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Yuriy Fedkovych Chernivtsi National University**

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ENGLISH FOR UNIVERSITY STUDENTS: FIRST YEAR VIDEO COURSE



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This textbook contains materials necessary for organizing classroom, independent, and distance work for 1st-year students, aimed at developing listening comprehension, oral and written communication skills of an academic, social, and professional nature. The edition consists of thematic units based on 23 original English-language videos covering a wide range of everyday topics.

Here, you will find tasks for listening comprehension and vocabulary training and also professional communication, such as conducting dialogues or discussions in teams. Each unit includes pre-listening discussions, video-based fact extraction, lexical tasks for explaining key terms, and detailed comprehension checks. Furthermore, the edition provides problem-solving scenarios, team debates, and role-play simulations designed to foster critical thinking and effective teamwork in diverse environments – from sharing student accommodation to discussing global and local environmental challenges. The materials also include creative communication tasks, such as writing social media posts, blog snippets, and professional emails.

This edition is intended for students who wish to improve their English proficiency for successful communication in academic, social, and future professional environments.

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PART I

Video 1: 12 CLASSROOM RULES FOR UNIVERSITY STUDENTS

1. Pre-listening: Discuss the questions below with a partner and report your ideas to the class:

1. What do you think are some common behaviors that can interfere with the learning process?
2. How important do you believe it is to arrive on time for classes, and why?
3. In what ways do you think participating actively in discussions can improve your English language skills?
4. Why might it be beneficial to seek help from professors or classmates when facing challenges in your studies?

2. Watch the video ‘12 Classroom Rules for University Students’ and put down 6 key facts.

3. Watch the video again and mark the statements as true or false ones. Explain your choice.

1. ___ Respectful behavior in the classroom can improve academic performance by up to 40%.
2. ___ It is acceptable to arrive late to class as long as you have a good reason and communicate it to your professor.
3. ___ Students should always be prepared with necessary materials for each class.
4. ___ Turning off your phone during class is not necessary if you are not using it.
5. ___ Collaborating respectfully during group work involves sharing ideas and listening actively.
6. ___ Recognizing the achievements of others is more important than celebrating your own successes.

4. Match the term with the appropriate classroom scenario.

Term	Scenario
1. Schedule	A. A student enters late, which <i>breaks the flow</i> of the lecture.
2. Distractions	B. Ann makes sure she arrives early to respect everyone's <i>timing</i> .
3. Voice	C. When a student feels confused by a complex concept, they do not hesitate to ask the professor for <i>help</i> , knowing that their teachers are there to support their learning journey
4. Professionalism	D. Every student is encouraged to speak because everyone has <i>an opinion</i> .
5. Assistance	E. Keeping the desk <i>clean</i> creates a better learning atmosphere.
6. Tidiness	F. A student follows instructions carefully to show they are <i>serious</i> .

5. Explain in English the following key words and phrases from the video

- Academic Performance –
- Participation –
- Distractions –
- Guidelines –
- Collaboration –
- Positive Attitude –
- Feedback –
- Mindset –

6. Answer the questions based on the information provided in the video:

1. What is the impact of respectful behavior on academic performance, according to the text?
A) It has no impact.

- B) It can improve performance by up to 10%.
 - C) It can improve performance by up to 20%.
 - D) It can decrease performance.
2. What is the first classroom rule mentioned in the text?
- A) Be prepared
 - B) Arrive on time
 - C) Participate actively
 - D) Respect classmates
3. Why is it important to arrive on time for class?
- A) To avoid missing important announcements
 - B) To respect everyone's schedule
 - C) To have more time for discussions
 - D) To socialize with classmates
4. What should students bring to class according to Rule 2?
- A) Snacks and drinks
 - B) Only their textbooks
 - C) Necessary materials, including notebooks and assignments
 - D) Just a pen and paper
5. What does active participation in discussions help with?
- A) It distracts from the lecture.
 - B) It shows disinterest in the topic.
 - C) It deepens understanding of the material.
 - D) It takes time away from the professor's lecture.
6. What is the purpose of turning off your phone during class?
- A) To save battery life
 - B) To avoid distractions
 - C) To prevent others from using their phones
 - D) To keep the classroom quiet
7. What does Rule 6 emphasize about following the professor's guidelines?
- A) It is optional.

- B) It shows professionalism and respect.
 - C) It is only important for exams.
 - D) It is not necessary for group work.
8. What is the significance of celebrating successes in the classroom?
- A) It creates competition among students.
 - B) It builds a supportive classroom community.
 - C) It distracts from the learning process.
 - D) It is not mentioned in the text.

7. Role-Play Simulation:

The Scenario:

- A student is struggling with their mindset and often forgets their necessary materials.
- A peer mentor explains how maintaining a positive attitude and seeking help from professors can lead to better academic performance.

8. Fill in the gaps using the words from the bank below.

Word Bank: *professionalism, atmosphere, schedule, materials, disruptions, phone, active, support*

1. Being late causes _____, so try to plan your morning ahead of time. 2. Students should arrive early to respect everyone's _____. 3. It is your responsibility to bring necessary _____ to every lecture. 4. You will understand the topic better if you are _____ in discussions. 5. To stay focused and respectful, you must turn off your _____ before class starts. 6. Adhering to the professor's instructions is a sign of _____. 7. Professors are available during office hours to _____ your learning journey. 8. A clean and organized room fosters a better learning _____.

9. Problem-Solving: Discuss the following questions in teams. Share your collective ideas with the class:

1. How do you think a positive classroom environment influences student motivation and engagement? Can you share any personal experiences that support your view?
2. In what ways can students effectively provide constructive feedback to their peers while maintaining respect and support? What challenges might arise in this process?
3. What type of classroom success celebration would you prefer as a student?

10. Creative Writing:

Write a "Classroom Community Pledge" (50-70 words). Use at least four terms from Task 4 to describe how you will respect the schedule and ensure every student has a voice.

Video 2: CHERNIVTSI NATIONAL UNIVERSITY

1. Pre-listening: Discuss the questions below with a partner and report your ideas to the class:

1. What do you know about Chernivtsi National University?
2. How important do you believe the architectural design of a university can be in creating a positive learning environment?
3. What fields of study are you most interested in, and why do you think they are important for your future career?
4. What do you think are the key factors that make a university stand out in today's educational landscape?

2. Watch the video ‘Chernivtsi National University’ and put down 6 key facts.

3. Watch the video again and mark the statements as true or false ones. Explain your choice.

1. ____ Chernivtsi National University was founded in 1870.
2. ____ The main residential building of Chernivtsi National University is an example of Gothic architecture.
3. ____ Chernivtsi National University was added to the UNESCO World Heritage list in 2011.
4. ____ The university offers a limited range of specialties, focusing only on humanities.
5. ____ Students at Chernivtsi National University have access to international exchange programs and research projects.
6. ____ Chernivtsi National University is solely focused on academic achievements and does not promote personal growth or cultural exchange.

4. Match the term with the appropriate university scenario.

Term	Scenario
1. Gem	A. A student joins a professor <i>to discover new facts</i> in their field.
2. Founded	B. A tourist describes the university as <i>a hidden treasure</i> of Ukraine.
3. Neo-Moorish	C. An architect admires the unique <i>19th-century style of the building</i> .
4. Research projects	D. A historian looks at documents showing the school <i>began</i> in 1875.
5. Catering to	E. Being part of the community helps a student <i>develop as a person</i> .
6. Growth	F. The university <i>provides classes</i> for both artists and scientists.

5. Explain in English the following key words and phrases from the video

- Educational landscape –
- Cultural diversity –

- UNESCO World Heritage –
- Specialties –
- Humanities –
- Sciences –
- Diverse interests –
- International exchange programs –
- Vibrant community –
- Personal growth –

6. Answer the questions based on the information provided in the video:

1. In what year was Chernivtsi National University founded?
 - A) 1870
 - B) 1875
 - C) 1880
 - D) 1900
2. What architectural style is the main residential building of the university known for?
 - A) Gothic
 - B) Baroque
 - C) Neo-Moorish
 - D) Modernist
3. When was the university's main building added to the UNESCO World Heritage list?
 - A) 2000
 - B) 2005
 - C) 2011
 - D) 2015
4. What types of specialties does Chernivtsi National University offer?
 - A) Only humanities

- B) Only sciences
 - C) A wide range from humanities to sciences
 - D) Primarily technical fields
5. What opportunities are available to students at Chernivtsi National University?
- A) Only local internships
 - B) International exchange programs and research projects
 - C) Limited extracurricular activities
 - D) None mentioned
6. What aspect of the university is highlighted as fostering personal growth and cultural exchange?
- A) Its academic programs
 - B) Its vibrant community
 - C) Its historical significance
 - D) Its architectural design

7. Role-Play Simulation:

The Scenario: A local student is giving a tour to an international visitor. They discuss why the university is a gem in the educational landscape and how the Neo-Moorish architecture reflects the region's rich history.

8. Fill in the gaps using the words from the bank below.

Word Bank: *access, architecture, unique, residential, heritage, founded, research, history*

1. The university has a rich _____ that dates back to the late 19th century. 2. The main _____ building is a stunning example of design. 3. Architects often study the building as an example of Neo-Moorish _____. 4. The school was _____ in 1875 and has grown significantly since then. 5. In 2011, it was recognized by UNESCO for its _____ and beautiful design. 6. Many students apply for _____ projects to enhance their knowledge. 7. The stunning

_____ of the university reflects many cultural influences. 8. Students here have _____ to many international opportunities.

9. Problem-Solving: Discuss the following questions in teams. Share your collective ideas with the class:

1. If a student is interested in both humanities and sciences, how can they take advantage of the university's offerings to create a personalized academic path?
2. If you were tasked with promoting Chernivtsi National University to prospective students, what key points would you emphasize to attract them?
3. How do you envision your ideal university experience, and what elements would you prioritize?

10. Creative Writing:

Write a travel blog post (60-80 words) inviting students to visit. Highlight the architecture and why it stands out in the educational landscape.

Video 3: GETTING ACQUAINTED

1. Pre-listening: Discuss the questions below with a partner and report your ideas to the class:

1. How do you usually introduce yourself when meeting someone new? What information do you share first?
2. Why do people choose certain subjects or majors at university? What influenced your own choice?
3. What study methods or strategies work best for you? Do you prefer studying alone or in groups?
4. What hobbies or activities help you relax or balance your student life?

2. Watch the video ‘Getting Acquainted’ and put down 6 key facts.

3. Watch the video again and mark the statements as true or false ones. Explain your choice.

1. ___ One student is studying Environmental Science, and the other is studying Computer Science.
2. ___ The Environmental Science student chose this field because of a love for technology.
3. ___ Both students attend the same university.
4. ___ One student prefers using flashcards as a study method.
5. ___ Hiking and photography are hobbies mentioned in the dialogue.
6. ___ Both students want to work in software development after graduation.

4. Match the term with the appropriate academic scenario.

Term	Scenario
1. Path	A. A student uses <i>digital tools</i> to help solve real-world problems.
2. Chunks	B. A learner breaks their work into <i>small parts</i> to stay productive.
3. Technology	C. Someone chooses their <i>major</i> based on a love <i>for</i> nature.
4. Captured	D. A person <i>takes photos</i> of forests to find new ideas.
5. Sharp	E. Constant practice in coding helps a student keep their skills <i>high</i> .
6. Passionate	F. A student <i>feels very strongly</i> about protecting the environment.

5. Explain in English the following key words and phrases from the video

- Environmental Science –
- Computer science –
- Sustainability –
- Collaborative environment –

- Flashcards –
- Conservation –
- Career goals –
- Study tips –

6. Answer the questions based on the information provided in the video:

1. What made the Environmental Science student choose this subject?
2. Why did the Computer Science student decide on the field of study?
3. What do both students like about their university?
4. How does the Environmental Science student organize study sessions?
5. What study method does the Computer Science student find useful?
6. What hobby helps the Environmental Science student feel inspired?
7. What kind of projects does the Computer Science student enjoy outside of studying?
8. What kind of job does the Environmental Science student hope to have in the future?

7. Role-Play Simulation:

The Scenario: Two students meet at a coffee shop. One is studying Environmental Science because they are passionate about sustainability, while the other explains how technology helps them stay focused on solving problems.

8. Fill in the gaps using the words from the bank below.

Word Bank: *graduation, environmental, focused, technology, solves, photography, passionate, sharp*

1. One student chose their major because they are _____ about nature.
2. They believe that _____ can be used to help the environment.
3. Studying computer science _____ many real-world problems.
4. Breaking study sessions into chunks helps a student stay _____.
5. Outside of class, some students find that _____ inspires them.
6. Coding is a great way for a student to keep their skills _____.

_____. 7. After _____, one student hopes to work in software development. 8. The other student wants to work on _____ tech solutions.

9. Discuss the following situations / questions in teams. Share your collective ideas with the class:

1. **Choosing a Major:** Imagine you are helping a new student choose between Environmental Science and Computer Science. What arguments would you give for each subject? Which one would you recommend and why?
2. **Study Strategies:** Share your favorite study techniques in your group. Which ones are most effective for exams? Which help reduce stress? As a team, create a “Top 4 Study Tips” list.
3. **Hobbies and Free Time:** Discuss how hobbies can influence your studies or career choice. Can a hobby become a profession? Give examples from your own experiences.

10. Creative Writing:

Write a short dialogue (70-90 words) where two friends discuss their career goals after graduation and the study tips they use to stay focused.

Video 4: PERSONAL PROFILE OF A STUDENT

1. Pre-listening: Discuss the questions below with a partner and report your ideas to the class:

1. What kind of information do people usually include when they introduce themselves?
2. Why is it important to share a bit about your background when meeting new people?
3. How can hobbies and personal interests help others understand who you are?

4. Why might it be useful to talk about your future goals when creating a personal profile?

2. Watch the video ‘Personal Profile of a Student’ and put down 6 key facts.

3. Watch the video again and mark the statements as true or false ones. Explain your choice.

1. ___ Creating a personal profile is a way to introduce yourself.
2. ___ Step 1 suggests talking about your hobbies first.
3. ___ Sharing your studying preferences can help others support your learning.
4. ___ Hobbies and interests do not reveal anything about your personality.
5. ___ Discussing your future goals can inspire others and create opportunities.
6. ___ The video recommends being authentic when creating your profile.

4. Match the term with the appropriate social scenario.

Term	Scenario
1. Connections	A. A student describes their <i>dreams</i> for the next five years.
2. Fosters	B. Sharing a background <i>helps</i> people become friends.
3. Shine	C. An introduction helps build <i>new relationships</i> .
4. Aspirations	D. <i>Being yourself</i> allows your true character to be seen.
5. Support	E. Knowing a friend's learning style helps you <i>help them</i> .
6. Authentic	F. A student acts honestly and lets the true personality <i>show</i> .

5. Explain in English the following key words and phrases from the video:

- Personal profile –
- Family background –
- Studying preferences –
- Learning style –

- Storytelling –
- Goals / aspirations –
- Be authentic –
- Self-discovery –

6. Answer the questions based on the information provided in the video:

1. What is the first step in creating a personal profile?
2. Why is it useful to share your family background when introducing yourself?
3. What types of hobbies or interests does the video suggest sharing?
4. According to the video, how does storytelling help in creating connections?
5. What does the video recommend discussing about your future plans?
6. How can creating a personal profile help you connect with others?

7. Role-Play Simulation:

The Scenario: You are at a networking event for first-year students. Use storytelling to introduce your family background and your aspirations to build personal connections with your new peers.

8. Fill in the gaps using the words from the bank below.

Word Bank: *personality, hobbies, preferences, background, authentic, profile, introduce, connections*

1. Creating a personal _____ is a great way to meet new people. 2. The first step is to _____ yourself and your family. 3. Sharing your _____ can foster strong personal relationships. 4. You should also talk about your studying _____ in a group. 5. Knowing your learning style helps your classmates _____ you. 6. Whether it is sports or music, your _____ show your character. 7. Talking about your future plans can inspire other people's _____. 8. The most important thing is to be _____ and let yourself shine.

9. Discuss the following situations /questions in teams. Share your collective ideas with the class:

1. **Creating Your Profile:** In teams, imagine you are introducing yourselves to new classmates. Share your family background, hobbies, and study preferences. How would you make your profile stand out?
2. **Hobbies and Interests Debate:** Share your hobbies and interests with your group. How do these hobbies reflect your personality? Can hobbies influence your career choice?
3. **Future Plans Brainstorm:** Each team member shares their goals for the next five years. Discuss ways you could support each other in achieving these goals.

10. Creative Writing:

Write a script for a 1-minute "Personal Profile" video. Include details about your family background, your hobbies, and how you hope to stand out.

**Video 5: HOW TO DESCRIBE APPEARANCE AND CHARACTER
EFFECTIVELY**

1. Pre-listening: Discuss the questions below with a partner and report your ideas to the class:

1. When you describe someone, which do you usually notice first: their appearance or their personality? Why?
2. What words or phrases do you often use to describe people? Are they mostly positive, neutral, or negative?
3. Why can it be important to be specific when describing someone's physical features or character?
4. How can a person's behaviour reveal their personality?

2. Watch the video ‘How to Describe Appearance and Character Effectively’ and put down 6 key facts.

3. Watch the video again and mark the statements as true or false ones. Explain your choice.

1. ___ Describing someone's appearance and character requires precise vocabulary and clear structure.
2. ___ It is enough to say “she was kind” without giving any examples.
3. ___ Neutral personality traits, such as being reserved or meticulous, should never be included in descriptions.
4. ___ Mannerisms, such as rubbing temples or tucking hair behind the ear, are not important in character descriptions.
5. ___ Balancing physical traits with personality helps create a more complete picture of a person.
6. ___ Negative traits should always be avoided when describing a character.

4. Match the term with the appropriate descriptive scenario.

Term	Scenario
1. Athletic build	A. A person who rubs their temples whenever they are <i>thinking hard</i> .
2. Striking	B. Someone who <i>always notices</i> when others feel left out.
3. Mannerism	C. A person <i>with broad shoulders</i> who looks like a seasoned athlete.
4. Compassionate	D. Someone who is <i>very careful and pays attention</i> to every detail.
5. Meticulous	E. A girl's <i>laughter that sounds like bubbles in champagne</i> .
6. Comparison	F. A feature, like a birthmark, that is <i>very noticeable and unique</i> .

5. Explain in English the following key words and phrases from the video

- Physical appearance –
- Height / build –
- Facial features –
- Distinguishing features –
- Personality traits –
- Indecisive / aloof –
- Potential flaws –
- Mannerisms –

6. Answer the questions based on the information provided in the video:

- 1. What are some adjectives used to describe a person's build?**
 - A) Tall, short, average
 - B) Stocky, slender, muscular
 - C) Happy, sad, angry
 - D) Bright, dark, colorful
- 2. Which term describes facial features that are prominent and well-defined?**
 - A) Angular
 - B) Soft
 - C) Blurry
 - D) Dull
- 3. What is a distinguishing feature that can be mentioned when describing someone?**
 - A) Their favorite color
 - B) Their birthmarks or tattoos
 - C) Their hobbies
 - D) Their job title
- 4. Which of the following is NOT a positive character trait mentioned?**
 - A) Compassionate
 - B) Cynical

- C) Charismatic
 - D) Dependable
5. **What technique is suggested for showing a character's kindness?**
- A) Simply stating "she was kind"
 - B) Describing her actions, like making space for someone
 - C) Listing her achievements
 - D) Mentioning her favorite books
6. **What does the phrase "show don't tell" mean in the context of descriptions?**
- A) To use more adjectives
 - B) To provide direct statements about a character
 - C) To illustrate traits through actions and behaviors
 - D) To avoid using any descriptive language
7. **How can comparisons enhance descriptions?**
- A) They make descriptions longer
 - B) They provide relatable imagery
 - C) They confuse the reader
 - D) They are unnecessary
8. **What is an example of a mannerism that can be included in a character description?**
- A) Their favorite food
 - B) How they dress
 - C) Rubbing their temples when thinking
 - D) Their job title
9. **Why is it important to balance physical and personality descriptions?**
- A) To make the character more complex and relatable
 - B) To focus only on looks
 - C) To avoid mentioning flaws
 - D) To keep descriptions short
10. **What is the overall purpose of using detailed descriptions in writing?**
- A) To fill space in a narrative

- B) To create vivid images and convey personality traits
- C) To confuse the reader
- D) To make the text more formal

7. Role-Play Simulation:

The Scenario: An author is describing a new character to an illustrator. They use comparisons and mannerisms to "show, not tell" that the character is compassionate but can sometimes be aloof.

8. Fill in the gaps using the words from the bank below.

Word Bank: *striking, broad-shouldered, charismatic, observations, meticulous, vocabulary, comparison, optimism*

1. Describing a person requires you to choose very precise _____. 2. You should always try to structure your _____ clearly. 3. You might describe someone as being lanky or _____. 4. Her most _____ feature was the freckles across her nose. 5. A _____ person is someone who naturally attracts others. 6. Being _____ means you are very careful with small details. 7. To make a description better, use a _____ like "laughing like champagne". 8. A person's cheerful _____ can lift everyone's spirits.

9. Discuss the following situations / questions in teams. Share your collective ideas with the class:

1. **Character Sketch Challenge:** In teams, choose a famous person or fictional character. Describe their physical appearance and personality using at least five key terms from the video. Share with the class and see if others can guess who it is.
2. **Show, Don't Tell Practice:** Give each team a list of simple personality traits (e.g., kind, nervous, confident). Discuss and create examples that *show* these traits through actions or mannerisms instead of just stating them.

3. **Positive vs. Flaws Brainstorm:** Teams brainstorm how to describe potential flaws (hot-tempered, cynical, aloof) in a way that is realistic but not overly negative. Share strategies with the class.

10. Creative Writing:

Write a character description (80-100 words) for a 'Hero' in a novel. Use at least two mannerisms and one comparison to describe their athletic build.

Video 6. DESCRIBING YOURSELF IN AN INTERVIEW

1. Pre-listening: Discuss the questions below with a partner and report your ideas to the class:

1. How long do you think it takes for someone to form a first impression of you?
2. Do you believe your choice of clothing affects your chances of getting a job?
Why or why not?
3. Which is more important in a job interview: your appearance or your character?
4. What are three words you would use to describe your professional strengths?

2. Watch the video 'Describing Yourself in an Interview' and put down 6 key facts.

3. Watch the video again and mark the statements as true or false. Explain your choice.

1. ____ It takes about 30 seconds for a hiring manager to form an opinion of a candidate.
2. ____ Research from CareerBuilder shows that nearly half of hiring managers value professional appearance.
3. ____ Teamwork and adaptability are considered character traits that can set a candidate apart.

4. ____ Employers prefer candidates who are humble and avoid talking about their strengths.
5. ____ Mentioning you are a "strong communicator" demonstrates self-awareness.

4. Match the interview-related terms to the appropriate real-life scenario below.

Term	Scenario
1. First Impression	A. A candidate researches the company <i>dress code</i> to ensure they look professional.
2. Attire	B. Within <i>the first few moments</i> of meeting, the interviewer decides the candidate is confident.
3. Adaptability	C. An applicant <i>clearly explains</i> the ability to manage a project during a stressful deadline.
4. Articulate	D. A worker successfully <i>switches from a solo project to a group task</i> when the manager requests it.
5. Communication	E. A candidate <i>speaks clearly and confidently</i> about previous work experience.

5. Explain in English the following key words and phrases from the video:

- First impressions –
- Professionalism –
- Attire –
- Character traits –
- Self-awareness –
- Articulate –

6. Answer the questions based on the information provided in the video:

1. According to research, exactly how many seconds does it take for a first impression to form?

2. What percentage of hiring managers consider a candidate's clothing a key factor in their decision?
3. What are three specific character strengths mentioned that can help a candidate stand out?
4. What does saying "I am a strong communicator" show to an employer?
5. Why is it important to be able to articulate your strengths clearly?

7. Role-Play Simulation:

Work in pairs. Student A is a hiring manager, and Student B is a job applicant. Use the concepts from the sources to complete the scene.

- **Student A (Hiring Manager):** Greet the applicant. Note appearance and ask to describe the best character traits.
- **Student B (Applicant):** Focus on making a good first impression. Mention your strengths in teamwork and adaptability.
- **Student A (Hiring Manager):** Ask for a specific example of communication skills.
- **Student B (Applicant):** Clearly articulate why you are a good fit for the company and express self-awareness regarding your professional growth.

8. Fill in the blanks using the words provided in the word bank. Each word or phrase should be used only once.

Word Bank: 7 seconds, articulate, attire, character, CareerBuilder, first impressions, communicator, strengths, professionalism

In a job interview, (1)_____ matter immensely because it only takes (2)_____ for an opinion to form. When considering appearance, (3)_____ is vital, as a study from (4)_____ found that 49% of managers prioritize (5)_____ traits like (6)_____ and teamwork. Being a strong (7)_____ shows confidence and self-awareness. Ultimately, employers want candidates who can (8)_____ their (9)_____ clearly to leave a lasting impact.

9. Problem-Solving: Discuss the following questions in teams. Share your collective ideas with the class:

1. If you only have 7 seconds to make an impression, what is the most important thing you should do when you first walk into the room?
2. How would you balance showing "professionalism" in your attire with expressing your personal character?
3. A candidate has excellent skills but cannot articulate them clearly. As a team, suggest three ways they can improve their self-awareness before an interview.

10. Creative Communication: The "Interview Success" Social Media Post

Instructions: Imagine you are a career coach. Based on the video, write a short "Top Tips for Interview Day" post for your followers. **Your post must include:**

- A tip about the timing of first impressions.
- A statistic about the importance of attire.
- A "Character Checklist" of three traits to highlight.
- A final encouraging remark about how to leave a lasting impression.

Video 7: 20 TIPS FOR LEARNING ENGLISH EFFECTIVELY

1. Pre-listening: Discuss the questions below with a partner and report your ideas to the class:

1. Why do you think so many people around the world are learning English?
2. Which methods have you tried to improve your English skills? Were they effective?
3. How can listening to English music or watching movies help with language learning?
4. What are the benefits of speaking with native English speakers?

2. Watch the video ‘20 Tips for Learning English Effectively’ and put down 6 key facts.

3. Watch the video again and mark the statements as true or false ones. Explain your choice.

1. ___ Over 1.3 billion people worldwide are learning English.
2. ___ Immersing yourself in English by watching movies or listening to music is not recommended.
3. ___ Speaking with native speakers helps reinforce what you’ve learned.
4. ___ Platforms like Tandem or HelloTalk can connect you with other English learners.
5. ___ Reading books in English does not help improve vocabulary.
6. ___ Starting with children's books is suggested for easier vocabulary.

4. Match the term with the appropriate language learning scenario.

Term	Scenario
1. Exposure	A. A student uses an app to talk to <i>a person from London</i> .
2. Sounds	B. A learner <i>listens to English podcasts</i> every single morning.
3. Native speakers	C. Someone reads a simple <i>book written for young children</i> .
4. Reinforce	D. A student listens closely to <i>how words are pronounced</i> in a song.
5. Children’s books	E. <i>Constant practice</i> helps a student remember what they learned.
6. Master	F. A person eventually <i>learns to use the language</i> with total skill.

5. Explain in English the following key words and phrases from the video

- Boost your English skills –

- Foreign language –
- Immerse yourself –
- Native speakers –
- Dedication –
- Language exposure –
- Master English –
- Expand vocabulary –
- Improve comprehension –

6. Answer the questions based on the information provided in the video:

1. Why is immersing yourself in English important for language learning?
2. What are some ways you can immerse yourself in English?
3. How can speaking with native English speakers help improve your skills?
4. Which online platforms can connect you with native speakers?
5. Why is reading books in English recommended for learners?
6. What type of books is suggested for beginners and why?
7. How does expanding your vocabulary help with overall English learning?
8. How can dedication influence your success in mastering English?

7. Role-Play Simulation:

The Scenario: A student is feeling frustrated with his/her English progress. A teacher recommends to immerse oneself through daily exposure to music and books to reinforce speaking skills.

8. Fill in the gaps using the words from the bank below.

Word Bank: *boost, sounds, dedication, foreign, immerse, platforms, expand, master*

1. There are many effective tips to _____ your English skills.
2. English is currently the most widely studied _____ language.
3. To learn faster, you should _____ yourself in the language.
4. Watching movies helps you get used to the _____ of English.
5. Online _____ like Tandem can connect you with

people abroad. 6. Practice is essential because it helps _____ what you've learned. 7. Reading different books is a great way to _____ your vocabulary. 8. With enough _____, you can open doors to new opportunities.

9. Discuss the following situations / questions in teams. Share your collective ideas with the class:

1. **Immersion Challenge:** In your team, discuss which forms of immersion (movies, music, podcasts, social media) are the most effective for learning English. Share your own experiences and decide on the “Top 4” for your group.
2. **Speaking with Natives Debate:** Some people say speaking with natives is the fastest way to improve English, while others believe structured learning (classes, grammar practice) is more important. Which side do you agree with, and why?
3. **Reading Choices:** Imagine you are helping a beginner English learner. Would you recommend to start with children’s books, news articles, or social media posts? Explain your reasoning and agree on the best option as a team.
4. **Future Learners’ Toolkit:** Based on the tips in the video, design a short “guide” for new English learners with 3–4 practical steps. Which ones would you include first and why?

10. Creative Writing:

Write a "Language Learning Guide" (60-80 words). Suggest three ways a student can increase their exposure to English and what they should start with.

Video 8: MANAGING STUDENT ACCOMMODATION & CHORES.

HOUSING

1. Pre-listening: Discuss the questions below with a partner and report your ideas to the class:

1. Do you think it is better for students to live alone or share accommodation with others? Why?
2. What are the advantages and disadvantages of sharing living space?
3. Which household chores do you think are the hardest to share fairly?
4. How can doing chores together affect friendships or relationships between roommates?
5. What strategies could students use to make sure chores are divided equally?

2. Watch the video ‘Managing Student Accommodation & Chores. Housing’ and put down 6 key facts.

3. Watch the video again and mark the statements as true or false ones. Explain your choice.

1. ___ According to a national survey, 7% of students share their accommodation with others.
2. ___ Sharing accommodation always leads to conflicts and stress.
3. ___ Regular chores in shared housing include cleaning, studying, and cooking.
4. ___ A study at the University of California found that students who share chores are less satisfied with their living situation.
5. ___ Sharing chores can help create stronger friendships and reduce stress.
6. ___ Many students use chore charts or schedules to keep track of tasks and responsibilities.

4. Match the term with the appropriate housing scenario.

Term	Scenario
1. Accommodation	A. A student looks at <i>a poster</i> to see who is cleaning the kitchen.
2. Responsibilities	B. Roommates feel like they have <i>become better friends</i> over time.

3. Harmonious	C. A person lives in a <i>shared apartment</i> with three other people.
4. Friendship	D. A student <i>makes sure</i> the electricity bill is paid on time.
5. Chore charts	E. The people in the house live <i>peacefully without any arguments</i> .
6. Tackle	F. A group of roommates works together <i>to solve</i> a cleaning problem.

5. Explain in English the following key words and phrases from the video

- Share accommodation –
- Regular chores –
- Managing bills –
- Harmonious living environment –
- Study satisfaction –
- Chore charts / schedules –
- Track responsibilities –

6. Answer the questions based on the information provided in the video:

1. Why do students who share accommodation need to share responsibilities?
2. What are some common chores students have to do in shared housing?
3. How can doing chores together affect the atmosphere in a shared living space?
4. What did the University of California study find about students who share chores?
5. How can sharing chores help reduce stress among students?
6. Why is it important for everyone in shared accommodation to know their responsibilities?
7. How might chore charts or schedules improve friendships among roommates?

7. Role-Play Simulation:

The Scenario: Two new roommates are moving into a shared accommodation. They discuss how to divide responsibilities like managing bills and cleaning to ensure a harmonious living environment.

8. Fill in the gaps using the words from the bank below.

Word Bank: *shared, satisfaction, chores, maintain, survey, stress, schedules, housing*

1. Many students live in _____ accommodation with their peers. 2. Sharing a space means that everyone must share the _____. 3. Regular _____ include things like cleaning and cooking. 4. According to a _____, many students divide tasks equally. 5. Working together can help _____ a peaceful living environment. 6. Students who divide work often report having higher _____. 7. Doing chores together can lead to better friendships and less _____. 8. Many people use _____ to keep track of their daily tasks.

9. Discuss the following situations / questions in teams. Share your collective ideas with the class:

1. **Roommate Challenge:** In your team, imagine you are sharing an apartment with 3–4 students. Discuss how you would divide chores fairly and keep track of responsibilities. Create a sample chore chart together.
2. **Problem-Solving Debate:** Some students don't like doing chores. Discuss in teams how this could affect friendships and stress levels. How would your team handle an uncooperative roommate?
3. **Living Space Improvements:** Discuss ways to make shared living spaces more harmonious. What strategies, rules, or routines would your team implement to reduce conflicts and maintain cleanliness?

10. Creative Writing:

Write a "Roommate Agreement" (50-70 words). Use terms like harmonious, responsibilities, and chore charts to explain how you will track your tasks.

Video 9: BRITISH FOOD AND EATING HABITS

1. Pre-listening: Discuss the questions below with a partner and report your ideas to the class:

1. What traditional British foods have you heard of before, and what do you know about them?
2. How do you think British eating habits (like having breakfast, lunch, and dinner) compare to your own country?
3. Have you ever tried a “full English breakfast” or similar hearty breakfast? What was it like?
4. Why do you think afternoon tea is an important tradition in Britain?

2. Watch the video ‘British Food and Eating Habits’ and put down 6 key facts.

3. Watch the video again and mark the statements as true or false ones. Explain your choice.

1. ___ British cuisine is known for being hearty and comforting.
2. ___ The full English breakfast usually includes eggs, bacon, sausages, baked beans, grilled tomatoes, and toast.
3. ___ Fish and chips are typically served with mashed potatoes and gravy.
4. ___ Shepherd’s pie is made with mutton, vegetables, and topped with mashed potatoes.
5. ___ Afternoon tea usually includes scones with clotted cream, and cakes.
6. ___ British people usually skip breakfast and have only lunch and dinner.

4. Match the term with the appropriate food scenario.

Term	Scenario
1. Battered	A. A family eats eggs, bacon, and beans on a Saturday morning.

2. Produce	B. A student <i>grabs</i> a Cornish pasty to eat while walking to class.
3. Traditional	C. A person eats a warm, <i>filling</i> pie on a cold winter evening.
4. Quick meal	D. A group of friends meets at 4:00 p.m. <i>for tea and scones</i> .
5. Afternoon tea	E. A chef <i>coats</i> a piece of fish <i>in flour and water</i> before frying it.
6. Nourishing	F. A shopper buys fresh vegetables <i>from a local farmers' market</i> .

5. Explain in English the following key words and phrases from the video:

- Full English breakfast –
- Fish and chips –
- Savory pies –
- Cornish pasties –
- Afternoon tea –
- Clotted cream and jam –
- Farmers' markets –
- Hearty and comforting –

6. Answer the questions based on the information provided in the video:

1. What are some examples of traditional British foods mentioned in the text?
2. Why do many people enjoy eating a full English breakfast on weekends?
3. What ingredients are used to make shepherd's pie?
4. Where are savory pies like steak and kidney pie commonly eaten?
5. How is afternoon tea traditionally served and what does it include?
6. How have local ingredients, farmers' markets, and food festivals influenced British cuisine in recent years?

7. What role do cooking shows and celebrity chefs play in popularizing British food today?
8. How do British eating habits reflect the country's history and cultural influences?

7. Role-Play Simulation:

The Scenario: An exchange student is invited to Afternoon Tea. He asks their host about the difference between a hearty roast dinner and a quick meal like a Cornish pasty.

8. Fill in the gaps using the words from the bank below.

Word Bank: *socialize, traditional, snacks, mashed, chips, comforting, breakfast, seasonal*

1. British food is famous for being very _____ and hearty. 2. One of the most _____ dishes in Britain is fish and chips. 3. The full English _____ is a very big meal eaten on weekends. 4. Fish is often served with _____ and mushy peas on the side. 5. Shepherd's pie is a classic meal topped with creamy _____ potatoes. 6. Savory pies are often eaten as a quick meal or small _____. 7. Afternoon tea is a lovely tradition used to _____ with friends. 8. Modern British food focuses a lot on local and _____ ingredients.

9. Discuss the following situations / questions in teams. Share your collective ideas with the class:

1. **Traditional vs. Modern:** In your team, discuss which traditional British foods you would like to try and why. How do these dishes compare to foods from your own country?
2. **Healthy Choices Debate:** Some people think British food is too heavy or unhealthy. Discuss in teams which dishes could be made healthier and how, without losing their traditional taste.

3. **Food Festival Planning:** Your team is organizing a “British Food Day.” Decide which meals or snacks to feature and how to present them to showcase British culture and traditions.

10. Creative Writing:

Write a review (70-90 words) of a "British Food Festival." Mention the hearty meals you tried and why the Afternoon Tea was a great way to socialize.

Video 10: ORDERING FOOD IN A BRITISH RESTAURANT

1. Pre-listening: Discuss the questions below with a partner and report your ideas to the class:

1. Have you ever eaten in a British restaurant or pub? If not, what do you imagine it would be like?
2. What are some typical dishes or drinks you think people order in Britain?
3. When you go to a restaurant, what is the first thing you usually order – food or drinks? Why?
4. How do you usually decide what to eat – by recommendations, specials, or what you already know?
5. In your culture, is it common to share food or dessert with others when eating out?

2. Watch the video ‘Ordering Food in a British Restaurant’ and put down 6 key facts.

3. Watch the video again and mark the statements as true or false ones. Explain your choice.

1. ____ The customers chose to sit at a table by the window.
2. ____ The waiter recommended a house Shiraz and an English Chardonnay from the wine list.

3. ____The customers ordered a starter of soup and bread.
4. ____One customer ordered slow-roasted lamb, and the other ordered fisherman's pie.
5. ____The customers decided not to order dessert because they were too full.
6. ____The waiter added a 15% service charge to the bill.

4. Match the term with the appropriate restaurant scenario.

Term	Scenario
1. Available	A. The waiter tells the guests that a table by the window is <i>ready</i> .
2. Menus	B. A customer asks <i>if the meat is cooked medium-rare</i> .
3. Recommend	C. The guest asks for a small box <i>to take their extra lamb home</i> .
4. Acceptable	D. The server hands the customers <i>the list of food and drinks</i> .
5. Scoop	E. The waiter <i>suggests</i> the house Shiraz as a great red wine.
6. Takeaway	F. A customer asks for exactly one <i>ball</i> of vanilla ice cream.

5. Explain in English the following key words and phrases from the video:

- Sparkling water –
- Sharing platter –
- Homemade onion marmalade –
- Fisherman's pie –
- Seasonal vegetables –
- Sticky toffee pudding –
- Service charge –
- Takeaway boxes –

6. Answer the questions based on the information provided in the video:

1. What type of establishment is the setting for the dialogue?
2. What drink do the customers order to start with?
3. What appetizer do the customers choose?
4. What additional item do the customers request to accompany their appetizer?
5. What is the special dish recommended by the waiter?
6. What main course does each customer order?
7. What extra items do the customers request with their main courses?
8. What dessert do the customers decide to share?
9. What options does the waiter offer for the dessert accompaniment?
10. What request do the customers make when asking for the bill?

7. Role-Play Simulation:

The Scenario: A group of friends is at a restaurant. They ask the waiter to recommend a wine, check if the sharing platter is big enough, and discuss if they have room for dessert.

8. Fill in the gaps using the words from the bank below.

Word Bank: marmalade, adjust, delightful, room, special, platter, satisfaction, sauce

1. The English Chardonnay is described by the waiter as _____. 2. The customers decided to start with a cheese and chutney _____. 3. This appetizer is served with a homemade onion _____. 4. For the main course, the waiter recommends the tonight's _____. 5. The lamb is served with a choice of mint _____ or gravy. 6. Customers are asked if they are saving any _____ for dessert. 7. The waiter checks to see if everything was to the guests' _____. 8. The bill includes a service charge that the customer can _____.

9. Discuss the following situations / questions in teams. Share your collective ideas with the class:

1. **Cultural Comparison:** How do restaurant experiences differ in your country compared to Britain? Think about greetings, ordering, tipping, and portion sizes.
2. **Service Charge Debate:** Some countries include a service charge in the bill, while others expect tips. Do you think service charges are better than tipping? Why or why not?
3. **Dining Preferences:** If you could design your “perfect meal” at a restaurant, what would it include (starter, main, dessert, drink)? Compare and discuss with your teammates.

10. Creative Writing:

Write a "Thank You" note (50-70 words) to a restaurant manager. Mention the delightful wine and why the special lamb dish was absolutely perfect.

Video 11: ENTERTAINMENT

1. Pre-listening: Discuss the questions below with a partner and report your ideas to the class:

1. What kinds of entertainment are most popular among young people in Ukraine today?
2. Have you ever attended a music festival, film festival, or a sporting event? How was the experience?
3. Do you prefer live events (concerts, sports matches, festivals) or online entertainment (streaming, gaming, esports)? Why?
4. Which Ukrainian artists, athletes, or cultural events are you most proud of?

2. Watch the video ‘Entertainment’ and put down 6 key facts.

3. Watch the video again and mark the statements as true or false ones. Explain your choice.

1. ____In 2022, more than 3 million people attended music festivals in Ukraine.
2. ____DakhaBrakha and ONUKA are examples of international music groups performing in Ukraine.
3. ____The Odesa International Film Festival focuses on Eastern European cinema.
4. ____Football is described as the least popular sport among Ukrainian youth.
5. ____Ukraine co-hosted the UEFA Euro 2012 football championship.
6. ____In 2022, fewer than 500,000 players took part in esports tournaments in Ukraine.

4. Match the term with the appropriate entertainment scenario.

Term	Scenario
1. Vibrant	A. Over 3 million people <i>go to see</i> music acts across Ukraine.
2. Showcase	B. A student <i>watches a movie</i> specifically from Eastern Europe.
3. Attend	C. The streets are <i>full of energy</i> with festivals and art shows.
4. Cinema	D. A festival provides a chance for new bands <i>to play</i> their music.
5. Passion	E. Thousands of fans <i>cheer</i> for the national football team.
6. Thriving	F. Millions of people are <i>actively joining</i> online gaming tournaments.

5. Explain in English the following key words and phrases from the video:

- Entertainment –
- Thriving esports community –
- Endless entertainment options –
- Cultural landscape –
- Pop, rock, hip hop, folk, electronic music –

- Film industry promotion –
- Track and field –
- Festival attendees –

6. Answer the questions based on the information provided in the video:

1. What types of events contribute to the vibrant entertainment scene in Ukraine?
2. How many people attended music festivals across Ukraine in 2022?
3. What are some popular music genres in Ukraine as of 2025?
4. Name two notable music artists or groups mentioned in the text.
5. What is the focus of the Odesa International Film Festival?
6. When did Ukraine host the Odesa International Film Festival featuring over 100 films?
7. What is the most popular sport among youth in Ukraine?
8. What major sporting event was co-hosted by Ukraine?
9. How many players participated in various esports tournaments in Ukraine in 2022?
10. What does the video suggest about the variety of entertainment options available in Ukraine?

7. Role-Play Simulation:

The Scenario: Two friends are discussing their weekend plans. One wants to go to a vibrant music festival to see notable artists, while the other wants to engage with the thriving esports community.

8. Fill in the gaps using the words from the bank below.

Word Bank: talent, genres, landscape, notable, attended, engage, players, tournaments

1. Ukraine has a very vibrant entertainment _____ for young people.
2. In 2022, millions of people _____ music festivals in the country.
3. These events are used to showcase both local and international _____.
4. There are many popular music

_____ in Ukraine, including folk and rock. 5. The country hosts many festivals that celebrate international _____. 6. These events provide a platform for filmmakers to _____ with audiences. 7. Major sporting events show that the country has a deep passion for sports _____. 8. Over 1 million _____ participated in various esports competitions.

9. Discuss the following situations / questions in teams. Share your collective ideas with the class:

1. **Festival Planning Challenge:** Imagine your team is organizing a music or film festival in Ukraine. Which artists, genres, or films would you include, and how would you attract a diverse audience?
2. **Sports and Youth Debate:** Discuss why football is so popular among Ukrainian youth. How do sports influence teamwork, health, and national pride?
3. **Esports vs. Traditional Entertainment:** Some people think gaming and esports are just as exciting as live music or sports events. Debate the pros and cons of esports compared to traditional entertainment options.

10. Creative Writing:

Write a pitch (80-100 words) for a travel show called "Vibrant Ukraine." Describe why tourists should explore the thriving esports scene and the diverse music festivals.

Video 12. DOING SPORTS. BASKETBALL

1. Pre-listening: Discuss the questions below with a partner and report your ideas to the class:

1. What are some of the most important physical skills needed to play basketball?
2. Do you think team sports are more difficult to learn than individual sports? Why?
3. Have you ever tried to learn a new sport? What was the hardest part for you?

4. How important is a coach or a mentor when you are trying to improve your athletic abilities?

2. Watch the video ‘Doing Sports. Basketball’ and put down 6 key facts.

3. Watch the video again and mark the statements as true or false. Explain your choice.

1. ____ When shooting, your feet should be as close together as possible.
2. ____ The guide hand should be placed directly under the basketball.
3. ____ Keeping your head up while dribbling allows you to see what is happening around you.
4. ____ Dribbling with both hands makes a player more versatile.
5. ____ To play good defense, you should focus your eyes on the opponent's ball.

4. Match the basketball-related terms to the appropriate real-life scenario below.

Term	Scenario
1. Shooting Technique	A. A player practices <i>moving around cones to get faster and more precise.</i>
2. Versatile Player	B. A beginner focuses on <i>keeping their knees bent and feet shoulder-width apart.</i>
3. Defense	C. An athlete <i>practices with their left hand even though they are right-handed.</i>
4. Agility	D. A player stays low and shuffles their feet <i>to stop an opponent from scoring.</i>
5. Awareness	E. A point guard <i>keeps their head up to see where their teammates are located.</i>

5. Explain in English the following key words and phrases from the video:

- Shooting hand –

- Guide hand –
- Dribbling –
- Agility –
- Stance –
- Shuffle –

6. Answer the questions based on the information provided in the video:

1. What is the recommended position for your feet and knees when starting to shoot?
2. Where should your hands be placed on the ball to maintain control and aim accurately?
3. What part of your hand should you use to control the ball while dribbling?
4. What is one specific drill mentioned to help improve control and agility?
5. According to the video, what part of your opponent's body should you watch during defense?

7. Role-Play Simulation: Work in pairs. Student A is a basketball coach, and Student B is a beginner who wants to join the school team. Use the instructions from the sources to complete the scene.

- **Student A (Coach):** Greet the player. Explain the correct shooting technique, specifically mentioning hand placement and feet position.
- **Student B (Player):** Ask for advice on how to improve your dribbling speed and how to handle the ball better with both hands.
- **Student A (Coach):** Describe a drill using cones and explain why awareness of surroundings is important.
- **Student B (Player):** Ask for a tip on how to stop a fast opponent from scoring (defense).
- **Student A (Coach):** Give advice on the correct stance and what to watch on the opponent's body.

8. Fill in the blanks using the words provided in the word bank. Each word or phrase should be used only once.

Word Bank: *fingertips, stance, shoulder-width, shooting hand, surroundings, versatile, agility, hips*

To improve your basketball skills, you must first focus on your form; keep your feet (1)_____ apart and your knees slightly bent. Your (2)_____ should be positioned under the ball, while your guide hand stays on the side for accuracy. When moving, use your (3)_____ to control the ball and keep your head up to maintain awareness of your (4)_____. You can improve your (5)_____ by practicing with cones, and using both hands will make you a more (6)_____ player. Finally, for defense, stay low in your (7)_____ and always watch your opponent's (8)_____ to react quickly.

9. Problem-Solving: Discuss the following questions in teams. Share your collective ideas with the class:

1. Imagine a player is very good at shooting but always loses the ball while dribbling. Based on the video, what specific practice routine would you design for them?
2. The video states "practice makes perfect." How would your team handle a teammate who is frustrated because they aren't improving fast enough?
3. How does "watching the opponent's hips" help a player more than watching the ball during defense?

10. Creative Writing: The "Pro-Baller" Social Media Post Instructions: Imagine you are a sports influencer. Based on the video, write a short "Basketball Basics" post for your followers. **Your post must include:**

- A tip about the correct shooting stance.
- One drill to improve agility and control.
- An encouraging closing statement about the importance of practice.

PART II

Video 13: SMART SHOPPING HABITS FOR STUDENTS

1. Pre-listening: Discuss the questions below with a partner and report your ideas to the class:

1. How much do you think the average student spends on clothes per year?
2. Have you ever shopped at a thrift store? What are the benefits of buying second-hand?
3. When shopping, do you usually follow a list, or do you prefer to buy things on impulse?
4. What does "quality over quantity" mean to you in the context of fashion?

2. Watch the video ‘Smart Shopping Habits for Students’ and put down 6 key facts.

3. Watch the video again and mark the statements as true or false ones. Explain your choice.

1. ___ College students spend an average of \$1,500 a year on clothing.
2. ___ Budgeting is a key habit used by students to manage their spending effectively.
3. ___ Shopping at thrift stores is popular because it promotes sustainability.
4. ___ Making a shopping list is a strategy used to encourage impulse buys.
5. ___ Online shopping apps are useful for comparing prices and finding discounts.
6. ___ Many students prefer local boutiques because they carry unique items.

4. Match the term with the appropriate shopping scenario.

Term	Situation
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1. Budgeting	A. Sarah <i>buys a dress she didn't plan to get</i> just because it was on sale.
2. Sustainability	B. Mark decides to <i>spend \$100 on one pair of boots that will last three winters.</i>
3. Shopping List	C. Elena <i>sets a strict limit of \$100 per month</i> for all her clothing expenses.
4. Quality over Quantity	D. John uses his phone <i>to check if a jacket is cheaper at a different store.</i>
5. Impulse Buy	E. Chloe shops at second-hand stores <i>to reduce the environmental impact</i> of fashion.
6. Price Comparison	F. Tom <i>writes down exactly what he needs</i> before going to the mall to stay focused.

5. Explain in English the following key words and phrases from the video:

- Budgeting –
- Sustainability –
- Impulse buys –
- Price comparisons –
- Local boutiques –
- Quality over quantity –
- Long run –
- Informed choices –

6. Answer the questions based on the information provided in the video:

1. According to the National Retail Federation, how much do college students spend on clothes annually?
2. Why do many students set a monthly budget?
3. What are the two main benefits mentioned for shopping at thrift stores?
4. How does a shopping list help a student stay focused?

5. What is the advantage of using online shopping apps?
6. Why do some students choose local boutiques over large chains?
7. Why is it considered smart to invest in a few high-quality pieces?

7. Role-Play Simulation:

The Scenario: Two friends are at the mall. Friend A wants to buy several cheap, trendy T-shirts from a fast-fashion chain. Friend B tries to convince to visit a local boutique or a thrift store instead, using the arguments from the video (budgeting, uniqueness, and quality).

8. Fill in the gaps using the words from the bank below.

Word Bank: *unique, habit, budgeting, average, long run, comparisons, sustainability, impulse*

College students spend an (1)_____ of \$1,200 a year on clothing. One key (2)_____ to manage this is (3)_____. Many students choose thrift stores because it promotes (4)_____ and saves money. To avoid (5)_____ buys, it is helpful to make a shopping list. Additionally, apps allow for price (6)_____. If you want clothes that set you apart, try local boutiques for (7)_____ items. Ultimately, investing in quality saves money in the (8)_____.

9. Problem-Solving: Discuss the following questions in teams. Share your collective ideas with the class:

1. Create a "smart shopping" checklist for a student on a tight budget. Which habits from the video are most important? Include your own tips as well.
2. In your opinion, is it always better to choose "quality over quantity," or are there times when buying more for less makes sense?

10. Creative Writing:

Write a "Letter to a Freshman" giving them three pieces of advice on how to shop smart during their first year at university. Use at least four keywords from Task 5.

Video 14: CLOTHES AND FASHION

1. Pre-listening: Discuss the questions below with a partner and report your ideas to the class:

1. Were you aware that the fashion industry is a major global polluter?
2. What do you think happens to the clothes that people throw away?
3. What does "sustainable fashion" mean to you?
4. Do you prefer to follow fast-changing trends or buy "timeless" pieces?

2. Watch the video 'Clothes and Fashion' and put down 6 key facts.

3. Watch the video again and mark the statements as true or false ones. Explain your choice.

1. ___ The fashion industry contributes to about 10% of global carbon emissions.
2. ___ Around 92 million tons of clothing end up in landfills every year.
3. ___ Sustainable fashion focuses on increasing waste to keep prices low.
4. ___ Some brands are now using recycled materials to create new clothing.
5. ___ Take-back programs are designed to help companies sell more new clothes.
6. ___ Investing in quality pieces saves money in the long run, even if the upfront cost is higher.

4. Match the term with the appropriate environmental scenario.

Term	Situation
1. Carbon Emissions	A. A company <i>collects old jeans from customers to turn them into new denim.</i>
2. Landfills	B. A brand designs a simple coat that <i>will still be stylish in ten years.</i>
3. Sustainable Fashion	C. <i>Gases produced by factories</i> that contribute to global warming.

4. Recycled Materials	D. <i>Huge areas where 92 million tons of wasted clothes are dumped every year.</i>
5. Take-back Programs	E. <i>A shirt made from plastic bottles found in the ocean.</i>
6. Timeless Pieces	F. <i>An approach to fashion that focuses on reducing waste and being eco-friendly.</i>

5. Explain in English the following key words and phrases from the video:

- Largest polluters –
- Carbon emissions –
- Landfills –
- Sustainable fashion –
- Eco-friendly materials –
- Recycled materials –
- Take-back programs –
- Timeless pieces –

6. Answer the questions based on the information provided in the video:

1. What percentage of global carbon emissions is attributed to the fashion industry?
2. How many tons of clothing are wasted annually?
3. What are the two main focuses of sustainable fashion mentioned in the video?
4. How are some brands utilizing recycled materials?
5. What is the purpose of a "take-back program"?
6. Why is it beneficial for the environment to focus on timeless pieces?
7. How can spending more money upfront on quality items be a smart financial move?

7. Role-Play Simulation: The Scenario: You are a journalist interviewing a fashion brand manager. Ask them about the "shocking" amount of waste in landfills and what their company is doing regarding take-back programs and the use of recycled materials.

8. Gap-Fill: Fill in the gaps using the words from the bank below.

Word Bank: *shocking, upfront, emissions, polluters, recycled, landfills, trends, informed*

The fashion industry is one of the world's largest (1)_____. It contributes to 10% of global carbon (2)_____. The amount of clothes in (3)_____ is (4)_____, with 92 million tons wasted annually. Today, brands use (5)_____ materials to be more sustainable. While (6)_____ change quickly, quality pieces last longer. Even if they cost more (7)_____, they save money later. It is all about making (8)_____ choices while enjoying fashion.

9. Problem-Solving: Discuss the following questions in teams. Share your collective ideas with the class:

1. Brainstorm three ways students can reduce the amount of clothing that ends up in landfills.
2. If a brand is more expensive but uses eco-friendly materials, what factors would influence your decision to buy from them?

10. Creative Writing:

Imagine you are a "timeless" high-quality jacket. Write a short diary entry comparing your life to a "fast-fashion" shirt that was bought at the same time as you.

Video 15: DIALOGUE AT A STORE – BUYING CLOTHES

1. Pre-listening: Discuss the questions below with a partner and report your ideas to the class:

1. How much do you think the average person spends on clothes per year?
2. Is it better to have one expensive, well-made jacket or five cheap ones? Why?
3. Can affordable brands also be high quality and sustainable?
4. Do you check if a brand is "ethical" before you buy from them?

2. Watch the video and put down 6 key facts.

3. Watch the video again and mark the statements as true or false ones. Explain your choice.

1. ____ The average person spends about \$1,700 a year on clothes.
2. ____ Fast fashion is recommended in the video because it prevents waste.
3. ____ The dialogue suggests that affordable brands always compromise on materials.
4. ____ Research shows consumers are increasingly willing to pay more for ethical brands.
5. ____ Everyone has the luxury to buy only from high-end ethical brands.
6. ____ The most important thing is feeling good in what you wear.

4. Matching Terms and Situations: Match the term with the appropriate consumer scenario.

Term	Situation
1. Fast Fashion	A. A customer chooses a brand because it <i>pays workers fairly and uses organic cotton.</i>
2. Longevity	B. A student decides <i>to buy one \$80 sweater instead of four \$20 sweaters.</i>
3. Ethical Brands	C. Someone buys a very <i>cheap shirt that loses its shape</i> after only two washes.
4. Prioritize	D. A shopper <i>thinks carefully about whether they truly need an item</i> before buying it.
5. Shop with Intention	E. A person on a tight budget decides they must <i>pay for rent before buying new shoes.</i>
6. Sustainable Choice	F. A leather bag that <i>stays in perfect condition for over ten years.</i>

5. Explain in English the following key words and phrases from the video:

- Fast fashion –
- High-end brands –
- Prioritize your budget –
- Longevity –
- Ethical brands –
- Splurge or save –
- Shop with intention –
- Personal priorities –

6. Answer the questions based on the information provided in the video:

1. What is the average yearly expenditure on clothing mentioned in the dialogue?
2. Why does one speaker argue that buying one well-made item is better than five cheap ones?
3. What is the counter-argument regarding people who cannot afford high-end brands?
4. According to the dialogue, what are some affordable brands doing to be more sustainable?
5. What does research say about modern consumers' attitudes toward ethical brands?
6. What is the suggested "key" to managing a wardrobe?
7. What is the final conclusion about what truly matters when choosing clothes?

7. Role-Play Simulation:

The Scenario: A parent and a teenager are shopping. The teenager wants the latest "fast fashion" styles to look like their friends. The parent wants to "splurge" on one high-quality item that has better longevity. Negotiate a "balance" between style and affordability.

8. Gap-Fill: Fill in the gaps using the words from the bank below.

Word Bank: *compromise, intention, research, luxury, balance, affordable, sustainable, replace*

Buying one well-made item instead of five cheap ones is more (1)_____. However, many (2)_____ brands offer style at lower prices. Critics argue these brands (3)_____ on materials, meaning you must (4)_____ them more often. (5)_____ shows that consumers are now more willing to pay for ethical brands. Since not everyone has the (6)_____ to buy high-end items, finding a (7)_____ is key. In the end, we should all shop with (8)_____.

9. Problem-Solving: Discuss the following questions in teams. Share your collective ideas with the class:

1. Roleplay a discussion where one student wants to "splurge" on a high-quality item and the other wants to "save" by buying multiple cheaper items. Try to find a balance.
2. Discuss the concept of "shopping with intention." How can a student practice this in real life?

10. Creative Writing:

Write a short persuasive essay (100-150 words) titled: "Why Longevity Matters More Than Trends." Use information from the dialogue to support your points.

Video 16: FINANCIAL LITERACY FOR STUDENTS

1. Pre-listening: Discuss the questions below with a partner and report your ideas to the class:

1. What does the term "financial literacy" mean to you?
2. Do you currently track your income and expenses? Why or why not?
3. Have you ever heard of the 50/30/20 rule for budgeting?
4. Why is it important to start thinking about investing while you are still a student?

2. Watch the video ‘Financial Literacy for Students’ and put down 6 key facts.

3. Watch the video again and mark the statements as true or false ones. Explain your choice.

1. ____ Financial literacy is the ability to understand and use financial skills like budgeting and investing.
2. ____ A budget helps ensure that you spend more than you earn.
3. ____ Fixed expenses are costs that change every month, like dining out.
4. ____ The 50/30/20 rule suggests putting 20% of your income toward savings and future goals.
5. ____ You should only start investing once you have a large amount of money.
6. ____ Debt management includes being careful with high-interest credit cards.

4. Matching Terms and Situations: Match the term with the appropriate financial scenario.

Term	Situation
1. Fixed Expenses	A. You put 20% of your paycheck into a fund for future goals or emergencies.
2. Variable Expenses	B. You use a small amount of money to buy stocks or bonds to grow your wealth.
3. 50/30/20 Rule	C. Your monthly apartment rent that stays the same every month.
4. Interest	D. Money you spend on movie tickets or a dinner out with friends.
5. Investing	E. A guideline where you spend 50% on needs, 30% on wants, and 20% on savings.
6. Saving	F. The extra money the bank pays you for keeping your cash in a savings account.

5. Explain in English the following key words and phrases from the video:

- Financial literacy –

- Fixed expenses –
- Variable expenses –
- 50/30/20 rule –
- Emergency fund –
- Interest –
- Debt management –
- Investing –

6. Answer the questions based on the information provided in the video:

1. How does the video define financial literacy?
2. What are the first steps mentioned for creating a student budget?
3. Give two examples of fixed expenses and two examples of variable expenses.
4. How should income be allocated according to the 50/30/20 rule?
5. Why is opening a savings account better than just keeping cash?
6. What advice does the video give regarding student loans and credit cards?
7. What are some investment options mentioned for beginners?
8. According to the conclusion, is financial success about how much you make or how you manage it?

7. Role-Play Simulation:

The Scenario: A student has just received their first paycheck from a part-time job. They meet with a "Financial Mentor." The student wants to spend it all on a new gaming console. The mentor explains the 50/30/20 rule and the importance of an emergency fund.

8. Fill in the gaps using the words from the bank below.

Word Bank: *fluctuate, foundations, income, debt, allocate, daunting, effectively, categorize*

Financial literacy is the ability to manage money **(1)**_____. It sets the **(2)**_____ for a secure future. To budget, you must list all sources of

(3)_____, like scholarships. Then, (4)_____ your expenses into fixed and variable. Variable expenses, like shopping, often (5)_____. The 50/30/20 rule helps you (6)_____ money to needs, wants, and goals. Students should also be careful with (7)_____, such as credit cards. Finally, although it seems (8)_____, students should start learning about investing early.

9. Problem-Solving: Discuss the following questions in teams. Share your collective ideas with the class:

1. Imagine you receive a scholarship of \$500. Using the 50/30/20 rule, how would you divide this money?
2. Discuss the potential risks of "debt spiraling out of control." What are three practical ways a student can avoid high-interest debt?

10. Creative Writing:

Create a "Financial Plan for My Dream Summer Vacation." Describe how you will use budgeting, the 50/30/20 rule, and a savings account to afford the trip without going into debt.

Video 17: DIALOGUE BETWEEN A DOCTOR AND A PATIENT

1. Pre-listening: Discuss the questions below with a partner and report your ideas to the class:

1. How do you usually feel when you have the flu?
2. What are some common home remedies for a cold or flu?
3. Why is it important to monitor symptoms and stay hydrated when recovering from a viral illness?

2. Watch the video 'Dialogue Between a Doctor and a Patient' and put down 6 key facts.

3. Watch the video again and mark the statements as true or false. Explain your choice.

1. ____ The patient is experiencing a sore throat, cough, and tiredness.
2. ____ According to the CDC, about 20% of the US population gets the flu each season.
3. ____ The flu usually comes on gradually, unlike a common cold.
4. ____ Fever, body aches, and chills are common symptoms of the flu.
5. ____ Most people recover from the flu within a month.
6. ____ Getting a flu vaccine is recommended to prevent complications.

4. Match the medical terms and organizations mentioned in the video to their correct explanations or definitions in the table below.

Term	Explanation / Definition
1. Symptoms	A. Serious secondary conditions like pneumonia or bronchitis.
2. CDC	B. Common signs of illness, such as a sore throat or a cough.
3. Suddenly	C. The organization that tracks flu statistics in the US population.
4. Complications	D. The state of drinking plenty of water and fluids to recover.
5. Vaccine	E. The rapid way the flu starts, unlike a common cold.
6. Hydrated	F. A recommended preventative measure to help stay healthy.

5. Use the following key words and phrases from the video in your own sentences:

- Symptoms –
- CDC –
- Body aches –
- Hydrated –
- Complications –
- Vaccine –

6. Answer the questions based on the information provided in the video:

1. What are the three main symptoms the patient mentions?
2. What percentage of the US population gets the flu annually?
3. How does the onset of the flu differ from a common cold?
4. What are three recommended actions for a person who has the flu?
5. What are three examples of complications that can occur from the flu?

7. Fill in the blanks using the words from the bank.

Word Bank: *hydrated, sore throat, complications, suddenly, fever, symptoms, rest, pneumonia*

A patient visited the doctor complaining of being tired and having a (1)_____ and a cough. The doctor explained that these are common (2)_____ of the flu, which affects millions of people. Unlike a cold, the flu usually comes on (3)_____ and often includes a (4)_____, body aches, and chills. To get better, it is important to (5)_____ and stay (6)_____ while monitoring your condition. While most people recover in a week, the doctor warned that (7)_____ can occur, such as (8)_____ or bronchitis, which can make the illness much more dangerous.

8. Role-Play Simulation: The Health Coach

- **Student A (Coach):** Give advice on improving mental clarity through sleep and mindfulness.
- **Student B (Busy Student):** Complain about having no time. Ask how to make healthier choices by planning meals.

9. Problem-Solving: Discuss the following questions in teams. Share your collective ideas with the class:

1. Why do you think some people confuse the flu with a common cold?
2. In teams, brainstorm a “Healthy Habits” list to prevent the spread of the flu in a university setting.

3. Imagine you are health ambassadors at a university. Create a strategy to encourage students to get the flu vaccine. Discuss how you would explain the difference between a common cold and the flu to someone who thinks they don't need the vaccine because they "never get that sick".

10. Creative Writing: The "Flu Advisory" Email:

Imagine you are a student who has just seen the doctor. Write an email (60-80 words) to your professor explaining why you will be absent from class. **Your email must include:**

- A mention of your specific symptoms (e.g., fever, chills, or body aches).
- The doctor's advice regarding rest and recovery time.

Video 18: HEALTHY LIFESTYLE TIPS

1. Pre-listening: Discuss the questions below with a partner and report your ideas to the class:

1. What does "living a healthy lifestyle" mean to you?
2. Which part of a healthy routine do you find the most difficult to maintain?
3. How does maintaining physical health, such as getting regular exercise, impact your mental well-being and daily productivity?
4. What simple changes can a student make to their daily diet to start eating more nutritiously without spending a lot of money?

2. Watch the video 'Healthy Lifestyle Tips' and put down 6 key facts.

3. Watch the video again and mark the statements as true or false. Explain your choice.

1. ____ A healthy lifestyle is only about physical appearance.
2. ____ Planning meals ahead of time can help you make healthier choices.

3. ____ You should aim for at least 300 minutes of moderate aerobic activity per week.
4. ____ Quality sleep supports your immune system and mental clarity.
5. ____ You should aim for 5 to 6 hours of sleep each night.
6. ____ Practicing mindfulness or meditation can help reduce stress.

4. Match the lifestyle pillars to their specific descriptions.

Term	Explanation
1. Balanced diet	A. Choosing foods like brown <i>rice</i> , <i>oats</i> , and <i>whole-wheat bread</i> instead of refined grains to increase fiber intake.
2. Whole grains	B. Nutrient-dense foods that should fill your plate along with lean proteins.
3. Mindfulness	C. Aiming for at least 150 minutes of moderate activity like cycling.
4. Hydration	D. Establishing a <i>bedtime routine</i> and turning off electronics.
5. Aerobic activity	E. Practicing meditation to reduce stress and improve mental well-being.
6. Sleep hygiene	F. Drinking at least <i>eight glasses of water</i> a day to stay healthy.

5. Explain in English the following key words and phrases from the video:

- Nutrients –
- Processed foods –
- Moderate aerobic activity –
- Bedtime routine –
- Mental clarity –
- Mindfulness –
- Hydration –
- Progress, not perfection –

6. Answer the questions based on the information provided in the video:

1. What are the four core pillars of a healthy lifestyle mentioned?
2. What types of food should you aim to fill your plate with?
3. How can you incorporate exercise into your routine if you are short on time?
4. What is a "bedtime routine," and what might it include?
5. How much water is recommended for daily consumption?

7. Role-Play Simulation: The Health Coach

- **Student A (Coach):** Give advice on improving mental clarity through sleep hygiene and mindfulness practices.
- **Student B (Busy Student):** Complain about having no time for health. Ask how to make healthier choices by planning meals and fitting in short exercise sessions.

8. Fill in the blanks using the words from the bank.

Word Bank: *bedtime routine, nutrients, processed, sessions, whole grains, recovery, 150 minutes, 8 glasses*

A healthy lifestyle begins with a diet that provides all the (1)_____ your body needs. You should fill your plate with (2)_____ and vegetables while limiting (3)_____ foods. For physical health, aim for (4)_____ of aerobic activity weekly, which can be split into smaller (5)_____. Quality sleep is essential for body (6)_____; this can be improved by following a strict (7)_____. Finally, do not forget to drink at least (8)_____ of water daily to maintain hydration.

9. Problem-Solving: Discuss the following questions in teams. Share your collective ideas with the class:

1. "Progress, not perfection." How can this mindset help someone starting a health journey?
2. Design a "7-Day Healthy Habit Challenge" for students that includes nutrition, exercise, and sleep.

3. Your team is organizing a lunch for students. Design a menu that follows a balanced diet including fruits, vegetables, whole grains, and lean proteins while strictly limiting processed foods and sugary drinks.
4. Many students claim they are too busy for the recommended 150 minutes of moderate aerobic activity per week. Brainstorm a list of smaller sessions or activities like dancing, or swimming that can be easily integrated into a busy study schedule.

10. Creative Writing: The "Wellness Journey" Social Media Post Instructions:

Imagine you are a wellness influencer. Based on the video, write a short "Healthy Start" post (60-80 words). **Your post must include:**

- A hook about why living healthy is more than just looking good.
- One tip about meal planning or nutrition.
- A reminder about the weekly requirement for aerobic activity.
- The phrase "progress, not perfection" to encourage your followers.

Video 19: URGENT ENVIRONMENTAL ISSUES ACROSS THE GLOBE

1. Pre-listening: Discuss the questions below with a partner and report your ideas to the class:

1. What do you think is the most urgent environmental problem today?
2. How does climate change affect your local area?
3. Why is the loss of biodiversity considered a significant threat to our global economy and future generations?

2. Watch the video 'Urgent Environmental Issues Across the Globe' and put down 6 key facts.

3. Watch the video again and mark the statements as true or false. Explain your choice.

1. ____ Global temperatures have risen by 1.1° C since the late 19th century.
2. ____ Over 300 million tons of plastic are produced every ten years.
3. ____ Millions of tons of plastic end up in our oceans each year.
4. ____ Biodiversity loss is not affected by human activities.
5. ____ Over 1 million species are currently at risk of extinction.
6. ____ Environmental issues impact our health, economy, and future generations.

4. Match the environmental issues to the facts provided.

Term	Fact
1. Oceans	A. Global temperatures have risen by 1.1° C since the 19th century.
2. Plastic	B. These events are increasing due to the rise in global temperatures.
3. Extreme weather	C. Over 300 million tons of this are produced every single year.
4. Global Warming	D. This is where millions of tons of plastic eventually end up.
5. Extinction	E. This issue is caused by human activities and threatens ecosystems.
6. Biodiversity loss	F. Over 1 million species are currently at risk of disappearing.

5. Explain in English the following key words and phrases from the video:

- Climate change –
- Extreme weather events –
- Plastic pollution –
- Biodiversity loss –
- Extinction –

- Interconnected –

6. Answer the questions based on the information provided in the video:

1. According to the United Nations, how much has the global temperature risen?
2. What does the rise in temperature lead to?
3. How much plastic is produced annually, according to the World Wildlife Fund?
4. How many species are at risk of extinction?
5. Why are these environmental challenges considered urgent?

7. Role-Play Simulation: The Environmental Activist

- **Student A (Activist):** Use statistics about plastic pollution and oceans to convince others to change their habits.
- **Student B (Citizen):** Ask why biodiversity loss is an ‘urgent’ issue and how it relates to climate change.

8. Fill in the blanks using the words from the bank.

Word Bank: *United Nations, 1.1° C, demand, produced, World Wildlife Fund, millions, 1 million, interconnected*

According to the (1)_____, our planet is facing urgent issues that (2)_____ our immediate attention. Global temperatures have already risen by (3)_____, causing severe weather. Furthermore, the (4)_____ reports that 300 million tons of plastic are (5)_____ annually, with (6)_____ of tons leaking into the sea. Animal life is also in danger, as over (7)_____ species face extinction. These environmental challenges are (8)_____ and will impact our health and economy for generations.

9. Problem-Solving: Discuss the following questions in teams. Share your collective ideas with the class:

1. How do the issues of plastic pollution and biodiversity loss interconnect?

2. If you were a world leader, which of these three issues (climate, plastic, or biodiversity) would you prioritize first, and why?
3. With global temperatures having risen 1.1° C, leading to more extreme weather events, your team must create an emergency preparedness plan for a local community. Discuss what specific steps should be taken to protect the population from these events.

10. Writing: Creative Communication The "Save Our Future"

Poster: Write the text for an infographic (40-60 words). Use terms like extinction and extreme weather to explain the urgency of the current situation.

Video 20: ENVIRONMENTAL ISSUES IN UKRAINE

1. Pre-listening: Discuss the questions below with a partner and report your ideas to the class:

1. Are you aware of any specific environmental problems in Ukraine?
2. How does air quality in your city compare to other places you have visited?
3. How does the loss of forests contribute to broader climate change?

2. Watch the video 'Environmental Issues in Ukraine' and put down 6 key facts.

3. Watch the video again and mark the statements as true or false. Explain your choice.

1. ___ Air pollution in major Ukrainian cities can be three times higher than safe levels.
2. ___ Ukraine has lost 500,000 hectares of forest in recent years.
3. ___ Deforestation contributes to climate change and biodiversity loss.
4. ___ The ongoing conflict has had no impact on environmental degradation.
5. ___ Damaged industrial sites have led to soil contamination.

6. ____ Contaminated sites in Ukraine do not affect local agriculture.

4. Match the local environmental challenges to their specific impacts.

Term	Local Impact in Ukraine
1. Industrial sites	A. This issue is 2 to 3 times <i>higher than safe levels in major cities</i> .
2. Statistics	B. Ukraine has <i>lost 1.5 million hectares of forest</i> recently.
3. Ongoing conflict in Ukraine	C. <i>This</i> has significantly exacerbated the degradation of the environment.
4. Agriculture	D. Damage to <i>these locations</i> has caused dangerous soil contamination.
5. Air pollution	E. <i>This sector</i> is negatively affected by contaminated land and soil.
6. Deforestation	F. These <i>numbers</i> represent real lives and health problems for people.

5. Explain in English the following key words and phrases from the video:

- Deforestation –
- Air pollution –
- Exacerbated –
- Degradation –
- Soil contamination –
- Agriculture –

6. Answer the questions based on the information provided in the video:

1. How much does air pollution exceed safe levels in major Ukrainian cities?
2. How many hectares of forest has Ukraine lost recently?
3. What are two consequences of deforestation mentioned in the text?
4. How has the ongoing conflict affected industrial sites?

5. What is the impact of soil contamination on the local population?

7. Role-Play Simulation: The Regional Researcher

- **Student A (Researcher):** Present your findings on deforestation and its link to biodiversity loss.
- **Student B (Local Journalist):** Ask how soil contamination from the conflict is affecting local agriculture.

8. Vocabulary in Context: Gap-Fill Instructions: Fill in the blanks using the words from the bank.

Word Bank: *health, pollution, statistics, hectares, 1.5 million, exacerbated, safe levels, industrial sites*

In Ukraine, air (1)_____ is a major concern as it exceeds (2)_____ by up to three times. This leads to serious (3)_____ problems for people living in big cities. The country has also lost (4)_____ (5)_____ of forest, which worsens climate change. The environment has been further (6)_____ by the conflict, which damaged (7)_____ and poisoned the soil. We must remember that these are not just (8)_____, but issues that affect everyone's future.

9. Problem-Solving: Discuss the following questions in teams. Share your collective ideas with the class:

1. Discuss the long-term effects of soil contamination on Ukraine's food security and agriculture.
2. What steps could be taken to address air pollution in major cities? As a team of urban planners, propose three immediate changes to city infrastructure to protect the health of the local population.
3. Ukraine has lost 1.5 million hectares of forest recently, contributing to biodiversity loss. Develop a community-led plan to begin replanting efforts.
4. Discuss how to address soil contamination caused by damaged industrial sites so that the land can be safely used for agriculture again.

10. Writing: Creative Communication Letter to the Editor:

Write a short letter (60-80 words) for a local newspaper. Express concern about air pollution levels and the degradation of nature in Ukraine.

Video 21: TRAVELING IN UKRAINE

1. Pre-listening: Discuss the questions below with a partner and report your ideas to the class:

1. What is your favorite way to travel around Ukraine?
2. If a foreigner visited Ukraine, which city would you recommend first? Why?
3. When planning a trip to a historical city like Kyiv or Lviv, what factors do you prioritize: speed, cost, or the scenic experience?

2. Watch the video ‘Traveling in Ukraine’ and put down 6 key facts.

3. Watch the video again and mark the statements as true or false. Explain your choice.

1. ___ The most efficient way to travel between major cities like Kyiv and Lviv is by train.
2. ___ Bus travel in Ukraine is usually more expensive than traveling by train.
3. ___ It is recommended to book train tickets in advance during peak seasons.
4. ___ Domestic flights are the most affordable transportation option in Ukraine.
5. ___ Language barriers may occur when buying tickets at the railway station.
6. ___ The Carpathian Mountains are a popular destination for hiking and skiing.

4. Match the transport options in Ukraine to their characteristics.

Term	Characteristic
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1. Domestic flights	A. <i>A comprehensive network connecting major cities like Kyiv and Lviv.</i>
2. Dining cars	B. <i>Can reach destinations that are <i>not accessible by rail</i>.</i>
3. Ukrainian Railways	C. <i>Quick connections that help travelers <i>save time</i> between cities.</i>
4. Queues	D. <i>It is important to manage this effectively and keep <i>valuables</i> with you.</i>
5. Luggage	E. <i>A common problem when buying tickets at the station instead of online.</i>
6. Bus system	F. <i>Facilities on trains where you can enjoy a meal during the journey.</i>

5. Explain in English the following key words and phrases from the video:

- Comprehensive network –
- Affordability –
- Scenic views –
- Language barriers –
- Iconic architecture –
- Vibrant coffee culture –

6. Answer the questions based on the information provided in the video:

1. What are the pros and cons of traveling by train in Ukraine?
2. Why might a traveler choose a bus over a train?
3. Which airline is mentioned for domestic flights?
4. What advice is given for managing luggage on a train?
5. What are the three popular destinations highlighted, and what is each known for?

7. Role-Play Simulation: The Travel Guide

- **Student A (Guide):** Recommend visiting Lviv for culture or the Carpathian Mountains for hiking.
- **Student B (Tourist):** Ask about advance booking when buying tickets.

8. Vocabulary in Context: Gap-Fill Instructions: Fill in the blanks using the words from the bank.

Word Bank: *save time, comprehensive network, reliable, scenic views, luggage, affordability, ticketing, dining cars*

The most popular way to travel in Ukraine is by train, thanks to the (1)_____ that connects major hubs. The main benefits are (2)_____ and the chance to see beautiful (3)_____ of the countryside. Buses are another option, though they may not be as (4)_____ as trains. For those who need to (5)_____, flying is available but more expensive. When at the station, arrive early to handle the (6)_____ process and find your platform. Once on board, you can store your (7)_____ in designated areas and visit the (8)_____ for food.

9. Problem-Solving: Discuss the following questions in teams. Share your collective ideas with the class:

1. Create a 5-day travel program for a tourist who wants to visit Kyiv and the Carpathians using only trains and buses.
2. How can travelers overcome language barriers when navigating Ukrainian transportation systems?
3. Your team needs to reach a town that is not accessible by rail. Compare the affordability and reliability of the bus system versus the speed of a car travel to a nearby town, and decide which method is best for a group with a lot of luggage.

10. Creative Writing. The "Visit Ukraine" Email:

Write an email (80-100 words) to a friend. Recommend taking the train for the scenery and mention the stunning architecture of Chernivtsi.

Video 22: CONVERSATION AT THE AIRPORT

1. Pre-listening: Discuss the questions below with a partner and report your ideas to the class:

1. How do you prepare for a flight at the airport?
2. Do you prefer checking in online or at the airport? Why?
3. What are the most stressful parts of air travel for you?
4. Why is it important to follow security procedures, such as removing electronics or shoes, strictly at an airport?

2. Watch the video ‘Conversation at the Airport’ and put down 6 key facts.

3. Watch the video again and mark the statements as true or false. Explain your choice.

1. ___ Most airlines have kiosks for quick check-in.
2. ___ The weight limit for checked bags is usually around 100 pounds.
3. ___ You only need to have your boarding pass ready for security.
4. ___ Large electronics must be removed from your bag during the security check.
5. ___ It is recommended to arrive at the airport at least 2 hours before your flight.
6. ___ Boarding groups are called once the gate is announced.

4. Match the travel-related terms from the video to the appropriate real-life scenario below. Draw on the descriptions provided in the sources to make your choice.

Term	Scenario
1. Eco-friendly	A. You are traveling between Kyiv and Lviv and want to see the <i>beautiful countryside</i> .
2. Amenities	B. A traveler chooses the train over a car because <i>it emits less CO2</i> per passenger.

3. Scenic views	C. A student books their ticket weeks in advance and uses their ID card <i>to get a lower price.</i>
4. Sleeper cars	D. You are on a long journey and need to <i>use the Wi-Fi or visit the dining car</i> for a meal.
5. Discounts	E. You are taking an overnight trip and want a unique experience where you can <i>rest comfortably.</i>

5. Explain in English the following key words and phrases from the video:

- Kiosks –
- Baggage drop area –
- Weight limit –
- Security –
- Boarding pass –
- Boarding groups –

6. Answer the questions based on the information provided in the video:

1. What is the first thing a passenger should do upon arriving at the airport?
2. What are the two ways mentioned to check in for a flight?
3. Which items must be removed when going through security?
4. Why is it important to arrive 2 hours early?
5. How do airlines typically call passengers to board the plane?

7. Role-Play Simulation: Work in pairs. Student A is an airport assistant, and Student B is a first-time traveler who feels overwhelmed. Use the phrases from the sources to complete the scene.

- **Student A (Assistant):** Greet the traveler and offer help. Explain the two ways they can check in (kiosks or online).
- **Student B (Traveler):** Express your confusion. Ask specifically about what to do with your luggage and what the weight limit is.

- **Student A (Assistant):** Give instructions for security. Tell the traveler exactly which items they need to remove from their bag and what documents to have ready.
- **Student B (Traveler):** Ask about how much time you need before the flight.
- **Student A (Assistant):** Give the final piece of advice about boarding groups and staying calm.

8. Fill in the blanks in the summary below using the words provided in the word bank. Each word or phrase should be used only once.

Word Bank: *2 hours, large electronics, baggage drop, weight limit, security, check in, boarding pass, kiosks, boarding groups*

To avoid feeling lost at the airport, the first thing you should do is (1)_____ for your flight, which can be done quickly at (2)_____. If you have suitcases, head to the (3)_____ area, but ensure you are under the (4)_____ of 50 pounds. At (5)_____, you must have your (6)_____ and ID ready. Remember to take out (7)_____ and take off your shoes. It is recommended to arrive at least (8)_____ before your flight to ensure you find your gate in time. Once the gate is announced, listen carefully for your (9)_____ to board the plane.

9. Problem-Solving: Discuss the following questions in teams. Share your collective ideas with the class:

1. Imagine your luggage is over the weight limit. What are your options?
2. In your opinion, what is the best way to stay calm and enjoy a journey as suggested in the video?
3. Your team is traveling together, but there is a long line at the baggage drop area. Describe your check-in strategy for everyone to check their bags on time.

10. Creative Communication: The "Safe Travels" Social Media Post

Instructions: Imagine you are a travel influencer. Based on the video, write a short "Top Tips for the Airport" post for your followers.

Your post must include:

- A tip about checking in effectively.
- A warning about baggage weight limits.
- A "Security Checklist" of at least three items you must remove from your bag or person.
- A final encouraging remark about how to stay calm during the journey.

Video 23: CONVERSATION ON A TRAIN

1. Pre-listening: Discuss the questions below with a partner and report your ideas to the class:

1. Do you prefer traveling by train or by plane? Give your reasons.
2. What are some of the most scenic train routes you know?
3. What kind of amenities, such as Wi-Fi or dining cars, would make a long-distance train trip more enjoyable for you?

2. Watch the video ‘CONVERSATION ON A TRAIN’ and put down 6 key facts.

3. Watch the video again and mark the statements as true or false. Explain your choice.

1. ____ Trains are considered more eco-friendly because they emit less CO2 per passenger.
2. ____ Delays never happen when traveling by train.
3. ____ Many trains offer amenities like Wi-Fi and dining cars.
4. ____ Some trains feature gourmet meal options, similar to a moving restaurant.
5. ____ Sleeper cars are only available for short daytime trips.
6. ____ Train companies never offer discounts for students or seniors.

4. Match the train travel terms to the correct context from the sources,

Term	Contextual Situation
1. Sleeper cars	A. He watched the countryside roll past the window, satisfied that choosing the electric railway over a flight meant his vacation was leaving a <i>much smaller carbon footprint</i> on the planet.
2. Booking	B. A passenger uses the <i>Wi-Fi and dining car</i> during a long trip.
3. Eco-friendly	C. A traveler enjoys a <i>high-quality meal</i> in a "moving restaurant".
4. Discounts	D. You book <i>a bed on the train</i> for an overnight trip to arrive rested.
5. Amenities	E. <i>An arrangement you make to reserve</i> a hotel room, flight, or ticket for you at a particular time in the future.
6. Gourmet meals	F. A student or senior uses their status <i>to pay a lower fare</i> .

5. Explain in English the following key words and phrases from the video:

- Eco-friendly –
- Amenities –
- Dining cars –
- Sleeper cars –
- Booking –

6. Answer the questions based on the information provided in the video:

1. Why is train travel often more comfortable than flying for short distances?
2. What environmental benefit do trains have over cars and planes?
3. What are two potential downsides of train travel mentioned?
4. How can passengers save money on train tickets?
5. What unique experience is mentioned for overnight trips?

7. Fill in the blanks using the words from the bank.

Word Bank: *comfortable, scenery, CO2, delays, Wi-Fi, gourmet meal, sleeper cars, landscapes*

Traveling by train is often considered more (1)_____ than flying because you can move around freely. While you may experience occasional (2)_____, you have the advantage of enjoying the beautiful (3)_____ through the window. Environmentally, trains are superior as they emit less (4)_____ than cars or planes. Passengers can stay productive using the onboard (5)_____ or enjoy a (6)_____ in the dining car,. For very long journeys, you can book (7)_____ for a unique overnight experience. Ultimately, the train is a great way to see diverse (8)_____ while traveling efficiently.

8. Role-Play Simulation: The Travel Agent

- **Student A (Agent):** Recommend a train journey. Mention eco-friendly benefits and the comfort of sleeper cars.
- **Student B (Customer):** You are worried about delays. Ask about discounts for students and amenities like food.

9. Creative Communication: The "Rails vs. Wings" Blog Post:

Write a short comparison (60-80 words). Explain why trains are a "moving restaurant" and why they are better for the planet.

10. Problem-Solving: Discuss the following questions in teams. Share your collective ideas with the class:

1. If you were planning a long-distance trip, how would you weigh the pros of comfort and scenery against the con of travel time?
2. Design a "Perfect Train Journey." What amenities would you include to make it a great option for travelers?
3. Your team is tasked with convincing a group of frequent flyers to switch to train travel for a trip between two close cities.
4. You are planning a long-distance trip on a limited budget. Decide as a team whether it is worth paying extra for a sleeper car on an overnight trip or if you should save money for meal options in the dining car.

VOCABULARY TESTS. PART 1 (UNITS 1–12)

I. Choose the most appropriate term based on the context.

1. If a student is very careful and pays extreme attention to every detail, they are described as:

- A) Aloof
- B) Meticulous
- C) Indecisive

2. The dreams and high ambitions a student has for their future career are their:

- A) Mannerisms
- B) Mindset
- C) Aspirations

3. To learn a language quickly, you should _____ yourself in it by listening to music and watching movies daily.

- A) Foster
- B) Immerse
- C) Articulate

4. In shared housing, roommates aim for a _____ environment where everyone lives peacefully.

- A) Meticulous
- B) Harmonious
- C) Vibrant

5. Traditional British pies that are salty and spicy rather than sweet are called _____ pies.

- A) Hearty

- B) Nourishing
- C) Savory

6. The ability to move quickly and easily on a basketball court is known as:

- A) Agility
- B) Stance
- C) Dribbling

7. In a job interview, it is vital to _____ your strengths clearly so the manager understands your value.

- A) Shuffle
- B) Articulate
- C) Boost

8. A physical habit, such as rubbing your temples when thinking, is a:

- A) Personality trait
- B) Distinguishing feature
- C) Mannerism

9. Professional _____ refers to the clothes you choose to wear for a formal event or interview.

- A) Attire
- B) Profile
- C) Specialty

10. A _____ environment is one where students work together and share ideas to solve problems.

- A) Meticulous
- B) Collaborative
- C) Authentic

II. Fill-in-the-Gaps: Complete the sentences using the correct term from Part 1.

1. Respectful behavior in the classroom can significantly improve a student's _____.
a) academic performance b) family background c) personal profile
2. Chernivtsi National University offers a wide range of _____, from humanities to sciences.
a) mannerisms b) specialties c) amenities
3. Many students use _____ as a study tip to help them memorize new words.
a) flashcards b) chore charts c) scenic views
4. The most important thing when creating a personal profile is to be _____ and let your true character shine.
a) aloof b) authentic c) meticulous
5. A birthmark or a unique tattoo can be described as a _____.
a) career goal b) distinguishing feature c) mindset
6. Saying you are a "strong communicator" demonstrates a high level of _____.
a) self-awareness b) sustainability c) professionalism
7. Constant practice and daily _____ are essential to master English.
a) dedication b) language exposure c) self-discovery
8. To keep track of responsibilities, roommates often create _____.
a) cultural landscapes b) chore charts c) savings accounts

9. Modern British cuisine focuses on using fresh, _____ ingredients from local markets.

- a) battered b) savory c) seasonal

10. In basketball defense, you should stay low and _____ your feet to stay in front of your opponent.

- a) dribble b) shuffle c) shoot

III. Thematic Categorization

Instructions: In each set, identify the word or phrase that does **NOT** belong with the others. Then, determine the thematic category that describes the remaining three terms.

1. a) Storytelling b) Aspirations c) Birthmark d) Self-discovery

Category for the other three: _____

2. a) Academic performance b) Active participation c) Constructive criticism d) Sleeper car

Category for the other three: _____

3. a) Cornish pasties b) Savory pies c) Clotted cream d) Esports

Category for the other three: _____

4. a) Neo-Moorish b) UNESCO World Heritage c) Residential building d) Shooting hand

Category for the other three: _____

5. a) Language exposure b) Improve comprehension c) Expand vocabulary d) Chore chart

Category for the other three: _____

6. a) Guide hand b) Shooting technique c) Dribbling d) Professionalism

Category for the other three: _____

7. a) Shared accommodation b) Household chores c) Managing bills d) Vibrant community

Category for the other three: _____

8. a) Vibrant b) Thriving c) Notable artists d) Meticulous

Category for the other three: _____

9. a) Family background b) Career goals c) Authentic d) Battered

Category for the other three: _____

10. a) Agility b) Versatile player c) Dedication d) Service charge

Category for the other three: _____

VOCABULARY TESTS. PART 2: (UNITS 13–23)

I. Choose the most appropriate term based on the context.

1. Focusing on _____ in fashion means choosing clothes that reduce environmental impact.
 - A) Affordability
 - B) Sustainability
 - C) Versatility
2. Huge areas where wasted clothing and trash are dumped are known as:
 - A) Boutiques
 - B) Landfills
 - C) Kiosks
3. Spending on "wants," like movie tickets or dining out, is categorized as:
 - A) Variable expenses
 - B) Fixed expenses
 - C) Emergency funds
4. A doctor might warn that a simple flu can lead to serious _____, such as pneumonia.
 - A) Symptoms
 - B) Complications
 - C) Chills
5. Practicing _____ or meditation is a great way to reduce stress and improve mental well-being.
 - A) Mindfulness
 - B) Sleep hygiene

C) Hydration

6. The threat to global ecosystems caused by the disappearance of different species is called:

- A) Carbon emissions
- B) Biodiversity loss
- C) Soil contamination

7. The clearing of wide areas of trees, which exacerbates climate change, is:

- A) Deforestation
- B) Degradation
- C) Agriculture

8. When choosing between a bus and a flight, students often prioritize _____.

- A) Affordability
- B) Scenery
- C) Heritage

9. At the airport, you must show your ID and your _____ to pass through security.

- A) Baggage drop
- B) Boarding pass
- C) Kiosk

10. Traveling by train is often seen as a more _____ option because it emits less CO2 per passenger.

- A) Daunting
- B) Fluctuate
- C) Eco-friendly

II. Fill-in-the-Gaps: Complete the sentences using the correct term from Part 2.

1. To save money, students should try to avoid _____ while shopping.
a) informed choices b) impulse buys c) price comparisons
2. Some eco-friendly brands use _____, like plastic bottles, to make new clothes.
a) recycled materials b) carbon emissions c) landfills
3. Investing in one high-quality item is better because of its _____ compared to fast fashion.
a) upfront cost b) longevity c) trend
4. The 50/30/20 rule helps you _____ your income between needs, wants, and savings.
a) allocate b) fluctuate c) adjust
5. When you have a fever, it is vital to stay _____ by drinking plenty of fluids.
a) meticulous b) hydrated c) suddenly
6. A balanced diet should include fruits, vegetables, and _____ to increase fiber intake.
a) processed foods b) whole grains c) lean proteins
7. Over 1 million species are currently at risk of _____ due to human activity.
a) biodiversity b) extinction c) climate change
8. Environmental degradation in Ukraine has been significantly _____ by the ongoing conflict.
a) exacerbated b) managed c) restored

9. Traveling through the countryside allows you to enjoy beautiful _____.

- a) scenic views b) baggage drops c) language barriers

10. Long-distance trains often offer _____ like Wi-Fi and dining cars to make the trip comfortable.

- a) complications b) amenities c) boarding groups

III. Thematic Categorization

Instructions: In each set, identify the word or phrase that does **NOT** belong with the others. Then, determine the thematic category that describes the remaining three terms.

1. a) Allocate b) Fixed expenses c) Mutual funds d) Deforestation

Category for the other three: _____

2. a) Landfills b) Carbon emissions c) Largest polluters d) Gourmet meal

Category for the other three: _____

3. a) Mental clarity b) Sleep hygiene c) Moderate aerobic activity d) Boarding pass

Category for the other three: _____

4. a) Complications b) Chills c) Body aches d) Takeaway box

Category for the other three: _____

5. a) Scenic views b) Comprehensive network c) Landscapes d) Interest

Category for the other three: _____

6. a) Impulse buys b) Price comparisons c) Quality over quantity d) Extinction

Category for the other three: _____

7. a) Eco-friendly materials b) Recycled materials c) Take-back programs d)

Fluctuate

Category for the other three: _____

8. a) Soil contamination b) Environmental degradation c) Air pollution d)

Affordability

Category for the other three: _____

9. a) Baggage drop area b) Kiosks c) Boarding groups d) Biodiversity loss

Category for the other three: _____

10. a) Dining cars b) Sleeper cars c) CO2 emissions d) Fixed expenses

Category for the other three: _____

Education and University Life

Aspirations – прагнення

Be authentic – бути автентичним

Career goals – кар'єрні цілі

Classroom behavior – поведінка в класі

Collaborative environment – середовище для співпраці

Conservation – збереження

Constructive criticism – конструктивна критика

Cultural diversity – культурне різноманіття

Educational landscape – освітній ландшафт

Family background – сімейне походження

Flashcards – картки для навчання

Humanities – гуманітарні науки

Mindset – мислення

Personal profile – особистий профіль

Pledge – обіцянка, обітниця, клятва

Self-discovery – самопізнання

Specialties – спеціальності

Study sessions – навчальні сесії

Study tips – поради щодо навчання

Sustainability – сталість

Unesco World Heritage – Світова спадщина ЮНЕСКО

Appearance and Character

Adaptability – здатність до адаптації

Articulate – чітко висловлюватися

Athletic build – спортивна статура

Attire – вбрання

Character traits – риси характеру

Compassionate – співчутливий
Distinguishing feature – відмінна риса
First impressions – перші враження
Foster – сприяти, виховувати
Indecisive / aloof – нерішучий / відчужений

Mannerism – манера

Meticulous – прискіпливий/ретельний

Personality trait – риса особистості

Potential flaws – потенційні недоліки

Self-awareness – самоусвідомлення

Storytelling – розповідь історій

Mastering a Foreign Language

Boost skills – покращувати навички

Dedication – відданість

Expand vocabulary – розширювати словниковий запас

Immerse yourself – зануритися

Improve comprehension – покращити розуміння

Language exposure – мовна практика

Native speakers – носії мови

Housing and Food

Chore charts – графіки чергувань

Clotted cream and jam – густі вершки та джем

Cornish pasties – корнуольські пиріжки

Fish and chips – риба та картопля фри

Full English breakfast – повний англійський сніданок

Gourmet meal options – вишукані варіанти страв

Hearty and comforting – поживний та затишний

Household chores – домашні обов'язки

Nourishing – поживний

Regular chores – регулярні обов'язки

Savory pies – несолодкі пироги
Service charge – сервісний збір
Sharing platter – спільне блюдо
Sparkling water – газована вода
Student accommodation – студентське житло
Tackle – впоратися/вирішувати
Takeaway boxes – коробки на винос
Track responsibilities – відстежувати обов'язки

Entertainment and Doing Sports

Agility – спритність
Cultural landscape – культурний ландшафт
Defense – захист
Dribbling – дриблінг (ведення м'яча)
Endless entertainment options – безмежні варіанти розваг
Esports community – спільнота кіберспорту
Festival attendees – відвідувачі фестивалю
Guide hand – направляюча рука
Shooting hand – рука для кидка
Shooting technique – техніка кидка
Shuffle – приставний крок
Stance – стійка
Thriving – процвітаючий
Track and field – легка атлетика
Versatile Player – універсальний гравець

Shopping and Fashion

Budgeting – бюджетування
Carbon emissions – викиди вуглецю
Eco-friendly materials – екологічно чисті матеріали
Ethical brands – етичні бренди
Fast fashion – швидка мода

High-end brands – бренди класу люкс
Impulse buys – імпульсивні покупки
Informed choices – поінформований вибір
Landfills – сміттєзвалища
Largest polluters – найбільші забруднювачі
Local boutiques – місцеві бутики
Longevity – довговічність
Long run – у довгостроковій перспективі
Personal priorities – особисті пріоритети
Price comparisons – порівняння цін
Prioritize your budget – пріоритезуйте свій бюджет
Quality over quantity – якість важливіша за кількість
Recycled materials – перероблені матеріали
Shop with intention – купувати усвідомлено
Splurge or save – витратитися чи заощаджувати
Sustainability – сталість
Sustainable fashion – стала мода
Take-back programs – програми повернення товарів
Thrift stores – комісійні магазини (секонд-хенди)
Timeless pieces – речі поза часом
To splurge on smth – витратитися на щось

Money and Finance

50/30/20 rule – правило 50/30/20
Allocate – розподіляти
Daunting – лякаючий
Debt – борг
Debt management – управління боргами
Emergency fund – резервний фонд
Financial literacy – фінансова грамотність
Fixed and variable expenses – постійні та змінні витрати

Fixed expenses – постійні витрати

Fluctuate – коливатися

Foundations – основи

Income – дохід

Interest – відсоток (відсоткова ставка)

Investing – інвестування

Mutual funds – взаємні фонди

Variable expenses – змінні витрати

Health and Lifestyle

Balanced diet – збалансоване харчування

Body aches – ломота в тілі

CDC – Центри з контролю та профілактики захворювань

Chills – озноб

Complications – ускладнення

Fever – лихоманка

Flu vaccine – вакцина проти грипу

Mental clarity – ясність розуму

Mindfulness – усвідомленість

Moderate aerobic activity – помірна аеробна активність

Sleep hygiene – гігієна сну

Stay hydrated – підтримувати водний баланс

Whole grains – цільнозернові продукти

Environment and Sustainability

Affect – впливати

Agriculture – сільське господарство

Air pollution – забруднення повітря

Biodiversity loss – втрата біорізноманіття

Consequences – наслідки

Current issues – актуальні проблеми

Deforestation – знеліснення (вирубка лісів)

Degradation – деградація
Exacerbated – загострений
Extinction – вимирання
Extreme weather events – екстремальні погодні явища
Global carbon emissions – глобальні викиди вуглецю
Industrial sites – промислові об'єкти
Landfills – сміттєзвалища
Soil contamination – забруднення ґрунту
Sustainable fashion – стала мода
Urgency – терміновість
Wildlife – дика природа

Travel and Transportation

Affordability – доступність (за ціною)
Amenities – зручності
Baggage drop area – зона здачі багажу
Boarding pass – посадковий талон
Booking – бронювання
CO2 emissions – викиди вуглекислого газу
Comprehensive network – всеохопна мережа
Dining cars – вагони-ресторани
Domestic flights – внутрішні рейси
Eco-friendly – екологічно чистий
Landscapes – ландшафти
Scenic views – мальовничі краєвиди
Sleeper cars – спальні вагони

Appendix 2. Frameworks, Tips and Models for Writing Social Media Posts, Blog Snippets, Professional Emails and Creating Posters

I. Framework for Social Media Posts

How to Create Engaging Posts

1. Start with a Hook: Use a surprising statistic or a "Did you know?" question to grab attention immediately.
2. Provide Value/Facts: Incorporate data from the sources (e.g., carbon emissions, budget rules, or sleep requirements) to establish authority.
3. Use a Call to Action (CTA): End with a question or a command to encourage engagement, such as "What will you explore next?".
4. Formatting: Use emojis and bullet points to make the content "scannable" for mobile users.

Useful Phrases

- ‘Did you know that...?’
- ‘According to recent research...’
- ‘It’s an urgent issue that demands our attention.’
- ‘Start today and you’ll be on your way to...’
- ‘Remember, it’s about progress, not perfection.’

Models

The Environmental Awareness Post:

 Did you know that the fashion industry contributes to about 10% of global carbon emissions?. Every year, 92 million tons of clothing end up in landfills. It’s time to focus on sustainable fashion and choose quality over quantity!.
#EcoFriendly #SustainableLiving

The Health & Wellness Post:

 Boost your mood and strengthen your heart by aiming for 150 minutes of moderate aerobic activity each week! Don't forget that 7 to 9 hours of quality sleep is vital for your immune system. What's your favorite way to stay active? 
#HealthyLifestyle #WellnessTips

The Financial Success Post:

 Master your money with the 50/30/20 rule! Allocate 50% to needs, 30% to wants, and 20% to your future goals. Even saving a few dollars a month adds up over time!. #FinancialLiteracy #StudentBudget

II. Framework for Blog Snippets

How to Write Informative Snippets

1. **Catchy Title:** Use descriptive words like 'Gem,' 'Vibrant,' or 'Essential'.
2. **Focus on Detail:** Use 'show, don't tell' techniques. Instead of saying a building is old, describe its neo-Moorish architecture or its status on the UNESCO World Heritage list.
3. **Structure Clearly:** Use a logical flow—introduction, evidence/data, and a concluding thought.

Useful Phrases

- 'Let's dive into...'
- 'A gem in [Location's] educational/cultural landscape.'
- 'Known for its [Adjective] atmosphere and [Adjective] history.'
- 'Reflecting a rich history and a mix of cultural influences.'

Models

Travel & Culture Snippet:

‘Ukraine offers a vibrant entertainment scene, from the Odessa International Film Festival to the thriving esports community. If you are looking for architectural beauty, Chernivtsi National University is a must-visit. Founded in 1875, its stunning neo-Moorish architecture has earned it a place on the UNESCO World Heritage list.’

Student Life Snippet:

‘Sharing a living space means sharing responsibilities. With 70% of students sharing accommodation, maintaining a harmonious environment is key. Research from the University of California shows that students who create chore charts and divide tasks like cleaning and cooking report higher satisfaction and less stress.’

III. Framework for Professional Emails

How to Write Professional Emails

1. **Clear Subject Line:** State the purpose of the email immediately (e.g., ‘Request for Help’ or ‘Follow-up’).
2. **Formal Opening & Closing:** Use appropriate greetings and professional sign-offs.
3. **Be Concise and Respectful:** Respect the recipient's time by being direct. Use precise vocabulary to describe your needs or character.

Useful Phrases

- ‘I am writing to seek help regarding...’
- ‘I would appreciate your feedback on...’
- ‘It was a pleasure to meet you and discuss...’
- ‘I am a strong communicator with a focus on teamwork and adaptability.’
- ‘Thank you for your time and for the opportunity.’

Model 1.

Subject: Interview for [Position]

Dear [Interviewer Name],

Thank you for the opportunity to discuss my candidacy today.

I enjoyed sharing how my teamwork, adaptability, and communication skills make me a strong fit for your team. As a dependable and meticulous individual, I am eager to contribute to your company's success.

I look forward to hearing from you soon.

Best regards, [Your Name]

Model 2.

Subject: Discussion Regarding Household Responsibilities

Hi [Name],

It was great getting acquainted yesterday!

Since we will be sharing accommodation, I'd love to discuss how we can maintain a harmonious living environment.

Would you be open to creating a chore chart for tasks like cleaning and managing bills? I believe this will help us stay focused and reduce stress.

Best, [Your Name]

IV. Framework for Poster Content

To create an effective poster based on your materials, you should focus on making a strong first impression while keeping your message simple and organized. Here are some general tips to help you:

1. How to Locate Your Text

- Place your most important information at the top or center to create a solid foundation for your message.
- Think of your layout as a stance in sports. It should be balanced and stable. Allocate your space carefully so the poster does not look daunting or crowded.
- Use a logical order, similar to a chore chart, to help viewers track information from the beginning to the end.
- A clean layout helps with mental clarity and makes it easier for people to understand your specialties.

2. Using Images Wisely

- It is better to have one or two distinguishing features (large, high-quality images) than many small, messy ones.
- Use beautiful landscapes if they fit your theme to create a positive mindset.

3. Choosing a Colour Palette

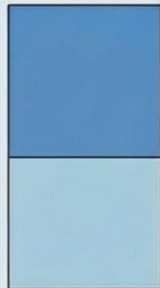
- Think of your colors as the attire (outfit) of your poster. They should look professional and fit your topic. For example, use eco-friendly greens for nature or bright colors to show urgency for current issues.
- Choose colors that provide mental clarity. Avoid using too many colors, as this can affect how people read your text.

4. Quantity of Text

- Use a flashcards style. This means using short, articulate points instead of long paragraphs.
- Only include timeless pieces of information that will remain important in the long run.
- Be brief and remember: quality over quantity.

Master Your Financial Literacy

Understanding Your Expenses



Fixed Expenses

These are your consistent, predictable costs that do not fluctuate significantly from month to month, such as student accommodation or regular bills.



Avoid Impulse Buys

Use price comparisons and prioritize your budget to make informed choices instead of sudden, unplanned purchases.



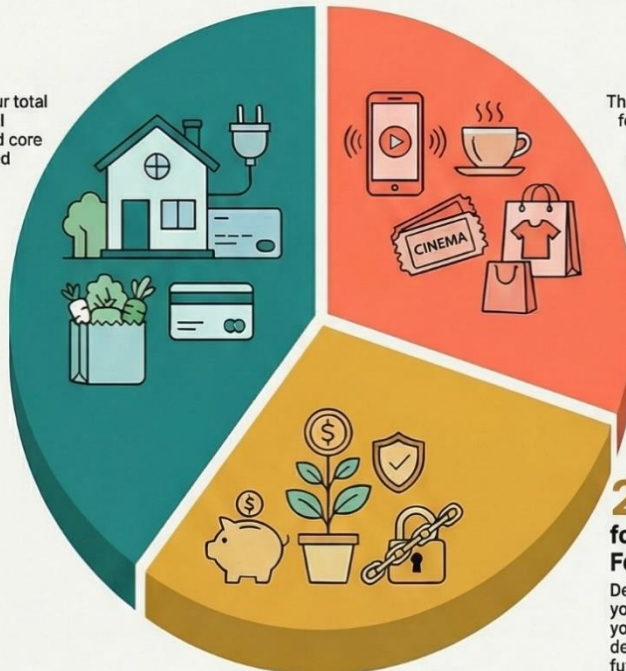
Variable Expenses

Costs that fluctuate based on usage or lifestyle choices, including groceries, dining out, or shopping at local boutiques.

50/30/20 Rule for Income Allocation

50% for Needs

Allocate half of your total income to essential fixed expenses and core necessities required for daily living.



30% for Wants

This portion is reserved for personal priorities, entertainment options, and lifestyle choices that enhance your daily experience.

20% for Financial Foundations

Dedicate the final fifth of your income to building your emergency fund, debt management, and future investing.

Building Financial Security



Establish an Emergency Fund

Create a dedicated reserve fund to cover unexpected costs, providing a safety net that prevents new debt during emergencies.



Master Debt Management

Understand how interest affects what you owe and prioritize paying down liabilities to secure your financial future.



Investing for the Long Run

Explore options like mutual funds to grow your wealth over time through disciplined, long-term contributions.

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