog licks your face.
  - c) When someone tries to become your friend online.
  - d) When someone threatens you online.
9. What per cent of teenagers report they have been contacted by a potential predator?
  - a) 10
  - b) 20
  - c) 30
  - d) 40
  - e) 50
10. If you or someone else posts something about you online, it will probably go away:
  - a) When you delete it.
  - b) When someone else deletes it.
  - c) In 6 months
  - d) In one year
  - e) Never
11. What is "flaming"?
  - a) When your computer overheats.
  - b) Sending mean, nasty, and insulting messages to others on line.
  - c) Online fights using electronic messaging.
  - d) Pretending to be someone else online.
12. Who are the most likely targets of on line predators?
  - a) Teenage boys
  - b) Teenage girls
  - c) Pre teen boys
  - d) Pre teen girls

13. Your parents (or you) have received an email from their (your) bank saying there is a problem with their (your) account. Instructions say to click on the link in the email, enter their (your) username and password to solve the problem. This is an example of:
- Good banking relations
  - SPAM
  - Phishing
  - Cyberbullying
14. How should you stop communicating with someone online? Tick all that apply.
- The person asks for personal information.
  - The person asks to meet in person.
  - The person asks you to keep secrets.
  - The person asks you who your favorite musician is.
  - The person sends you inappropriate pictures or messages
15. All of the following are things to do about a cyberbully EXCEPT:
- Talk to a trusted adult.
  - Respond to the bully and make threats.
  - Save the bully's messages.
  - Don't respond.
16. What things should you look for on a website to determine if the data is appropriate or accurate?
- Contributor or author's name.
  - Date when data was updated.
  - Email address
  - All of the above.
17. Birthday, school name, full name, phone number are all examples of:
- Too much online personal information.
  - Good profile data.
  - Fun facts to share while chatting
  - None of the above
18. True or False: It is okay to download or print a single copy of copyright material for your own use.
- True
  - False
19. What are Proper Rules for the Internet called?
- Proper Rules for the Internet
  - Internet Politeness
  - Netiquette
  - None of the above
20. Facebook, MySpace, Twitter are examples of:
- SPAM
  - Social Networking
  - Cyberbullying
  - Online predator havens

21. If you are in a gaming room and someone that you do not know asks you about personal information (same age as you-or close), what do you do?
- a) Tell them just a little bit about yourself.
  - b) Don't ever give out any personal information.
  - c) Tell them everything they want to know.
  - d) Don't trust what people say on the internet. They could be something different than they say.
  - e) Both B and D
22. If you feel uncomfortable in any chat room, find something "a little weird" on Facebook/MySpace, or just think something is wrong you should...
- a) Delete your page immediately.
  - b) Tell your parents.
  - c) Tell the person who offended you to leave you alone.
  - d) Do nothing.
  - e) A, B, and C
23. What should you eliminate from photos that you post on-line?
- a) Any recognizable landmarks.
  - b) Nudity.
  - c) Faces of others in photo.
  - d) Any illegal activities.
  - e) All of the above
24. What do you do if someone keeps bothering you on-line?
- a) Tell your parents.
  - b) Tell local law enforcement
  - c) Tell your friends.
  - d) Tell them to leave you alone, again, and print out the attempts to contact.
  - e) All of the above
25. A "boy/girl" contacts you through a chat board. He/she is exactly your age, likes the same things as you, likes the same music you do. After a few weeks of chatting, he/she asks you to meet him/her. What do you do?
- a) Shouldn't have started the chatting in the first place.
  - b) Tell him/her yes, and set a date to meet at your house or his/hers.
  - c) Don't trust anything anyone says on the internet. They could be lying about who they are.
  - d) Keep chatting to learn more about them.
  - e) Only A and C

## 7b

### LISTENING AND VOCABULARY

2. Watch the video again and fill in the missing words.
  - 1) pre-literate **behaviours** and gestures involved
  - 2) there is a **barrier** to getting started in the digital world
  - 3) to move **beyond** elegant consumption
  - 4) memes are like genes: they go **viral**
  - 5) digital literacy is a **condition**, it's not a threshold
  - 6) to insist on the **linear** ordering of skills
  - 7) to get the **intrinsic** motivation to develop digital skills
  - 8) we need some kind of **framework** to hang our ideas on
  - 9) these things can be used seriously and for real **social** good
  - 10) memes **amplify** ideas, make them stick in your imagination

### SPEAKING

1. Match the ways to develop an element of digital literacies with its title.  
What are the important points of each digital literacy?

cognitive	I will develop this element by engaging with a wide range of operating systems, platforms, devices and software and looking for developmental and training opportunities that expose me to these tools.
constructive	To develop this element, I need to understand and demonstrate how to take existing resources and content and re-use / remix it to create something new that benefits my learning.
communicative	I need to understand the importance of networks and communication and the important role they play in developing my digital literacy.
civic	I need to make use of digital technologies in order to prepare myself to participate as fully as possible in society.
critical	I need to become aware of the power structures and assumptions behind different digital tools and practices. I also need to develop an understanding of online security, identity and data management in my own literacy practices.
creative	To develop this element, I will use digital technologies to create new things which have value to myself and others.
confident	I need to assess and review my own competence with digital technologies, manage my own digital personal learning environment, and develop a community of practice to help me progress my skills and attributes.
cultural	I need to be able to move easily between different digital environments and use learning technologies in a variety of different contexts. I am also aware of the norms, values and codes that are specific to my subject and how these might impact on my use of learning technologies.

## 8a

### READING AND VOCABULARY

2. Find the missing words in the article.
  - 1) a **requirement** for you to be flexible may be stated explicitly
  - 2) to take an **adaptable** approach to work
  - 3) work around any unexpected changes of **circumstances** or workload
  - 4) the willingness to **undertake** long hours
  - 5) to estimate your ability to cope with **unpredictable** hours
  - 6) to **face** a challenge
  - 7) to **thrive** in different and changing situations
  - 8) to build your **resilience**
  - 9) to **enhance** your emotional intelligence
  - 10) to **handle** workloads

## 8b

### LISTENING AND VOCABULARY

2. Watch the video again and fill in the missing words.
  - 1) to make a quick **determination** about which ones have the potential
  - 2) to build teams and build **rapport** across customers and clients
  - 3) how well a person reacts to the **inevitability** of change
  - 4) to be forced to **grapple** with more change
  - 5) to picture multiple possible **versions** of the future
  - 6) to challenge what they **presume** to already know
  - 7) to have the **capacity** to improve it
  - 8) to infuse **exploration** into their life and their business
  - 9) previous success became the **enemy** of one's adaptability potential
  - 10) don't get **discouraged** if it takes a while

## 9a

### READING AND VOCABULARY

2. Find the missing words in the article.
  - 1) affluence does not **determine** your level of intelligence
  - 2) to be **encouraged** to do more independent work
  - 3) to **cater** towards students' individual needs, goals, and interests
  - 4) several **explanations** for the advantages of self-directed learning
  - 5) to require time for depth of learning and **reflection**
  - 6) to **set** your own standards
  - 7) to **share** your knowledge with other people.
  - 8) to look forward to future learning **endeavors**
  - 9) to make **concrete**, easily-achievable goals
  - 10) to feel stimulated and **accomplished**

## 9b

### LISTENING AND VOCABULARY

2. Watch the video again and fill in the missing words.
  - 1) to follow in the **footsteps** of the great American philosopher
  - 2) 30 days is just about the right **amount** of time
  - 3) to add a new habit or **subtract** a habit
  - 4) I would never have been that **adventurous**
  - 5) before I started my 30-day **challenges**
  - 6) you might be **sleep-deprived**, but you'll finish your novel
  - 7) to make small **sustainable** changes
  - 8) they are more likely to **stick**
  - 9) the next 30 days are going to **pass** whether you like it or not
  - 10) and give it a **shot** for the next 30 days

## 10a

### READING AND VOCABULARY

2. Find the missing words in the article.
  - 1) to **build** up your confidence
  - 2) to learn through trial and **error** and repeated practice
  - 3) to communicate **powerful** messages to others about
  - 4) to have a negative impression **on** others
  - 5) to be sincere and **genuine**
  - 6) to **disclose** some personal information about yourself
  - 7) to **run** out of things to talk about
  - 8) an assertive communication style brings many **benefits**
  - 9) to **state** your opinion
  - 10) to be in **charge** of your own life

## 10b

### LISTENING AND VOCABULARY

2. Watch the video again and fill in the missing words.
  - 1) to help people **communicate** better with other nationalities
  - 2) it's all about **perception** and understanding what people see
  - 3) things which are **accepted** in our social group
  - 4) to work **across** borders
  - 5) to take you a little bit by **surprise**
  - 6) to do the same thing in **slightly** different ways
  - 7) curiosity gets you **through** a lot of things
  - 8) the most important **tool** in life
  - 9) to have all the answers **black** and white
  - 10) to **extend** borders and create new ones around us

## SPEAKING

### 2. Quiz: Can you name the countries by stereotype?

Write down the name of the country next to the keywords.

weird fetishes, hard workers, manga, raw fish, smart	Japan
chocolate, beer, waffles, sprouts, fries	Belgium
beer, drunks, rough, red hair, green clothing, leprechauns	Ireland
reggae, dreadlocks, weed, 'yah mon, respect mon'	Jamaica
neutral, watches, chocolate, melted cheese	Switzerland
blondes, singing language, cold, patriotic, expensive, vikings	Norway
hockey, desolate country, peaceful	Canada
football, carnival, enthusiastic fans, logging, hot girls	Brazil
heavy metal, moose, weird language, IKEA	Sweden
drugs barons, corrupt police, coffee, jungles	Colombia
cigars, dictators, beaches, feisty people	Cuba
geeks, computer games, eat dog meat, metrosexual	South Korea
all own a little store, talk funny English, dirty people, pretty clothes, slums, call centers	India
lazy, unemployed, speak too fast, paella	Spain
boastful, fat, loud, fast food, opinion about everything	United States of America
leather pants, beer, discipline, efficiency	Germany
poor, tacos, moustaches, gardeners, lazy	Mexico
frog eaters, unshaved women, cuisine, wine, cowards	France
cool attitude, boring, lakes, saunas, Santa Claus, cold	Finland
heavy drinkers, hats with wine corks, boxing kangaroos	Australia
ugly, tea, biscuits, conservative, stiff, bad kids	United Kingdom
cheese, tulips, drugs, water, flat, prostitutes	Netherlands
little dark men, hot women, mafia, pasta	Italy
drunk men, big women, gambling, vodka, organized crime	Russia

## 11a

### READING AND VOCABULARY

1. Find the words in the article which mean the following.
  - 1) being responsible for your actions and work **accountability**
  - 2) to do very well or perform better than others. **to excel**
  - 3) to stop or pause work or progress **halt productivity**
  - 4) delaying tasks or decisions unnecessarily **procrastination**
  - 5) to try to do all tasks at once **tackle all work**
  - 6) to improve your ability to work efficiently and achieve more **boost productivity**
  - 7) without anything interrupting or disturbing your focus **free from distraction**
  - 8) to break your concentration on a task **disrupt focus**
  - 9) to keep working effectively without losing progress **maintain productivity**
  - 10) a solution or approach that is meant to work for everyone, though it might not **one-size-fits-all**

## 11b

### LISTENING AND VOCABULARY

2. Watch the video again and fill in the missing words.
  - 1) work our fingers to **the bone**
  - 2) **underestimate** work and **overestimate** talent
  - 3) **sit back** on their talent
  - 4) **wake-up** call
  - 5) work wins over **smarts**
  - 6) nothing to **brag about**
  - 7) **push** themselves hard
  - 8) I went **downhill**
  - 9) full **potential**
  - 10) the **bottom** line

## 12a

### READING AND VOCABULARY

1. Find the missing words in the article.
  - 1) to seek career **advancement**
  - 2) to **ensure** projects ... are performed successfully
  - 3) to exercise and **hone** one's leadership abilities
  - 4) to **apply** positive leadership traits
  - 5) the ability to build and **maintain** a strong and collaborative team
  - 6) to turn in work **on** schedule
  - 7) to **develop** and practice your leadership skills
  - 8) to have a strong sense of **integrity**
  - 9) to follow **through** on plans
  - 10) to take **note** of the specific qualities

### SPEAKING

2. Match the following characteristics with their definition.

integrity	staying honest and trustworthy in all actions
communication skills	clearly expressing ideas and listening effectively
empathy	understanding and caring about others' feelings and perspectives
confidence	believing in oneself and inspiring trust in others
decision-making ability	making thoughtful and timely choices
adaptability	being flexible and open to change when needed
vision	having a clear goal and inspiring others to achieve it
accountability	taking responsibility for actions and outcomes
motivational skills	encouraging and energizing others to perform their best
problem-solving skills	finding creative and effective solutions to challenges

## 12b

### LISTENING AND VOCABULARY

2. Watch the video again and fill in the missing words.
  - 1) to **cultivate** leadership pipelines
  - 2) to lead the **crucial** initiatives
  - 3) to make a huge **impact** in the world
  - 4) to **distil** the characteristics of leaders who are thriving
  - 5) to understand potential **discontinuities**
  - 6) to course-correct a strategy or **anticipate** a new move
  - 7) a **capacity** to develop relationships
  - 8) to build an emotional **stamina**
  - 9) your new idea is naïve or **reckless** of just plain stupid
  - 10) to take a courageous **leap**

# Appendix 1: Presentation Assessment Criteria

## I. Content

CRITERIA	Below expected level (0)	At expected level (1)	Above expected level (2)
<u>Structure of the presentation:</u>			
1. Introduction of the topic: basic information about the project: structure of the presentation and why you chose the topic	Topic introduced.	Topic introduced clearly, and purpose of the presentation was made clear.	Topic introduced clearly and in an interesting way. Purpose of the presentation was made clear. Outline of points was given.
2. Main body: detailed information about the project	Some understanding of topic shown. Some links and connections made between ideas. Points are usually developed with minimum detail. Information is usually relevant.	Good understanding of topic shown. Links and connections between ideas made clear. Information was relevant and expressed in own words. Points were developed with sufficient and appropriate details.	A very good understanding of the topic shown. Links and connections between ideas made clear. Information was relevant and well expressed in own words. Points were well-organised and developed with sufficient and appropriate details.
3. Conclusion of the topic: outcomes (what you have learnt)	An attempt was made to conclude the presentation.	The presentation was summed up clearly.	The presentation was summed up clearly and effectively, with key points emphasised.
<u>Answering the questions from the audience</u>	Not all questions could be answered. Questions answered with difficulty, and little knowledge of the topic was demonstrated.	Most questions answered. Answers showed good knowledge and understanding of the topic. Language was mainly correct.	Questions answered with little difficulty. Very good knowledge of the topic was demonstrated. Language was correct and fluent.

## II. Verbal skills

CRITERIA	Below expected level (0)	At expected level (1)	Above expected level (2)
Voice: clarity, pace, fluency	Presenter occasionally spoke clearly and at a good pace.	Presenter usually spoke clearly to ensure audience comprehension. Delivery was usually fluent.	Presenter spoke clearly and at a good pace to ensure audience comprehension. Delivery was fluent and expressive.
Pronunciation	Pronunciation occasionally correct, but often hesitant and inaccurate.	Pronunciation and intonation is usually correct.	Pronunciation and intonation is correct and confident.
Vocabulary, grammar and sentence structure	The vocabulary of the presentation was mainly appropriate for the topic. The presentation content was occasionally grammatically correct.	The vocabulary of the presentation was appropriate for the topic. Sentence structures were usually correct. The presentation content was usually grammatically correct.	The vocabulary of the presentation was appropriate for the topic. A variety of phrases and sentence structures were used. The presentation content was grammatically correct.

### III. Presentation skills

CRITERIA	Below expected level (0)	At expected level (1)	Above expected level (2)
Ability to engage and involve audience	Techniques used to engage audience were minimal, or mainly ineffective.	An interesting approach taken to topic. Speaker used techniques such as visual aids and props, anecdote, surprising facts, direct audience participation.	Speaker monitored audience and adapts presentation accordingly. An interesting or original approach taken to the topic. Speaker used techniques such as visual aids and props, anecdote, humour, surprising facts, direct audience participation.
Eye contact	No eye contact with audience, as entire report is read from notes.	Consistent use of direct eye contact with audience, but still returns to notes.	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes.
Body language	No movement or descriptive gestures.	Made movements or gestures that enhance articulation.	Movements seem fluid and help the audience visualize.
Poise	Tension and nervousness is obvious; has trouble recovering from mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Student displays relaxed, self-confident nature about self, with no mistakes.
Use of visual aids and submission of e-presentation on time	No visual aids were used.	<u>E-presentation submitted on the day of presentation.</u> Visual aids supported the presentation effectively. They clarified and reinforced the spoken message.	<u>E-presentation submitted in advance.</u> Visual aids were carefully prepared and supported the presentation effectively. The aids added impact and interest to the presentation.
<u>Timing</u> (max. 15 minutes)	The presentation took more than 15 minutes to finish.	---	The presentation lasted 15 minutes or less.

## Appendix 2: Presentation Assessment Form

Title of the presentation: \_\_\_\_\_

Date: \_\_\_\_\_

Student: \_\_\_\_\_

<i>CRITERIA</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>COMMENTS</i>
<u>Structure of the presentation:</u>				
Introduction of the topic	0	1	2	
Main body	0	1	2	
Conclusion	0	1	2	
<u>Answering the questions</u>	0	1	2	
<u>Verbal skills</u>				
Voice: clarity, pace, fluency	0	1	2	
Pronunciation	0	1	2	
Vocabulary, grammar and sentence structure	0	1	2	
<u>Presentation skills</u>				
Ability to engage and involve audience	0	1	2	
Eye contact	0	1	2	
Body language	0	1	2	
Poise	0	1	2	
Use of visual aids	0	1	2	
Submission of presentation				
<u>Timing (max. 15 minutes)</u>	0		2	
<b>TOTAL</b>				

## Appendix 3: Presentation Peer Assessment Rubrics

CRITERIA	Below expected level (0)	At expected level (1)	Above expected level (2)
1. Focus	Rarely focuses on the task and what needs to be done. Lets others do the work.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes remind this person to keep on task.	Consistently stays focused on the task and what needs to be done. Very self-directed.
2. Leadership	Group member did not assume leadership or assumed it in a nonproductive manner.	Group member usually allowed others to assume leadership or often dominated the group.	Group member assumed leadership in an appropriate way when necessary by helping the group stay on track, encouraging group participation, posing solutions to problems, and having a positive attitude.
3. Listening	Group member did not listen to others and often interrupted them.	Group member sometimes did not listen to others' ideas.	Group member listened carefully to others' ideas.
4. Feedback	Group member did not offer constructive or useful feedback.	Group member occasionally offered constructive feedback, but sometimes the comments were inappropriate or not useful.	Group member offered detailed, constructive feedback when appropriate.
5. Attitude	Often has a destructive attitude about the task(s). Usually wants to have things their way, displays an unwillingness to consider other viewpoints.	Usually has a constructive attitude about the task(s). Often sides with friends instead of considering all views.	Always has a constructive attitude about the task(s). Always builds consensus to help the team reach a fair decision.
6. Workload	Group member often did not share the workload fairly or complete individual tasks.	Group member sometimes did not share the workload fairly or complete individual tasks.	Group member always shared the workload fairly and completed individual tasks.

CRITERIA	Below expected level (0)	At expected level (1)	Above expected level (2)
7. Ideas	Rarely provides useful research or ideas when participating in the group discussion.	Sometimes provides useful research and ideas when participating in the group discussion.	Routinely gathers research and shares useful ideas when participating in the group discussion.
8. Cooperation	Rarely makes compromises to accomplish a common goal and has difficulty getting along with other group members.	Occasionally makes compromises to accomplish a common goal, and sometimes helps keep the group working well together.	Consistently makes necessary compromises to accomplish a common goal.
9. Problem-solving	Does not try to solve problems or help others solve problems.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others	Actively looks for and suggests solutions to problems.
10. Time management	Group member did not complete most of the assigned tasks on time and often forced the group to make last-minute adjustments and changes to accommodate missing work.	Group member often did not complete assigned tasks on time, and held up completion of project work.	Group member completed assigned tasks on time.

## Appendix 4: Presentation Peer Assessment Form

Title of the presentation: \_\_\_\_\_

Date: \_\_\_\_\_

Student: \_\_\_\_\_

<i>CRITERIA</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>COMMENTS</i> <i>(very specific examples of your collaboration)</i>
1. Focus	0	1	2	
2. Leadership	0	1	2	
3. Listening	0	1	2	
4. Feedback	0	1	2	
5. Attitude	0	1	2	
6. Workload	0	1	2	
7. Ideas	0	1	2	
8. Cooperation	0	1	2	
9. Problem-solving	0	1	2	
10. Time management	0	1	2	
<b>TOTAL</b>				

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**СПІЛКУВАННЯ І НЕ ТІЛЬКИ:  
Опановуємо Ключові Навички XXI Століття для Майбутнього**