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Остафійчук О. Д.

THE WORLD WE LIVE IN
methodological recommendations for non-philology students of higher
educational establishments

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The methodological recommendations can be used both during practical classes and independent work of students.

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Dear Students,

I am writing to you today to offer my sincere congratulations as you embark on your journey to learn more about the world we live in. This is an exciting and rewarding undertaking, and I am thrilled to be a part of your learning journey.

As you delve into the many topics related to our world, such as modern society, social life, and psychology, I encourage you to approach each topic with an open mind and a willingness to learn. Seek out a variety of perspectives and opinions, and be willing to challenge your own assumptions and beliefs. Remember that learning is a continuous process, and there is always more to discover and explore.

I also want to remind you that the topics you are studying are not just academic concepts, but issues that affect us all in very real ways. As you learn about the impact of climate change on our planet, the complexities of global inequality, and the challenges facing our psychological part, it can be easy to feel overwhelmed or discouraged. But I urge you to stay engaged and take action where you can, no matter how small.

Whether it's volunteering in your community, reducing your carbon footprint, or simply having a conversation with someone who holds a different viewpoint, every effort counts towards creating positive change in the world.

Finally, I want to encourage you to enjoy the process of learning and exploration. The world we live in is a fascinating and complex place, full of wonder and beauty. Take the time to appreciate the richness and diversity of our world, and allow yourself to be inspired and motivated by the many challenges and opportunities it presents.

I wish you all the best on your journey of learning about the world we live in, and I am excited to see the impact you will make in the years to come.

Kind regards,

Olena Ostafiychuk

Unit 1. PSYCHOLOGY IN EVERYDAY LIFE



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Before reading:

1. Why do you think psychology is so popular nowadays?
2. What makes psychology so special for the modern world?
3. Why do some people deny psychology as a science?

Think of 5 adjectives to describe psychology.

1. applicable, 2. ..., 3. ...

5 ways psychology is applicable to everyday life

Apr 27, 2018

Psychology is the study of the human mind and behavior in a scientific way. It studies human character and its impact on their behaviour. It is the application of knowledge to comprehend issues related to health, education, events, relationships, employment, etc. The areas of study of psychology include education, media, business, human development, etc. Psychology can help out with decision making, time-management, stress and conflict situations, etc. It is a discipline that involves natural sciences, humanities and social sciences. This subject is a combination of education, applied and theoretical science. Branches of psychology include counseling, cognitive, educational, forensic, etc.

Psychology is very helpful in our everyday life. There are five ways in which psychology is applicable to our everyday life:

1. Enhancing communication skills. Psychology makes it a lot easier to understand how people think and behave while interacting with others. By means of applying psychology, people can comprehend gestures and actions which would make communication easier.

2. Building up relationships. Psychology is the study of the human mind and behavior. It plays a major role in understanding human actions, thereby encouraging the development of relationships.

3. Enriching careers. Psychology helps people to understand others and establish friendships and relationships. People having a psychological idea would stand a better chance to build friendships with their colleagues.

4. Instills self-confidence. You can get self-confidence by learning and knowing more about personality. This helps the person to know their weaknesses and enables them to build on them.

5. One can gain insight into people's behaviour. Psychology tells us about all aspects of human behaviour. It not only tells us about general human characteristics, but also points out differences in their behaviour. Clinical psychology helps to gain insight into other people's behaviour.

Source credit: <http://assignmentconsultancy.strikingly.com/blog/5-ways-psychology-is-applicable-to-everyday-life>

Task 1. Answer the questions.

1. What is psychology?
2. What does psychology study?
3. What are the areas of psychology?
4. What are the branches of psychology?
5. What are the ways to apply psychology to everyday life?

Task 2. Unscramble the words.

1. PIALPCEBAL,
2. MNSHTAIEUI,
3. IRSITONPALEH,
4. SOICGEUNNL,
5. OPDNEHERCM,
6. CCINENFODE,
7. TRIATCICCRHASE,
8. SKEWSAEN,
9. CRIFEFNEDE,
10. EPYRLSNTIOA

Task 3. Match the halves of the phrases.

- | | |
|-----------------------|-----------------------|
| 1. to improve | a. gestures |
| 2. conflict | b. insight |
| 3. issues | c. related to health |
| 4. the areas | d. characteristics |
| 5. to involve | e. self-confidence |
| 6. the study of human | f. mind and behaviour |
| 7. to comprehend | g. skills |

- | | |
|---------------|---------------|
| 8. to gain | h. situations |
| 9. to instill | i. humanities |
| 10. human | j. include |

Task 4. Give synonyms to the words:

A weakness, a difference, a chance, a behaviour, to gain, an action, to improve, to involve, to apply.

Task 5. Match the words with their definitions.

natural sciences	humanities	social sciences	
cognitive	psychology	forensic	counseling

1. The study of human mind and behavior in a scientific way.
2. A branch of psychology that deals with mental and emotional problems.
3. A branch of psychology that focuses on mental processes such as perception, thinking, and memory.
4. A branch of psychology that deals with legal issues and the criminal justice system.
5. Sciences that deal with the physical world and its phenomena, such as biology, chemistry, and physics.
6. Academic disciplines that study human culture, such as literature, philosophy, and history.
7. Academic disciplines that study human society and social relationships, such as sociology, psychology, and anthropology.

Task 6. Using adjectives, give a characteristic of psychology as a science. (5 sentences).

Task 7. Describe the field of psychology you would like to work in?

Task 8. Imagine you need to persuade your friends that psychology is the best study ever. Use quotes and information about famous psychologists to stand your ground.

Task 9. Find a quote that best describes humans and their behaviour. Comment on it. Use 5 sentences.

Task 10. Why do you think people have fears? Can psychology help people get rid of them forever?

Task 11. Think of the future.

1. What do you think about the future of psychology as a science?
2. Will there be any new branches?
3. Which branch will be used more often than others in the nearest future?
4. What should people do in order to survive in the world of information and influences?
5. Is it possible to discover anything new in psychology?

Task 12. Develop your critical thinking: Discuss the following questions based on the text.

1. How do you think psychology can be applied in the workplace?
2. What are some other ways in which psychology can be useful in everyday life?
3. In what ways do you think psychology can contribute to improving mental health?
4. Why do you think it is important to study psychology?
5. What ethical issues might arise in the field of psychology, and how can they be addressed?

Task 13. Make up dialogues to one of the topics.

1. Define psychology and its scope of study.
2. Explain the importance of psychology in various fields such as health, education, events, relationships, and employment.
3. Describe the different areas of study within psychology, including education, media, business, sports, and human development.
4. Discuss how psychology can be applied to real-life situations such as decision-making, time-management, stress, and conflict.
5. Outline the different branches of psychology, including counseling, cognitive, educational, and forensic.
6. Explain five ways in which psychology is applicable to everyday life, including improving communication skills, building relationships, enriching careers, instilling self-confidence, and gaining insight into people's behavior.

Task 14. Create the project based on one of the following topics and skills you would like to develop or boost.

1. Discuss with a partner or a group how psychology can be applied in your personal and professional life. Share examples of situations where you have used psychology to improve communication, build relationships, enrich careers, instill self-confidence, or gain insight into people's behavior.
2. Choose one of the five ways in which psychology is applicable to everyday life (improving communication skills, building relationships, enriching

careers, instilling self-confidence, gaining insight into people's behavior) and apply it in a real-life situation. For example, you could practice active listening to improve your communication skills, or use empathy to build a stronger relationship with a friend or colleague.

3. Reflect on how your knowledge of psychology has helped you in your personal and professional life. Write a journal entry or share your thoughts with a partner or group. How has understanding human behavior and psychology principles influenced your decision making, communication, relationships, or self-confidence?

Task 15. Use situations to discuss in groups.

1. A group of friends are discussing how they can use principles of cognitive psychology to improve their study habits and retention of information.
2. A couple is discussing how they can use principles of positive psychology to strengthen their relationship and increase their overall happiness.
3. A manager is discussing how she can use principles of motivation and behaviorism to increase employee productivity and engagement in the workplace.
4. A group of parents are discussing how they can use principles of child psychology to better understand and communicate with their children.
5. A person is seeking advice from a therapist on how to manage their anxiety and improve their emotion regulation in their daily life.
6. A group of colleagues are discussing how they can use principles of social psychology to improve communication and collaboration in the workplace.
7. A person is discussing with a friend how they can use mindfulness techniques to reduce stress and improve their overall mental health.
8. A student is discussing with a teacher how they can use principles of educational psychology to improve their learning and academic performance.
9. A group of individuals are discussing common misconceptions about psychology and how they can better educate others on the topic.
10. A person is seeking advice from a career counselor on how they can use principles of motivation and psychology to achieve their career goals.

Task 16. Choose one of the given topics and write an essay.

1. Using principles of psychology to improve time management and productivity.
2. How to improve communication skills using principles of social psychology
3. Positive psychology and its role in developing resilience and coping mechanisms.
4. The role of cognitive psychology in memory and information retention.

5. Understanding emotions and developing emotion regulation skills using principles of psychology
6. The impact of stress on mental health and ways to manage it using mindfulness techniques
7. Understanding child psychology and its role in effective parenting
8. Overcoming procrastination and improving self-discipline using principles of psychology
9. Motivation and behaviorism in achieving personal and professional goals
10. Applying principles of psychology in improving interpersonal relationships and social skills.

Task 17. Read the dialogues. Choose one and act out. Create your own one.

S1 - Student 1, S2 - Student 2

Dialogue 1.

S1: Hey, have you ever thought about how much psychology plays a role in our everyday lives?

S2: Yeah, definitely. I mean, psychology is the study of human behavior and thought processes, so it's pretty much relevant in all aspects of life.

S1: Exactly! From the way we think, feel, and behave, to the decisions we make and the relationships we have, psychology is involved.

S2: Yeah, and it's not just about individual behavior, but also group dynamics and social structures. Like how people behave differently in groups than they would alone.

S1: Right, and even things like advertising and marketing use psychological principles to influence our behavior and decision-making.

S2: Yeah, it's pretty fascinating. I've been thinking about studying psychology in college, actually.

S1: That's cool! I'm already taking an intro to psychology course, and it's been really eye-opening. It's helped me understand myself and others better.

S2: That's awesome. I think it's important to have a basic understanding of psychology, even if you don't end up majoring in it.

S1: Definitely. It's one of those subjects that's relevant to everyone's lives, whether they realize it or not.

Dialogue 2.

P1 - Person 1, P2 - Person 2

P1: Do you think psychology is really necessary? I mean, isn't it just a bunch of theories about the human mind?

P2: Actually, psychology is a crucial field of study. It helps us understand why people think, feel, and behave the way they do.

P1: I guess that makes sense, but how does that affect our daily lives?

P2: Well, think about it. Psychology helps us better understand ourselves and others. It gives us tools to manage our emotions and cope with stress. It helps us build stronger relationships and communicate effectively.

P1: I see what you mean. I never really thought about it like that.

P2: Plus, psychology plays a role in so many different areas of life, like education, healthcare, and business. It's not just about understanding ourselves, but also understanding the world around us.

P1: That's true. I guess I just never realized how important it really is.

P2: Yeah, and the more we understand about psychology, the more we can improve our own lives and help others. That's why it's necessary to study and apply it.

UNIT 2. MODERN SOCIETY



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Task 1. Share any associations you have when you hear the phrase “modern society”.

Task 2. The main thing about every society is culture. Do you agree or disagree with this statement? Comment on it. Why?

Task 3. What are the basic features of a Modern Society? Complete the list of words. Give 5 more words/phrases.

flexibility

improving (life skills, personal development...)

behaviour

values

Task 4. What are the challenges people face living in a Modern Society?

Give 5 more words/phrases.

- demands
- meet the needs
- to find quick solutions to problems
- being successful

**Task 5. Talk about the things that will always remain in any society.
Name 5 the things that first come to your mind.**

Teresa Mercer, LCSW, LCAC – April 23, 2019

Upholding Values in Today's Society
By Teresa Mercer, Youth First, Inc.

I have worked with people of various ages, and I have gained the unique experience of learning about the different value systems of many people. It has been very valuable to listen to every person's story and what they consider important in their life, whether they are 6 or 60 years old.

Values reflect our understanding of what is right and wrong. They help us grow and develop. They help us create the future we want. The decisions we make every day are a reflection of our values.

We learn the biggest part of our values from our parents and extended families. Our family values come from our social and cultural values. Sometimes new life experiences may change values we previously had.

Individual values reflect how we live our life and what we consider significant for our own self-interests. Individual values include enthusiasm, creativity, humility and personal fulfillment.

Relationship values reflect how we communicate with other people in our life, such as friends, family, teachers, etc. Relationship values include openness, trust, respect, generosity and care.

Social values reflect how we relate to society. They include justice, freedom, respect, reliability, and responsibility.

In today's world, it may seem our society doesn't possess many values. We have a rise in discrimination, abuse of power, etc. What are we leaving behind for our future generations to practice? Maybe it's time society takes a closer look at its own values.

Here are some things I feel our society needs to develop more:

1. Empathy – Empathy is defined as understanding and sharing the feelings of another. People need to understand who others are and accept who they are. Concentrating on how we can grow together should be our ultimate goal.

2. Respect – Mutual respect is necessary for everybody. This is what makes us human. Having respect for everyone, despite the differences between us, is vital to function well.

3. Love – Having love in our hearts keeps us from feeling the need to harm others. Love helps us acknowledge the similarities we all share rather than the differences of color, religion or sexual orientation.

4. Loyalty – Loyalty is a value that unites us with a person, thing or sentiment. With loyalty, we do not deceive. If we all had the same loyalty, it would help us develop the strength needed to protest against something that could possibly harm our society.

5. Honesty – One form of honesty in society is accepting yourself. With honesty, you can admit your flaws and take the necessary steps to improve yourself. When we can admit to our drawbacks, it can help someone admit theirs. Finally, we can all help each other become better people.

Values can be contagious; if you practice them, many others will also try, even our friends and children. Hopefully more value practice from all of us will leave the world a better place for generations to come.

Task 6. Read the text, write down unfamiliar words.

Task 7. Translate the words and phrases.

1. unique experience
2. to reflect
3. the sense of right and wrong
4. to stem
5. to hold values
6. to consider sth important
7. humility
8. to relate to
9. a rise in sth
10. an ultimate goal
11. mutual respect
12. to take steps
13. to admit flaws
14. to accept oneself
15. contagious

Task 8. Match the vocabulary words with their definitions.

empathy	respect	
loyalty	honesty	values

- a. principles of behavior; one's judgment of what is important
- b. the quality of being honest
- c. the ability to comprehend and share the feelings of others
- d. a feeling of admiration for someone or something elicited by their abilities, qualities, or achievements
- e. a strong feeling of great support

Task 9. Fill in the blank with the correct word from the previous task.

1. _____ reflects our sense of right and wrong. They help us grow and develop.
2. _____ is a value that binds us to a person, thing or sentiment.
3. Individual values include _____, creativity, humility and personal fulfillment.
4. Having _____ for everyone, despite the differences between us, is vital in order for a society to function well.

Task 10. Match the halves.

- | | |
|--------------------|--------------------|
| 1. unique | a. goal |
| 2. the sense of | b. respect |
| 3. to hold | c. oneself |
| 4. to consider sth | d. steps |
| 5. an ultimate | e. flaws |
| 6. mutual | f. right and wrong |
| 7. to take | g. important |
| 8. to admit | h. experience |
| 9. to accept | i. values |

Task 11. Using the words from task2. Make up 5 sentences.

Task 12. After reading the article, say what you agree and disagree with? (5 sentences)

Task 13. Make 5 wh-questions to the text.

Task 14.

A. Watch the video “The Ugly Truth about Modern Life”.

<https://www.youtube.com/watch?v=uFROMk9KDZ4>

B. Write what you agree or disagree with in 7-10 sentences. What appeals to you most?

Task 15. Answer the questions.

1. What makes modern life different from previous generations?
2. Who influences modern society? Who are the greatest influencers?
3. Why are people so obsessed with material things?

Task 16. Discuss the following issues in groups.

1. List five different values that can help us build a better society, and explain how each one contributes to this goal.

2. Identify the three types of values mentioned in the text, and provide an example of each one.
3. Describe how we learn our values and how they influence our decision-making process.
4. Discuss the impact of new life experiences on our values and provide an example of a situation where this might occur.
5. Explain the role of empathy in building a better society and provide an example of a situation where empathy can make a difference.
6. Discuss the importance of honesty in society and provide an example of a situation where honesty is particularly important.
7. Describe the impact of values on our relationships with others, and explain why mutual respect is important in building strong relationships.
8. Explain how loyalty can help us stand up against something that would harm our society, and provide an example of a situation where loyalty would be particularly important.
9. Discuss the importance of teaching values to children and explain how values can be contagious.
10. Reflect on your own values and describe how they influence your behavior and decision-making process in your daily life.

Task 17. Read the dialogues. Choose one to act out.

Dialogue 1.

P1 - Person 1, P2 - Person 2

P1: I think our society has lost its values. People don't seem to care about anything anymore.

P2: I don't think that's necessarily true. We may have different values than in the past, but that doesn't mean they're any less important.

P1: What values are you talking about?

P2: Well, for example, I think our society values diversity and inclusivity more than ever before. We strive to be accepting of all people, regardless of race, gender, sexuality, or religion.

P1: I see what you mean. That's definitely a positive shift.

P2: And we also value education and innovation. We recognize the importance of lifelong learning and constantly improving our understanding of the world.

P1: Yeah, that's true. But what about traditional values, like family and community?

P2: Those are still important too, but our definition of family and community has evolved. We recognize that families can look different for everyone, and that community extends beyond our immediate surroundings.

P1: I guess you're right. Our values have changed, but that doesn't mean they're any less meaningful.

P2: Exactly. As society changes, our values adapt and evolve to fit our new understanding of the world.

Dialogue 2.

S1 - Student 1, S2 - Student 2

S1: Do you think our society has good values?

S2: That's a difficult question. I think there are definitely some good values, but also some that could be improved.

S1: Like what?

S2: Well, I think our society values individualism a lot. We're encouraged to be independent and pursue our own interests, which can be good in some ways. But it can also lead to a lack of community and social cohesion.

S1: That's true. What are some positive values, though?

S2: I think inclusivity is a big one. Our society is becoming more aware of the importance of treating everyone with respect and accepting differences. And we also value things like education and innovation, which are essential for progress.

S1: I agree. But I think we also need to value things like sustainability and social responsibility. We need to think about the long-term impacts of our actions and make choices that benefit everyone, not just ourselves.

S2: That's a good point. And I think empathy and compassion are also really important values. We need to be able to put ourselves in others' shoes and act with kindness and understanding.

S1: Definitely. I think if we can prioritize values like these, we can create a better society for everyone.

Task 18. Make up dialogues based on the following topics.

1. What are some examples of values that you learned from your parents or extended family? Have any of these values changed as a result of new life experiences?
2. How do individual values differ from relationship values? Can you give examples of each type of value in your own life?
3. In your opinion, what are some social values that our society needs to practice more? How can we encourage others to adopt these values?
4. Why do you think values are important in creating the future we want? Can you give an example of a decision you made that reflects your values and helped you achieve your goals?

5. How can we teach children the importance of values and encourage them to practice them? Can you think of any activities or strategies that would be effective in teaching values to children?

Task 19. Write essays on the topics.

1. The impact of social media on society's values and communication
2. The role of technology in modern society and its effects on human relationships
3. The importance of mental health awareness in modern society
4. The challenges and benefits of multiculturalism in contemporary society
5. The impact of climate change on modern society and the importance of environmental conservation
6. The ethical implications of artificial intelligence and automation in modern society
7. The role of gender equality and women's rights in modern society
8. The impact of globalization on modern economic and cultural values
9. The importance of mental and emotional well-being in modern workplaces
10. The role of education in shaping modern society's values and shaping future generations.

UNIT 3. PROCRASTINATION

Are You a Procrastinator, or Just Efficient?

Is It last-minute-itis, or just-in-time thinking?

Look at the picture. Give as many words as possible you associate with the picture.



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Before you read, answer the questions.

1. The worst thing about procrastination is ...
2. The best thing is
3. Have you ever experienced procrastination? Are you one who follows the idea “Don’t trouble the trouble until trouble troubles you”?

This post was inspired by two events: I had a colleague who always waited until the last minute to complete tasks. I, on the other hand, always try to get things in early. Waiting until the last minute causes me lots of stress. When I confronted my colleague about her last-minute-itis, she said, “It’s the just-in-time approach: Why expend energy until you really need to?”

The second, constantly-recurring event, is the fact that when I assign papers to students, I always specify a time. I used to require papers due at midnight. Time after time, I would get the bulk of these papers between 11:55-11:59pm, and some would be late – a few minutes after midnight. (I don’t penalize, but perhaps I should?) I now make papers due at 10pm; (I want them to get some sleep!

Is this phenomenon a negative response – procrastination – or is it, as my colleague suggested, merely just-in-time efficiency?

First, let's look at what might be good about procrastination. There is some evidence that when it comes to decision making, delaying choosing a course of action until the last minute might lead to making better decisions.

Second, it has been argued that in our busy lives, procrastination enables us to put some tasks aside in order to prioritize the things we need to get done.

Finally, there is some evidence that in the short term, procrastination can help to reduce stress. Imagine that you have an important report to forward for your boss. It causes you some worry because of its importance, but setting it aside for a while, and taking a break to enjoy yourself, helps alleviate that initial stress.

Obviously, chronic procrastination can cause all sorts of problems. Routinely filing your taxes late, neglecting to go to your annual physical checkup, and taking too long to apply for a job can all lead to disappointing and punishing outcomes.

Psychologists Tice and Baumeister looked at students' academic procrastination and found that procrastinators experienced more stress, stress-related illnesses, and had lower GPAs than non-procrastinating students.

Two processes may explain why people tend to procrastinate – poor time management and poor emotion regulation. Individuals who have trouble scheduling and fulfilling tasks may find themselves chronically late getting things done. On the other hand, if one views a task as undesirable (a negative emotion), that person may get distracted by more positive, desirable experiences and spend time on those.

There are different forms of procrastination. Some people may deliberately procrastinate, others may do it unintentionally. Researchers have explored unintentional way of procrastination. Here are some items that suggest that Unintentional Procrastination Scale.

How much do you agree with the following items (1 = Do not Agree to 5 = Agree Very Much):

- I rarely begin tasks as soon as I am given them, even if I intend to.
- I intend to get things done, but sometimes this just does not happen.
- I really want to get things finished in time, but I rarely do.

But, what about my colleague who argues for just-in-time thinking? Items that suggest that it's not procrastination, but just-in-time efficiency would lead an individual to agree with items such as these:

- There's no use doing something early, when there is plenty of time to do it.
- You don't gain anything by turning in an assignment early.
- I get energized when a deadline is approaching.

A milder form of procrastination – one that is likely behind my students' tendency to turn in their papers at the last minute – is represented in C.H. Lay's procrastination scale.

If you are a procrastinator, what can you do? Taking a course in time management could help. Second, break large, daunting tasks down into smaller, easier pieces and reward yourself for completing each piece of it. Give yourself reminders. Use a calendar program to remind yourself to get tasks done. You can also get a “motivational buddy” who can help motivate you to complete tasks.

Vocabulary:

1. to wait until the last minute
2. to assign
3. to specify
4. bulk
5. due
6. to penalize
7. explain
8. to enable sb to do sth
9. to put aside
10. to alleviate
11. to neglect
12. to account for
13. you are prone to this type.
14. unintentionally
15. to be prone to
16. to intend
17. daunt sth into
18. reminder
19. to distract
20. annual

Task 1. Unscramble the words:

1. NSAGI , 2. SPFIESCY, 3. ZENALIPE, 4. NELXAIP, 5. EBNALE, 6. TILELAVEA, 7. EGCLTEN, 8. CUNCTAO, 9. IULNTIALONENTNY, 10. NIDTNE, 11. AUTDN, 12. DRMNREIER, 13. DSITCAT, 14. NAUNAL

Task 2. Read the statements. Decide if they are T (true) or F (false).

1. The author waits until the last minute to get things in.
2. Procrastination helps save time.
3. Decision making and emotion regulation cause procrastination.

4. Procrastinators experience stress-related problems.
5. When it comes to decision making, procrastination prevents from obtaining good results.
6. If the person finds the task undesirable, they can be distracted by something more positive.
7. The author used to require papers after midnight?
8. Time management can help overcome procrastination.
9. Procrastination causes no stress.
10. “Motivational buddy” can encourage you to complete and submit the tasks.

Task 3. Find adjectives to describe procrastinating students.

Task 4. Answer the questions:

1. Who do you support: an author or his friend? Give reasons.
2. What causes procrastination?
3. What do you think about people who wait until the last minute to do something?
4. How is it possible to help and minimize procrastination in your life?
5. What is unintentional procrastination?

Task 5. How can you explain?

1. just-in-time approach, 2. constantly-recurring event, 3. prioritize,
4. phenomenon, 5. procrastination, 6. efficiency, 7. bulk, 8. emotion regulation, 9. last-minute-it is, 10. alleviate.

Task 6. Write 5 facts that are good about procrastination and 5 things that are bad ones.

5 GOOD THINGS	5 BAD THINGS

Task 7. Here you will find 10 facts about procrastination. Comment on them and say if you agree or disagree.

1. 20% of people are chronic procrastinators

Procrastination is a way of life. They are late with completing projects. They buy New Year’s gifts on December 31st.

2. Procrastination is not a problem

Of course, it’s okay if you are late all the time – everyone is used to it. The end of the world will not come. We also postpone calls. What might happen?

3. Procrastination is not a problem of rational use of time or planning

Chronic procrastinators are more optimistic. There is no way to advise them of anything.

4. Procrastinators are not born

People become ones. This comes as a response to parental pressure.

5. Procrastination may lead to increased consumption of alcohol

Procrastinators drink more alcohol than they were going to.

6. Procrastinators love self-deception

Statements like "I'm not in the mood today. It will be better if we move this business to tomorrow are banal excuses.

7. Procrastinators are always in an active search for distractions

If you seek, you will always find. Even in the most unbelievable situations. Checking e-mail, surfing the net are the most common options, as they not only distract from more important cases, but also give an alibi for excuses as for time management.

8. Procrastination of procrastination

People who postpone until the last minute of the matter feel euphoria. They like it when the heart pounds.

9. Procrastination is quite expensive

Health problems also relate. For example, students who constantly put off everything and start getting ready to get drunk before a session, are more prone to suffer from problems with digestion, are more likely to suffer from colds and sleep deprivation.

10. Procrastinators can change their behavior

This is a time-consuming and energy-intensive process. They might have an internal desire to do something immediately.

Task 8. Answer the questions:

1. Define the term "procrastination" and provide examples of it in the text.
2. What is the difference between procrastination and just-in-time efficiency? Provide evidence from the text to support your answer.
3. Identify the potential benefits and drawbacks of procrastination, as discussed in the text.
4. What are the two processes that may contribute to procrastination, according to the text?
5. Explain the unintentional procrastination scale, as described in the text.
6. Describe the mild form of procrastination represented in C.H. Lay's procrastination scale.
7. What are some strategies individuals can use to combat procrastination, according to the text?

Task 9. Choose the situation to comment on it.

Situation 1. You are communicating with your friend and you understand that he/she is a procrastinator. Ask him/her questions and try to explain the problem.

Situation 2. You want to persuade your parents that procrastination is a good thing in life. Give reasons and examples.

Task 10. Topics for discussion:

1. Reflect on your own tendencies when it comes to procrastination. Are you more like the author's colleague who waits until the last minute or do you prefer to get things done early? Discuss the benefits and drawbacks of your approach.
2. Discuss the argument that delaying decisions until the last minute can lead to better decisions. Do you agree or disagree? Can you think of any examples from your own life or from history that support this idea?
3. In what ways can procrastination be harmful? Have you ever experienced negative consequences as a result of procrastinating? Discuss how you could have avoided these consequences.
4. What are some strategies that can help people overcome procrastination? Have you tried any of these strategies before? Which ones worked best for you?
5. Do you think there are different forms of procrastination? Discuss the differences between intentional and unintentional procrastination. Can you think of any other categories of procrastination?
6. Should there be penalties for procrastinating, such as deducting points from assignments that are turned in late? Discuss the pros and cons of penalizing procrastination.
7. Discuss the idea of "just-in-time efficiency." Is this a valid approach or is it just an excuse for procrastination? Can you think of any examples where this approach has worked well?
8. How do emotions play a role in procrastination? Discuss the idea that negative emotions can lead to procrastination and how people can overcome these emotions to get tasks done.
9. Have you ever had a motivational buddy or accountability partner who helped you stay on track and avoid procrastination? Discuss how this strategy works and whether you would be interested in trying it.
10. How can schools and workplaces help prevent procrastination among students and employees? Are there any policies or practices that could be implemented to encourage timely completion of tasks?

Task 11. Read the dialogues where people discuss procrastination. Choose one and act it out.

Dialogue 1.

S1 - Student 1, S2 - Student 2.

S1: Do you ever find yourself putting things off until the last minute?

S2: All the time. I'm the queen of procrastination.

S1: Same here. I don't know why I do it, though. It always stresses me out.

S2: I think it's because we get overwhelmed by the task at hand and don't know where to start.

S1: That's true. And then we end up wasting time on social media or other distractions instead.

S2: Exactly. And then when we finally start working, we're in a rush to finish everything before the deadline.

S1: It's a vicious cycle. Have you tried any strategies to combat procrastination?

S2: Yeah, I've tried making to-do lists and breaking things down into smaller tasks. That seems to help me stay on track.

S1: I've also heard that setting specific deadlines for yourself can be effective. Like giving yourself a certain amount of time to work on something each day, even if the deadline is still far away.

S2: That's a good idea. And sometimes it helps to have an accountability partner. Someone who can check in on your progress and keep you motivated.

S1: Yeah, I've done that before too. It definitely helps to have someone else holding you accountable.

S2: Procrastination can be tough to overcome, but it's important to find strategies that work for you. Otherwise, you'll just keep getting stressed out and falling behind.

Dialogue 2.

C1 - Colleague 1, C2 - Colleague 2

People discuss procrastination at work

C1: Hey, I noticed you've been putting off that project for a while now. Is everything okay?

C2: Yeah, I've just been having trouble getting started on it. I keep procrastinating.

C1: I know how that feels. It can be tough to get motivated sometimes.

C2: Exactly. And then I end up rushing to finish everything right before the deadline.

C1: I've been there too. Have you tried any strategies to help you stay on track?

C 2: I've tried making to-do lists and setting small goals for myself, but it hasn't really helped.

C1: Maybe you could try breaking down the project into smaller tasks and setting deadlines for each one. That way, you'll have a clear roadmap of what needs to be done and when.

C2: That's a good idea. And I could also try eliminating distractions, like turning off my phone and closing my email when I'm working.

C1: Definitely. And sometimes it helps to work with a partner or a mentor who can give you guidance and feedback along the way.

C2: That's a good point. I could ask our boss if there's someone who could help me with this project.

C1: And remember, it's okay to ask for help if you need it. We all struggle with procrastination sometimes.

C2: Thanks, I appreciate your advice. I'll try some of these strategies and see if they help me get started on this project.

Task 12. Make up dialogues using one of the given topics.

1. Discuss personal experiences with procrastination and strategies for overcoming it.
2. Explore the psychological reasons behind procrastination and how they affect behavior.
3. Share tips and tricks for avoiding procrastination and improving productivity.
4. Analyze the role of motivation in procrastination and ways to increase motivation.
5. Examine the effects of procrastination on academic or professional success.
6. Discuss the impact of procrastination on mental health and wellbeing.
7. Address the challenges of dealing with procrastination in group projects or work environments.
8. Analyze the connection between procrastination and decision-making and exploring ways to improve decision-making skills.
9. Discuss the long-term effects of chronic procrastination on personal and professional life.
10. Examine the concept of "healthy procrastination" and ways to balance it with productivity and wellbeing.

Task 13. Write an essay using one of the following topics.

1. The psychology behind procrastination and its impact on academic and professional success.
2. Strategies to overcome procrastination and increase productivity.

3. The role of procrastination in mental health and wellbeing.
4. The impact of technology and social media on procrastination behavior.
5. Procrastination and decision-making: How procrastination affects the quality of decision making.
6. The connection between procrastination and motivation, and how to increase motivation to avoid procrastination.
7. The long-term effects of chronic procrastination on academic and professional success.
8. The impact of procrastination on relationships and social life.
9. Procrastination in the workplace: Causes and consequences for individuals and organizations.
10. The benefits of healthy procrastination and how to balance it with productivity and wellbeing.

UNIT 4. STRESS MANAGEMENT

1. What helps to sleep better?
2. When do you need to manage stress right away?
3. Describe the steps to manage time in a better way?
4. Describe a way to quick stress relief.



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While it may seem like there's nothing you can do about stress at work and home, there are steps you can take to relieve the pressure and regain control.

Why is it so crucial to manage stress?

If you're living with high levels of stress, you're putting your entire well-being at risk. Stress plays havoc on your emotional state of balance, as well as your physical health. It worsens your ability to think clearly, function effectively, and enjoy life to the fullest. It may seem like there's nothing you can do about stress. The bills won't stop coming, there will never be more hours in the day, and your work and family responsibilities will always be demanding. But you have a lot more control than you can imagine.

Effective management helps you change the influence of stress on your life, so you can be happier, healthier, and more productive. The ultimate goal is a balanced life, with time for work, relationships, relaxation, and fun—and the resilience to hold up under pressure and meet challenges ahead. But stress management is not one-size-fits-all. That's why it's important to experiment and find out what works best for you. The following stress management tips can help you do that.

Tip 1: Identify the sources of stress

Stress management starts with identifying the sources of stress. This isn't as straightforward as it may sound. As soon as it's easy to identify major stressors such as changing jobs, moving, or going through a divorce, identifying and stating the sources of chronic stress can be way more complicated. It's all too easy to predict how your own thoughts, feelings, and behaviors can contribute to your everyday stress levels. To identify your true sources of stress, look closely at your habits, attitude, and excuses:

- Do you explain stress as temporary (“I just have a million things going on right now”) even though you can't remember the last time you took a breather?
- Do you define stress as a part and parcel of your work or home life or as a part of your personality (“I have a lot of nervous energy, that's all”)?
- Do you blame your stress on other people or outside events, or view it as entirely normal and unexceptional?

Until you take responsibility for the role you play in creating it, your stress level will remain out of your control.

Tip 2: Practice the 4 A's of stress management

While stress is an automatic response from your nervous system, some stressors arise at predictable times: your commuting to work, a meeting with your boss, or family gatherings, for example. When dealing with such predictable stressors, you can either change the situation or your reaction. When deciding which option to choose in any given scenario, it's helpful to think of the four A's: avoid, alter, adapt, or accept.

Tip 3: Get moving

When you're stressed, the last thing you probably feel like doing is getting up and exercising. But physical activity is a huge stress reliever—and you don't have to be a sportsman or spend hours in a gym to experience the benefits. Exercise releases endorphins that make you feel good, and it can also serve as a valuable distraction from your worries.

While you'll get the most benefit from regular exercise for 30 minutes or more, it's okay to build up your fitness level step by step. Even small activities can be beneficial over the course of a day. The first step is to get yourself up and moving. While just about any form of physical activity can help avoid tension and stress, rhythmic activities are especially effective. Good options for this are walking, running, swimming, dancing, cycling, and aerobics. Whatever you choose, make sure it's something you enjoy so you're more likely to stick with it.

Mind coordinating your breathing with your movements, for example, or notice how the air or sunlight feels on your skin. Adding this mindfulness element will help you break negative thoughts that often accompany stress.

Tip 4: Make time for fun and relaxation

Beyond a take-charge approach and a positive attitude, you can reduce stress in your life by having quality “me” time. Don’t get so stuck in the hustle and bustle of life that you forget to take care of your own needs. Nurturing yourself is a necessity. If you regularly make time for fun and relax, you’ll be in a better place to handle stress factors.

Set aside leisure time. Include rest and relax in your daily schedule. This is your time to take a break from all responsibilities and recharge your batteries.

Do something you enjoy every day. Make time for leisure activities that bring you joy, whether it be playing the piano, or working on your bike.

Keep your sense of humor. This includes the ability to laugh at yourself. The act of laughing helps your body fight stress in a number of ways.

Take up a relaxation practice. Relaxation techniques such as yoga, meditation, and deep breathing activate the body’s relaxation response. As you learn and practice these techniques, your stress levels will decrease and your mind and body will become calm and centered.

Tip 5: Manage your time better

Inefficient time management can cause a lot of stress. When you’re running behind, it’s hard to stay calm and concentrated. The good news is that there is still something you can do to achieve a better work-life balance.

Don’t over-commit yourself. Avoid scheduling things back-to-back or trying to fit too much into one day.

Prioritize tasks. Make a list of tasks you have to do, and tackle them in order of importance. Do the key items first. If you have something particularly unpleasant or stressful to do, start as early as possible. The rest of your day will be more efficient as a result.

Break projects into small steps. If a large project seems overwhelming, make a step-by-step plan. Focus on one manageable step at a time.

Delegate responsibility. You don’t have to do it all on your own, whether at home, school, or on the job. If other people can take care of the task, why not let them? Let go of the desire to control or oversee every little step.

Tip 6: Maintain balance with a healthy lifestyle

Eat a healthy diet. Well-nourished bodies are better prepared to cope with stress, so be mindful of what you eat. Have breakfast, and try to keep your energy up and your mind clear and balanced.

Reduce caffeine and sugar. The temporary “highs” caffeine and sugar provide often end in a crash in energy. By reducing the amount of coffee, chocolate, sugary soft drinks and snacks in your diet, you’ll definitely feel more relaxed.

Avoid alcohol, cigarettes, and drugs. Don't avoid or hide the issue at hand; deal with problems with a clear mind.

Get enough sleep. Enough sleep fills up your mind, as well as your body. Feeling tired will increase your stress because it may cause your irrational thinking.

Tip 7: Learn to relieve stress in the moment

When you're annoyed by your morning commute, stuck in a stressful meeting at work, you need a way to manage your stress levels *just now*. That's where quick stress relief comes in.

The fastest way to reduce stress is by taking a deep breath and using your senses—what you see, hear, taste, and touch—or through a soothing movement. By viewing a favorite photo, smelling a specific scent, listening to a favorite piece of music, or hugging a pet, you can quickly relax and focus on yourself. The key to quick stress relief is to try and discover the unique practices that work best for you.

Task 1. Answer the questions.

Questions:

1. What happens to people when they are under stress?
2. What do people experience with a high level of stress?
3. What is the ultimate goal?
4. Why is it necessary to experiment?
5. What does stress management start with?
6. Name some stressors that can cause stress.
7. What are the reasons for worries?
8. What questions can people ask themselves to identify their reasons for having stress?
9. What can you do when meeting predictable stressors?
10. What is considered a great stress reliever?
11. What is the first step to incorporate exercise into the schedule?
12. What is possible to do to recharge your batteries?

Task 2. Explain the words.

1. to wreak, 2. havoc, 3. equilibrium, 4. resilience, 5. one-size-fits-all,
6. to pinpoint, 7. procrastination, 8. predictable, 9. to commute, 10. distraction, 11. to incorporate, 12. nurture, 13. to encroach, 14. stargazing

Task 3. Unscramble the words.

1. NCSOCOSUI, 2. DESFULNISNM, 3. SCXUEE, 4. LUGRDLAYA, 5. RCUEDE, 6. MILBUURIIQER, 7. NELIEICSE, 8. RCLEPDEBATIO, 9. DASITRTCNI, 10. CENCAROH, 11. GSIGAANRZ, 12. TORTNRAIOCPE

Task 4. Match the halves.

- | | |
|-----------------------|----------------------------------|
| 1. to meet challenges | |
| 2. to identify | a. a stress level |
| 3. major | b. endorphins |
| 4. to go through | c. the sources |
| 5. to pinpoint | d. the sources of chronic stress |
| 6. job | e. stressors |
| 7. to maintain | f. reliever |
| 8. to handle | g. demands |
| 9. a stress | h. a divorce |
| 10. experience | i. the benefits |
| 11. release | j. stressors |
-
- | | |
|----------------------------|-----------------------------|
| 1. a distraction from | a. elements |
| 2. to get | b. batteries |
| 3. to incorporate exercise | c. in the hustle and bustle |
| 4. a conscious | d. life's stressors |
| 5. to experience | e. effort |
| 6. mindfulness | f. daily worries |
| 7. to reduce | g. stress |
| 8. to get caught up | h. into schedule |
| 9. to handle | i. sensations |
| 10. to recharge | j. benefit from |

Task 5. Match the following vocabulary words from the text with their definitions:

resilience	distraction	rhythmic
equilibrium	procrastination	mindfulness
integral	well-being	complicated
predictable		

- a. A state of being happy, healthy, and comfortable.
- b. The ability to recover quickly from difficulties.
- c. The quality of being aware of and focused on the present moment.
- d. Occurring at expected or regular intervals.
- e. Prevents someone from giving their full attention to something else.
- f. A state in which opposing forces or influences are balanced.
- g. A complex or difficult problem or situation.
- h. Essential or necessary for completeness.
- i. The act of delaying or postponing something.
- j. Having a regular or steady pattern.

Task 6. Fill in the blank with the correct vocabulary word from the text:

1. To manage stress effectively, it is important to identify the sources of stress in your life and work on achieving emotional _____.
2. Sometimes we overlook how our own thoughts, feelings, and behaviors contribute to our everyday stress levels. It's all too easy to blame our stress on other people or outside events, rather than accepting _____ for our own role in creating or maintaining it.
3. The four A's of stress management are to _____, _____, _____, or _____.
4. Exercise is a valuable _____ from daily worries and can release endorphins that make you feel good.
5. _____ activities such as walking, running, swimming, dancing, cycling, tai chi, and aerobics are especially effective for burning away tension and stress.

Task 7. Watch the video. Make notes of these three ways described. Which appeals to you more than others?

Three quick ways of staying calm under pressure

<https://www.bbc.co.uk/ideas/videos/three-quick-tips-for-staying-calm-under-pressure/p082w1gr>

What's your recipe for staying calm?

Task 8. Discuss in class.

1. Define the meaning of "well-being".
2. Explain the difference between major stressors and chronic stressors.
3. List the four A's of stress management and give an example of how to use each one.
4. Define "endorphins" and explain how they help relieve stress.
5. What is the benefit of adding a mindfulness element to exercise when managing stress?

Task 9. Discuss in groups:

1. Identify the sources of stress in your life

Take some time to reflect on the sources of stress in your life. Write them down and be as specific as possible. Are there major stressors in your life such as work, relationships, or financial issues? Are there chronic stressors such as procrastination or negative self-talk that are contributing to your stress levels?.

2. Practice the 4 A's of stress management

Think about a stressful situation in your life and use the 4 A's to manage your stress. Can you avoid the situation entirely? Can you alter the situation in

some way to make it less stressful? Can you adapt to the situation by changing your perspective or expectations? Or can you accept the situation and find a way to cope with it? Practice using the 4 A's in different scenarios to improve your stress management skills.

3. Get moving

Incorporate physical activity into your daily routine to reduce stress. Start small and gradually build up your fitness level. Take a walk during your lunch break or do some stretching exercise. Find a rhythmic activity that you enjoy such as dancing or cycling and make it a regular part of your routine. While exercising, practice mindfulness by focusing on your body and the physical sensations you experience. Notice how your stress levels decrease.

4. Experiment with stress management techniques

Try different stress management techniques to find what works best for you. Some ideas to try include deep breathing exercises, meditation, yoga. Keep track of your stress levels before and after trying these techniques to see what is best for you. Remember that everyone is different and what works for someone else may not work for you. Keep experimenting and find the techniques that work best for you.

Task 10. Discuss the statement.

"Until you accept responsibility for the role you play in creating or maintaining it, your stress level will remain outside your control" in relation to stress management. Can you think of any personal examples where this statement holds true? How can accepting responsibility help in managing stress effectively?

Task 11. Read the dialogues. Choose one to act out. Make up your own ones.

Dialogue 1: People discuss stress management at work

C1 - Colleague 1, C2 - Colleague 2

C1: Hey, I noticed you seem pretty stressed lately. Is everything okay?

C2: Yeah, I'm just feeling really overwhelmed with everything going on at work.

C1: I know how that feels. Have you tried any stress management techniques to help you cope?

C2: I've tried a few things, but nothing seems to be working.

C1: Well, one thing you could try is deep breathing exercises. You can do them right at your desk and they only take a few minutes.

C2: That's a good idea. How do you do them?

C1: Just inhale slowly and deeply through your nose for about 5 seconds, hold your breath for a few seconds, and then exhale slowly through your

mouth for about 7 seconds. Repeat this a few times until you feel more relaxed.

C2: Okay, I'll definitely give that a try. What else do you recommend?

C1: You could also try taking short breaks throughout the day to stretch or walk around. It can help clear your mind and relieve tension.

C2: That's a good idea. And maybe I could also try prioritizing my tasks so I don't feel so overwhelmed.

C1: Definitely. And don't be afraid to ask for help if you need it. We're all in this together.

C2: Thanks, I appreciate your advice. I'm definitely going to try some of these strategies and see if they help me manage my stress at work.

Dialogue 2: students discuss stress management

S1 - Student 1, S2 - Student 2

S1: Hey, how's your internship going?

S2: It's going well, but I've been feeling pretty stressed lately. There's just so much to do and I don't always know how to manage it all.

S1: I hear you. I felt the same way when I did my internship last year. Have you tried any stress management techniques?

S2: Not really. I've just been trying to power through everything, but it's not working very well.

S1: Yeah, that approach can actually make things worse in the long run. One thing you could try is deep breathing exercises. They only take a few minutes and you can do them right at your desk.

S2: That sounds doable. How do you do them?

S1: Just inhale slowly and deeply through your nose for about 5 seconds, hold your breath for a few seconds, and then exhale slowly through your mouth for about 7 seconds. Repeat this a few times until you feel more relaxed.

S2: Okay, I'll definitely give that a try. What else do you recommend?

S1: You could also try taking short breaks throughout the day to stretch or walk around. It can help clear your mind and relieve tension.

S2: That's a good idea. And maybe I could also try prioritizing my tasks so I don't feel so overwhelmed.

S1: Definitely. And don't be afraid to ask for help or clarification from your supervisor if you're unsure about something. It's better to ask for help than to make a mistake.

S2: Thanks, I appreciate your advice. I'm definitely going to try some of these strategies and see if they help me manage my stress at work.

Task 12. Discuss in class.

1. Discuss personal experiences with time management and strategies for improvement
2. Explore the importance of prioritization in effective time management
3. Share tips and tricks for effective time management and productivity
4. Analyze the impact of technology and social media on time management skills
5. Discuss the role of goal-setting in effective time management
6. Examine the connection between time management and stress levels
7. Addressing the challenges of time management in group projects or work environments.
8. Analyze the connection between time management and self-discipline.
9. Discuss the benefits of effective time management on mental health and wellbeing.
10. Examine the role of effective time management in achieving personal and professional goals.

Task 13. Write an essay on one of the topics.

1. The importance of time management in academic and professional success.
2. Strategies for effective time management and productivity.
3. The impact of technology and social media on time management skills.
4. Time management and stress: How effective time management can reduce stress levels.
5. The role of goal-setting in effective time management.
6. Time management in the workplace: Challenges and solutions for individuals and organizations.
7. The importance of self-discipline in time management and productivity.
8. Time management techniques for balancing work, school, and personal life.
9. The benefits of effective time management on mental health and wellbeing.
10. Time management and decision-making: How effective time management can improve decision-making skills.

UNIT 5. BUCKET LISTS AND POSITIVE PSYCHOLOGY

A bucket list is not about dying but about living.



Image Credit: Shutterstock.com

Below you can find a quote. Can you comment on it using phrases as follows:

1. to be worth doing sth
2. I'd rather (not) do sth
3. to be in the same boat
4. try to do one's best
5. stick to sth
6. to have second thoughts
7. to burst into laugh
8. to change one's mind
9. to make up one's mind
10. as fit as a fiddle

“Most men lead lives of quiet desperation and go to the grave with the song still in them.” - Henry David Thoreau.

I recently spoke with a writer about bucket lists. I had not previously thought much about the phrase, which apparently entered popular use in the wake of the 2007 movie by that name. I'm not wild about the phrase, which

has achieved clichéd status, although I understand and can appreciate what it is trying to capture and convey.

A bucket list enumerates things one wants to do before one dies (kicks the bucket). I did a google search for "my bucket list." The 2.5 million hits, some tiny number of which I read, provide some insight into what many people want to do in order to highlight their lives: travel and see the wonders of the world; have an adventure like white-water rafting; learn a foreign language; meet a celebrity; become rich; or accomplish something really demanding such as running a marathon.

Here are some of my thoughts about bucket lists from the perspective of a positive psychologist.

A bucket list is an attempt to make life memorable and is consistent with Daniel Kahneman's peak-end theory, which holds that what people remember from hedonic events are their peaks. No peaks - no memories, or at least not very crisp ones. Whether "life" is an event is an issue to which I will return, but certainly bucket lists, if accomplished, set memories in place that structure life as remembered.

A bucket list can also be an attempt to make life meaningful, depending of course on the specific items. Many of the bucket lists I read contained items that struck me as narcissistic (e.g., get a tattoo), but some did not. These lists contained items that would connect people to something larger than themselves, typically other people and their welfare (e.g., take the entire family on a cruise). Positive psychology research suggests that the latter items are more important for a fulfilled life.

Regardless of their details, bucket lists embody what psychologists have learned about setting goals. Goals can motivate us to accomplish things, but the most motivating goals are those that are hard to achieve and specific. Every bucket list I read on the Internet contained rich details about difficult things. Goals need to be coupled with plans for achieving them, but the right sorts of goals are the critical first step.

For me, a downside of the phrase bucket list is that it implies a "check off the boxes" approach to life. I hate it when my college students choose courses only to satisfy requirements, and by extrapolation, I hate it when someone approaches life in the same way, even if the requirements are self-set. Here I am probably not being fair to many who create bucket lists. They are likely not saying that only the things on their list matter. I just hear it that way. My apologies.

But I won't apologize for my reaction to people who speak endlessly about single events in their lives, bucket-listed or not. I get bored, not immediately but eventually. I enjoy hearing about the adventures and accomplishments of people, but I want a dialogue and not a monologue. I want to be convinced

that items on someone's bucket list are more than "look-at-how-cool-I-am" badges.

A hypothetical question: How many items on a typical bucket list would be deleted if someone were not allowed to talk about them to others?

A likely answer: Many of them.

And sometimes we do not know what is worth doing until we actually do it and reflect upon it. A sole focus on a bucket list might lead us to overlook other activities that will be memorable or significant, perhaps more so than what we would have thought years or even decades earlier.

Remember George Bailey in the 1946 film "It's a Wonderful Life," who never achieved anything on his own bucket list (school, travel), but did - when given the opportunity to reflect - conclude that he had lived a worthwhile life. He never let his own wishes get in the way of other people, and that's why we still cherish this film 60+ years later.

In any event, a bucket list is not about dying but about living, and my key objection to the phrase is simply that it is misleading. I do not think that most people create such lists with their imminent death in mind. Consider this stringent criterion: If you knew with certainty that you would die tomorrow, what would you do today or right now? Would you really choose to spend your last day getting a tattoo?

Task 1. Answer the questions.

1. Have you ever thought of a bucket list?
2. Have you ever seen the film? What do you think about the characters?

Task 2. Explain in your own words.

Bucket list, to be wild about sth, to appreciate, to convey, to enumerate, peak-end theory, hedonic, check off the boxes, extrapolation,

Task 3. Unscramble the words.

1. PPNTELRAA, 2. RAEPCEPAT, 3. EACTURP, 4. LIHGHIGH, 5. OCSMCLIHAP, 6. IENMGDDAN, 7. CTEPEISVRPE, 8. SNNTCTEISO, 9. OEAMBLEMR, 10. FLLLFI, 11. DWENDOSI, 12. IMEDLNSAIG, 13. EMMNTNII, 14. NGNESTITR, 15. LRWHOITHE

Task 4. Match the halves.

- | | |
|----------------|---------------|
| 1. wonders of | a. death |
| 2. clichéd | b. the way |
| 3. to run | c. details |
| 4. a fulfilled | d. a marathon |
| 5. hedonic | e. activities |

- | | |
|------------------|-----------------|
| 6. to highlight | f. objection |
| 7. regardless of | g. life |
| 8. to satisfy | h. criterion |
| 9. to overlook | i. events |
| 10. a chief | j. a life |
| 11. an imminent | k. status |
| 12. a stringent | l. requirements |
| 13. a worthwhile | m. life |
| 14. to get in | n. the world |

Task 5. Complete the phrase.

A bucket list for me is about.....

Task 6.

A criterion is a noun that has a plural form different from usual plural formation in English.

e.g. a criterion – criteria

Think of some more examples of a plural form of this kind.

Task 7. Give 5 positive and 5 negative criteria of a bucket list.

5 POSITIVE CRITERIA	5 NEGATIVE CRITERIA

Task 8. Discuss the following questions:

1. What is a bucket list and why has it become popular?
2. What are some potential benefits and drawbacks of creating a bucket list from a positive psychology perspective?
3. How might the focus on completing items on a bucket list affect one's perception of the value and meaning of other experiences in their life?
4. How does the phrase "bucket list" relate to the concept of goal-setting and motivation?
5. How might the social aspect of sharing one's bucket list influence the items included on the list and one's experience of completing them?
6. How does the movie "It's a Wonderful Life" relate to the concept of a bucket list?
7. Is the phrase "bucket list" an accurate description of the concept it represents? Why or why not?

Task 9. Read the dialogue, act one out. Make up your own one.

Dialogue 1.

S1 - Student 1, S2 - Student 2

S1: Have you ever heard of positive psychology?

S2: Yeah, I have. It's all about focusing on the positive aspects of life, right?

S1: That's right. And one way to do that is to create a bucket list of things you want to do in your life.

S2: Oh, that sounds interesting. I've heard of bucket lists before, but I've never really thought about them in the context of positive psychology.

S1: Yeah, it's all about setting goals and working towards them in a way that brings you joy and fulfillment. What's on your bucket list?

S2: Well, I've always wanted to go skydiving and travel to Japan. But those things seem kind of daunting.

S1: That's okay, it's good to have big goals. But you can also include smaller things on your list, like learning a new hobby or trying a new type of food.

S2: That's a good point. I've been wanting to learn how to play guitar, so maybe I can add that to my list.

S1: Exactly. And the great thing about a bucket list is that it gives you something to look forward to and can help you stay motivated and positive.

S2: That makes sense. I've been feeling kind of down lately, so maybe creating a bucket list could help me focus on the good things in life.

S1: Definitely. And it doesn't have to be anything too elaborate. Even just writing down a few things that make you happy can help shift your perspective towards positivity.

S2: Thanks for the advice. I'm definitely going to start working on my bucket list and see how it affects my mood and outlook on life.

Dialogue 2. People discussing the topic of a bucket list.

Sarah: Hey guys, have you ever made a bucket list?

John: Yeah, I have. It's a list of all the things I want to do before I die.

Emily: That's a cool idea. I've never made one before. What kind of things are on your bucket list, John?

John: Well, I want to travel to every continent, skydive, learn a new language, and run a marathon.

Sarah: Those are some ambitious goals, John! What about you, Emily? Do you have a bucket list?

Emily: I've always wanted to go bungee jumping, learn how to surf, write a book, and volunteer in a foreign country.

Sarah: Wow, those are some interesting things. I've never thought about making a bucket list before, but I guess I would like to learn how to play an instrument, hike a famous trail like the Appalachian Trail, and visit all the national parks in the US.

John: That's awesome, Sarah. You should definitely start working on your bucket list. It's a great way to set goals for yourself and make the most out of life.

Emily: Yeah, and it's a good way to keep yourself motivated and accountable for achieving your dreams.

Sarah: Thanks for the advice, guys. I'll definitely start working on my bucket list now.

Task 10. Discuss in groups:

1. List some of the items that people commonly include in their bucket lists.
2. According to positive psychology, how can a bucket list contribute to making life memorable and meaningful?
3. How can goal-setting research help in creating an effective bucket list?
4. What is the downside of approaching life with a "check off the boxes" mentality, as implied by the phrase bucket list?
5. Explain the hypothetical question posed in the text and the likely answer to it.
6. Provide an example from the text of a character who never achieved anything on his own bucket list but still led a worthwhile life.
7. Explain why the author thinks the phrase bucket list is misleading and provide an alternative perspective.
8. Consider the criterion mentioned in the text: "If you knew with certainty that you would die tomorrow, what would you do today?" Do you agree with the author's argument that getting a tattoo would not be a common answer to this question? Why or why not?

Task 11. Prepare a presentation for one of the options.

1. Reflect on a memorable experience you've had in the past. Think about what made it so memorable and if it aligns with Kahneman's peak-end theory.
2. Create your own bucket list with specific and challenging goals that are important to you. Include both personal and altruistic goals.
3. Evaluate your current goals and plans for achieving them. Do they align with the principles of goal-setting discussed in the text?
4. Think about how you approach life - do you focus on "checking off boxes" or do you prioritize experiences and relationships?
5. Reflect on the hypothetical question posed in the text: How many items on your bucket list would be deleted if you weren't allowed to talk about them to others?
6. Challenge yourself to do something new and unexpected, even if it's not on your bucket list. Reflect on the experience and its significance in your life.

Task 12. Choose one of the topics and comment on it in a written form. Write an essay.

1. Reflect on your own bucket list or create one if you haven't already. Evaluate the items on the list and identify whether they are purely self-serving or if they connect you to something larger than yourself.
2. Choose one item from your bucket list that you have been procrastinating on or have not yet accomplished. Write out a specific plan for achieving this goal, including deadlines and action steps.
3. Imagine that you have completed everything on your bucket list. Write a reflection on how you would feel and what impact it would have on your life. Would you feel fulfilled or empty? What other experiences or accomplishments might you have missed out on in the process?
4. Watch the movie "It's a Wonderful Life" and write a reflection on the main character, George Bailey. How did he prioritize his goals and how did that impact his life?
5. Consider the peak-end theory and how it applies to your own life experiences. Identify some of the most memorable moments in your life and reflect on why those moments stand out to you. Are there any commonalities between those moments?
6. Imagine that you were given the news that you only have a short time left to live. Write a reflection on what you would do differently in your life and what would be most important to you in your remaining time.
7. Choose an item from your bucket list that connects you to something larger than yourself. Write about how achieving that goal could positively impact the world or the people around you.
8. Reflect on the phrase "check off the boxes" approach to life. Do you see this approach in your own life? How might this approach impact your overall sense of fulfillment and purpose?
9. Consider the hypothetical question posed in the text: how many items on your bucket list would you delete if you were not allowed to talk about them to others? Why would those items no longer be important?
10. Write a short story about someone who has completed their entire bucket list and is reflecting on their life. How do they feel about their accomplishments? Are there any regrets or missed opportunities?

UNIT 6. «DRAMA TRIANGLE»



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Stephen Karpman, M.D., developed his “drama triangle” – victim, rescuer, persecutor – almost 40 years ago, and I find it’s just as relevant – and just as new to many people – as it was 40 years ago.

Even if you don’t spend much time playing any of these three roles by yourself – you probably deal on a daily basis with people who do.

Knowing how to put our “big girl” or “big boy” pants on and get out of the triangle is essential when dealing with people who want to pull us in. Using our own wise mind to recognize when we’ve regressed into one of these roles ourselves (usually because of the usual culprit, having to play those roles early in our family of origin conditioning) is also essential to make wise conscious choices in our intimate and social interactions with others.

The drama triangle is a dynamic model of social interaction and conflict developed by Dr. Karpman when he was a student of Eric Berne, M.D. father of transactional analysis.

Karpman and other clinicians point out that “victim, rescuer, and persecutor” refer to roles people unconsciously play, or try to manipulate other people to play, not the actual circumstances in other people’s life. There can be real victims of crime or racism or abuse, etc.

The three roles of the drama triangle are archetypal and easy to recognize in their extreme versions. The stance of the victim is “poor me!” Victims see themselves as victimized, oppressed, powerless, helpless, hopeless, dejected, and ashamed, and come across as “super-sensitive,” wanting kid glove treatment from others. They can deny any responsibility for their negative

circumstances and deny possession of the power to change those circumstances.

Victims

A person in the victim role will look for a rescuer, a savior, to save them (and if someone refuses or fails to do that, can quickly perceive them now as a persecutor.)

In terms of derailing resilience, victims find it difficult to make decisions, solve problems, find much pleasure in life, or understand their self-perpetuating behaviors.

Rescuers

The viewpoint of the rescuer is “Let me help you!” Rescuers work hard to help and take care of other people, and even feel good about themselves when they help others. They often neglect their own needs or do not take responsibility for meeting their own needs.

Rescuers are classically co-dependent and enablers. They need victims to help and often can't allow the victim to succeed or get better. They can use guilt to keep their victims dependent and feel guilty themselves if they are not rescuing somebody.

In terms of not succeeding in resilience, rescuers are frequently worried, angry, overworked, tired, caught in a martyr style while resentment festers underneath.

Persecutors

The mindset of the persecutor is “It's all your fault!” Persecutors criticize and blame the victim, set strict limits, can be controlling, rigid, authoritative, angry and unpleasant. They keep the victim feeling oppressed by means of threats and bullying.

In terms of resilience, persecutors can't be flexible, vulnerable, and human; they are scared of becoming a victim themselves. Persecutors yell and criticize but they don't actually solve any problems or help anyone else solve the problem.

These are the most extreme versions of these three role models, but we can encounter people playing milder versions of these roles on a pretty regular basis.

Because Dr. Karpman was a student of transactional analysis at the time he identified these three roles on the drama triangle, there is a resemblance to the critical parent (persecutor) marshmallow parent (rescuers) and the wounded inner child (victim) Eric Berne described in *Games People Play*.

People will switch roles and cycle through all three roles without ever getting out of the triangle. Victims depend on a savior; rescuers yearn for a basket case; persecutors need a scapegoat. The trap is that people act out these roles to meet personal (often unconscious) needs rather than being able to see

the picture as one whole and take responsibility for their role in keeping the triangle going on.

Task 1. Answer the questions.

1. What is the name of the model of social interaction and conflict developed by Dr. Stephen Karpman?
2. What are the three roles in the drama triangle?
3. What does the stance of the victim in the drama triangle represent?
4. How do victims come across to others?
5. What do victims look for when in the victim role?
6. How do rescuers work to help and caretake other people?
7. What do rescuers need to do to feel good about themselves?
8. What is the stance of the persecutor in the drama triangle?
9. What do persecutors do to keep the victim feeling oppressed?
10. Why do people switch roles and cycle through all three roles in the drama triangle?

Task 2. Explain with your own words

Social interaction, super-sensitive, victim, savior, persecutor, marshmallow parent, scapegoat.

Task 3. Unscramble the words.

1. INLGERAT, 2. LNETAESIS, 3. SNCCUSOIO, 4. RPOUSTECER, 5. ROAILENEBGCZ, 6. SELERENICI, 7. LVLENUABER, 8. RENLCBEMEAS, 9. PAAOCGTES, 10. SVITIESNE

Task 4. Match the halves

to make
social
a model of
transactional
actual
extreme
to set
to act out
to meet
to take

a. analysis
b. circumstances
c. strict limits
d. personal needs
e. versions
f. the roles
g. responsibility
h. interactions
i. a wise choice
j. social interaction

Task 5. Match the term with its definition.

drama triangle	co-dependent	persecutor
victim	enabler	rescuer
marshmallow parent	martyr style	critical parent
scapegoat	wounded inner child	

1. A model of social interaction and conflict with three roles: victim, rescuer, and persecutor.
2. A person who sees themselves as victimized and oppressed, and seeks a rescuer to save them.
3. A person who works hard to help and caretake others, often neglecting their own needs.
4. A person who criticizes and blames the victim, sets strict limits, and can be controlling and unpleasant.
5. A person who has an excessive emotional or psychological reliance on a partner, often one who requires support on account of an illness or addiction.
6. A person who enables someone else to persist in self-destructive behavior by providing excuses or by helping that person avoid the consequences of their behavior.
7. A person who puts themselves in a position of suffering to gain attention or sympathy from others.
8. A parent who is overly critical of their child's behavior and actions.
9. A parent who is overly indulgent and lenient towards their child.
10. A part of the psyche that feels wounded, helpless, and powerless, often stemming from early childhood experiences.
11. A person who is blamed for the problems, mistakes, or faults of others, especially as a way of deflecting responsibility.

Task 6. Fill in the blanks.

1. The drama triangle is a model of social interaction and conflict with three roles: victim, rescuer, and _____.
2. A person in the victim role will look for a _____, a savior, to save them.
3. Rescuers are classically _____ and enablers. They need victims to help and often can't allow the victim to succeed or get better.
4. Critical parents are overly _____ of their child's behavior and actions.
5. Marshmallow parents are overly indulgent and lenient towards their _____.
6. The wounded inner child is a part of the psyche that feels _____, helpless, and powerless, often stemming from early childhood experiences.

7. Scapegoats are blamed for the problems, mistakes, or faults of _____, especially as a way of deflecting responsibility.

Task 7. Decide if the sentences are True or False:

1. The drama triangle is a model of social interaction and conflict with four roles.
2. Victims deny any responsibility for their negative circumstances.
3. Rescuers neglect their own needs and take responsibility for meeting their own needs.
4. Persecutors can bend, be flexible, and be vulnerable.
5. Co-dependents have a healthy emotional or psychological reliance on their partner.
6. Enablers help someone else to persist in self-destructive behavior.
7. The wounded inner child can stem from early childhood experiences.
8. Scapegoats are responsible for the problems, mistakes, or faults of others.

Task 8. Find the information on the phenomenon of transactional analysis

1. What is the sense of it?
2. How can it be applied to life?
3. Can social interaction be perfect?

Task 9. Find the image that depicts codependence. Explain why you think this way.

Task 10. Read the dialogues where people discuss drama triangle. Choose one to act out. Make up your own dialogues.

Dialogue 1.

Amy: Have you guys ever heard of the Drama Triangle?

Ben: No, I haven't. What is it?

Amy: It's a model that describes the roles people play in conflict situations. The three roles are the victim, the persecutor, and the rescuer.

Carla: Oh yeah, I remember learning about that in my psychology class. The victim is the person who feels powerless and blames others for their problems. The persecutor is the person who blames and criticizes others, and the rescuer is the person who tries to fix the problem and save the victim.

Ben: That's interesting. So, how does this triangle work in real-life situations?

Amy: Well, let's say you have a group project due and one member hasn't contributed much. The victim might say, "I can't do it all myself, you guys are leaving me to fail." The persecutor might say, "You're lazy and never do any work." And the rescuer might say, "Don't worry, I'll do it for you."

Carla: And then the roles can switch around. The victim might become the persecutor and blame the rescuer for not doing it right, and the rescuer might feel resentful for doing all the work.

Ben: That makes sense. So, how can you avoid getting caught up in the Drama Triangle?

Amy: One way is to recognize when you're in one of the roles and try to switch to a different one. For example, instead of being the rescuer, you could encourage the victim to take responsibility for their own actions.

Carla: And instead of being the persecutor, you could try to understand the victim's point of view and work together to find a solution.

Ben: That's helpful. I'll keep that in mind for the next time I'm in a conflict situation. Thanks for explaining the Drama Triangle, guys.

Dialogue 2.

Jane: I think we're stuck in the Drama Triangle with this project.

Mark: What do you mean?

Jane: Well, we have a team member who isn't pulling their weight, and it seems like we're all getting caught up in the victim, persecutor, and rescuer roles.

Sara: I know what you mean. I feel like I'm always trying to pick up the slack for that person, and it's stressing me out.

Mark: And I feel like I'm constantly criticizing them for not doing their part. It's not helping the situation at all.

Jane: Exactly. We need to figure out a way to break the cycle and get everyone working together again.

Sara: Maybe instead of blaming or rescuing, we could focus on problem-solving. We could have a team meeting and come up with a plan to divide up the work more evenly.

Mark: And instead of focusing on what's not getting done, we could focus on what we're accomplishing as a team.

Jane: Those are both great ideas. I think if we can all stay mindful of the Drama Triangle and avoid getting caught up in those roles, we can get this project back on track.

Sara: Agreed. And if we do start to slip back into those roles, let's call each other out on it and refocus on problem-solving.

Mark: Sounds like a plan. Let's schedule that team meeting and get started.

Task 11. Discuss in class.

1. Identify three characteristics of a person in the victim role.
2. Describe the stance and behavior of a person in the rescuer role.
3. Explain why rescuers can be considered enablers.

4. What are the negative consequences of playing the persecutor role?
5. What is the resemblance between the drama triangle and the critical parent, marshmallow parent, and wounded inner child described in Games People Play?
6. Why do people switch roles in the drama triangle?
7. What is the trap in the drama triangle, according to the text?

Task 12. Discuss in groups.

1. Reflect on your own behavior and identify times when you have played the victim, rescuer, or persecutor role. What were the circumstances and what motivated you to act in that way?
2. Practice recognizing when others are playing these roles in your daily interactions. How do you usually respond, and how can you change your behavior to avoid getting drawn into the drama triangle?
3. Consider the impact of the drama triangle on personal and professional relationships. How might being aware of these dynamics help you communicate and collaborate more effectively with others?
4. Explore ways to break free from the drama triangle when you find yourself in one of the roles. What strategies can you use to shift your perspective and take responsibility for your own thoughts, feelings, and actions?
5. Read more about transactional analysis and other models of social interaction to deepen your understanding of these concepts and their practical applications. How can you incorporate this knowledge into your work and personal life?

Task 13. Write an essay on one of the topics.

1. The concept of the drama triangle and its relevance in interpersonal relationships.
2. Analyzing the three roles in the drama triangle: victim, persecutor, and rescuer.
3. The impact of the drama triangle on personal and professional relationships.
Strategies for breaking free from the drama triangle and improving communication skills.
4. The psychological basis of the drama triangle and its connection to attachment styles.
5. The role of emotional intelligence in recognizing and avoiding the drama triangle.
6. The connection between the drama triangle and codependency in relationships.

7. The consequences of chronic involvement in the drama triangle for mental health and wellbeing.
8. The impact of cultural and societal factors on the drama triangle and communication styles.
9. Strategies for managing conflict and building healthy relationships outside of the drama triangle.

UNIT 7. WORKING FROM HOME



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Task 1. Explain what the words mean in your own words.

telecommuting, 2. working from home, 3. to take advantage of sth, 4. commercial rent, 5. downside, 6. benefit, 7. to be on the safe side, 8. to procrastinate, 9. lockdown, 10. a conscious choice

Task 2. Use the words in your sentences. (10 sentences)

Nomads, home office, flexibility, PJs, productivity, do some stretches, regular breaks, productive, concentrate, disturb, distraction, work-life boundaries.

Working from home? 4 tips for staying productive

Kim Mok, Gabriel Manga/March 2020

COVID-19 has led many companies to recommend that employees work from home. For many, remote work is a new reality and one that takes time get used to it. Below there are a few tips for working remotely from Google's Primer team to help you make the most out of it. A version of this tutorial originally appeared in the [free Primer app](#).

Whether it's done by choice or by necessity, working from home has some benefits, like avoiding your daily commute. But it also means it's up to you to motivate yourself and get as much out of your time as you would in an office.

Here are four tips to keep yourself accountable, collaborative, and productive as you work from home. Establishing a certain workspace can help tell your brain you're in the place where you do work productively.

Tip 1: Create “work” triggers for your brain

When you work in an office, the daily routine of getting ready and commuting helps your brain get ready for the day. When you're working remotely, you can create “start the day” triggers that get your head ready for work in a similar way, like exercising, reading the news, or making coffee.

A workspace may also be key. If you can sit down and be productive anywhere, that's great. If you need more structure, establishing a designated workspace — whether it's a separate room, a fully stocked desk, or just a clean part of your kitchen table — can help tell your brain you're in the place where you do work productively and without distraction.

About distractions: They're one of the biggest challenges of working remotely. To keep your brain in the right mode, avoid doing nonwork tasks during your work time. For example, schedule a separate time to do laundry instead of tackling it while you're finishing a work presentation.

Tip 2: Stay motivated with a list

A simple to-do list can do wonders for keeping you both organized, motivated, and productive as you work from home. As you create your list, think about big, long-term goals, like finishing a project, as well as small goals, like completing tasks that lead to that big goal. Checking off those smaller goals lets you know you're making progress, which gives you positive power throughout your day. And work feels much more doable when it's not all one giant task.

Write or type your list instead of just having it in your head. You won't have to devote headspace to constantly remembering what you have to do, and the pleasure of crossing tasks off your list can help you stay motivated.

Tip 3: Make a schedule for everything

Remote work requires a schedule much like a typical office job, except you're the only one holding yourself accountable. That doesn't mean your entire day has to be work only (it's actually important to take regular breaks to refresh yourself mentally, physically, and emotionally), just that any nonwork activities also need to be scheduled.

When creating your schedule, take into account the other activities and chores in your life and find a routine that lets you take care of those as well. If you have children, build taking care of them into your schedule. If you play sports or volunteer, schedule time to get work done before or after these activities.

Once you've set your schedule, make it visible to your coworkers with a calendar you share. This way, they'll know when you're free to meet and

when you've blocked out work and personal times. It's also a good idea to make sure friends and family comprehend your schedule and respect it. Set boundaries and expectations by letting them know that working distantly doesn't mean you're free all day long.

Tip 4: Create a process for collaboration

Working from home might seem like a solo experience, but it usually still involves interacting with others, whether it's meeting with your team, getting assignments, making decisions, or giving and receiving feedback. So it's important to set up methods for collaboration while you work remotely.

Talking face to face can help collaboration, so consider videoconferencing for these moments.

While email can be effective for making an official decision or passing on information, people's inboxes can get clogged up quickly. If you need to ask a quick question or send a fast update to your team, chat apps like Google Hangouts or Slack are a good alternative to email.

Brainstorming or detailed discussions usually require an official meeting. Talking face to face can often help collaboration, so you might consider videoconferencing for these moments. Videoconferencing is also a great way of having regular check-ins with your team. This can help you stay abreast of what others are doing, and also help everyone keep up a rapport that might otherwise go neglected from not sharing a workplace.

Discuss in class.

1. Provide tips for working remotely from Google's Primer team.
2. Explain the benefits and challenges of working from home.
3. Share four tips for keeping yourself accountable, collaborative, and productive while working remotely.
4. Explain how establishing a designated workspace can help with productivity.
5. Discuss the importance of creating "work" triggers for your brain.
6. Explain how to stay motivated with a to-do list.
7. Discuss the importance of scheduling and creating a visible schedule for coworkers.
8. Share tips for collaborating effectively while working remotely, including the use of videoconferencing and chat apps.

Task 3. Look at the picture. How would you describe it in 1 word only!



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Task 4. Answer the questions.

Answers “yes”, “no”, “I don’t know” are not accepted. If you can’t answer about yourselves, talk about people you know.

1. Have you ever worked from home before quarantine time?
2. Are you working from home now?
3. What are the advantages of working from home?
4. What are the disadvantages of working from home?

Task 5. Fill in the table on Advantages and Disadvantages of WFH.

a. Give 5 things for each column.

Advantages	Disadvantages

b. Explain what are the best things about WFH? And what are the worst things about WFH?

Comment on this in 10 sentences.

Task 6. Unscramble the words

1. DWDOSINE, 2. GADATANVE, 3. TLIBIXLFEYI, 4. BDARIEUNSO,
5. RITAITONSDC, 6. TOCRPYIIDUVT, 7. ORINCRATPTESA, 8. CCRAILMOME, 9. LOUETECMTEM, 10. WLOKNODC

Task 7. Read the article, write down unfamiliar words. Answer the questions in a written form.

1. How can those who work from home stay productive?
2. What are the biggest challenges of working remotely?

3. How can schedule help?
4. How is it possible to boost motivation?

Task 8. Translate the phrases and make sentences using them.

1. It's for the best.
2. Every cloud has a silver lining.

**Lockdown
getting on my
nerves but it's
for the best.
Can't wait for
this to be over.**

Idiom
**Every cloud has a
silver lining**

There is hope in the most difficult situations.

Ex: I'm sorry to hear that your job search is going bad. But don't despair, every cloud has a silver lining.

English Teacher Antri Parto



Task 9. Comment on this, say what you are up to and comment on the situation in 5 sentences.

lockdown vs **opportunities**
It depends ON ...

**Task 10. Some people turn out to be flexible, while others not
Which do you support?**

Flexibility vs **fixed schedule**

Task 11. Do you care how you plan your day? Why? Why not?

1. Watch the Video. What can you say about the plan for a day? Is it flexible?

<https://www.youtube.com/watch?v=U6YGpDzOnes>

2. Watch the Video comparing days at the office and from home.

Do they differ a lot?

<https://www.youtube.com/watch?v=lvDm17QvIFw>

Task 12. The next point after you have a plan for a day ...

If you still have a plan and want to stick to it.

How can you do it if you have a lot of distractions? What would you recommend?(5 sentences)

WFH has a lot of benefits / perks

You don't have to commute, waste time in traffic jams, wear pyjamas

Watch the Video . <https://www.youtube.com/watch?v=WqZiBugq4ts>

Make notes of what the recommendations are.

Is there anything you agree or disagree with? (10 sentences)

Task 13. Quarantine will end. Remote work could be here to stay.

As the coronavirus pandemic forces millions of people to shelter in place, many are forced to do their jobs from home for the first time ever. And when all this is over, a lot of those workers would like it to stay that way.

Can people of all jobs find a way to work remotely? Do they have any other opportunities? (10 sentences)

Task 14. Read the dialogues and act one out. Make up your own dialogues.

Dialogue1.

John: Hey, what do you think about working from home?

Lisa: I actually love it. I feel more productive and focused when I'm working from home.

John: Really? I find it hard to concentrate with all the distractions at home.

Lisa: Yeah, it can be tough to stay focused if you don't have a dedicated workspace. But for me, it's been a game-changer. I don't have to deal with the commute or distractions from my coworkers.

John: I guess that makes sense. But what about the social aspect of work? Don't you miss seeing your coworkers in person?

Lisa: Yeah, I do miss that sometimes. But we still have video calls and chat channels to stay connected. And I feel like I have more control over my work-life balance when I'm working from home.

John: That's true. I guess it depends on the person and their work style. I like the structure of going into the office and having a routine.

Lisa: Yeah, I can see how that would work for some people. But for me, the flexibility of working from home has been a huge benefit.

John: I can definitely see the benefits of working from home, especially with the pandemic and everything. Do you think we'll see more companies offering remote work options in the future?

Lisa: Absolutely. I think the pandemic has shown that remote work is not only possible, but also beneficial for many employees and companies. I wouldn't be surprised if more companies adopt a hybrid model of in-person and remote work in the future.

John: That's an interesting point. It'll be interesting to see how the future of work unfolds. Thanks for sharing your thoughts, Lisa.

Dialogue 2. Students discuss their remote studying.

Sara: Hey, have you been enjoying remote studying?

Mark: Yeah, it's been okay. It definitely has its pros and cons.

Sara: What do you think are the pros?

Mark: Well, I like the flexibility of being able to study from anywhere. I can work from home, the library, or a coffee shop. And I don't have to worry about commuting to campus.

Sara: Yeah, that's definitely a plus. And what do you think are the cons?

Mark: I think the biggest con is the lack of interaction with other students and professors. It can be harder to stay motivated and engaged when you're not physically in a classroom.

Sara: That's true. I also find it harder to stay focused when I'm studying from home. There are so many distractions.

Mark: Yeah, I agree. It can be tough to separate your home life from your study time. I find it helpful to set up a designated workspace and stick to a schedule.

Sara: That's a good idea. I've been trying to do the same thing. And I also find it helpful to take breaks and go for a walk or do some exercise to clear my mind.

Mark: That's a great tip. I think it's important to find what works for you and adjust as needed.

Sara: Definitely. And I think remote studying is a good option for those who need flexibility or have other commitments outside of school.

Mark: Yeah, it's definitely a different experience, but it can work well for some people. Thanks for chatting about it, Sara.

Task 15. Discuss in groups.

1. Reflect on your experience working remotely and share your thoughts on the benefits and challenges of this type of work.
2. Write about the importance of establishing a designated workspace when working from home. How does this help with productivity and avoiding distractions?
3. Create a to-do list for a typical workday when working remotely. Include big and small goals, and explain how checking off smaller goals can keep you motivated.
4. Discuss the importance of creating a schedule when working from home. What factors should be considered when creating a schedule, and how can you make sure to stick to it?
5. Write about the different methods for collaboration when working remotely. What are some benefits and drawbacks of each method, and how can you ensure effective communication with your team?

Task 16. Write an essay on one of the topics.

1. The benefits and drawbacks of remote work: A comparative analysis.
2. The impact of technology on remote work and its role in shaping modern work culture.
3. The psychological effects of remote work on productivity, motivation, and mental health.
4. Remote work and work-life balance: Exploring the challenges and solutions.
5. The role of communication and collaboration in remote work environments.
6. The impact of remote work on organizational culture and leadership styles.
7. The impact of remote work on employee engagement and retention.
8. The challenges of managing remote teams and strategies for success.
9. The legal and ethical considerations of remote work for employees and employers.
10. The future of remote work and its potential impact on the future of work culture and the economy.

UNIT 8. BLACK FRIDAY

The psychological reason you get sucked into Black Friday sales

Published Fri, Nov 29 2019, 9:00 AM

Cory Stieg@CORYSTIEG

People shop at a Macy's store during the Black Friday sales event in Washington, November 29, 2019.

Loren Elliott | Reuters

1. What's your personal opinion of "Black Friday"?
2. Why do you think it is very popular with Americans and Europeans?
3. Can it be considered as a sort of addiction or pathology?



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Trying to avoid shopping on Black Friday reminds of trying to resist eating a slice of pumpkin pie on Thanksgiving: both treats come once a year, are designed to entice you and taste unbelievably delicious.

The average Black Friday consumer spends \$313.29 on sale items, and 69% of that money typically goes on gifts, according to 2018 statistics from the National Retail Federation. More than half of Black Friday shoppers will buy something online and in brick-and-mortar stores.

Beyond the holiday spirit, there are a few psychological reasons why Black Friday is a perfect storm for spending, according to Scott Rick, associate professor at the Michigan Ross School of Business, whose research based on the emotional causes and consequences of consumer financial decision-making.

Everybody adores a “deal”

Consumer research has shown that buying something at a price that’s lower than the one you’re willing to pay, or lower than the standard price, is satisfying, Rick says. “Even though it’s something you don’t really need, the value of the deal itself is very satisfying,” he says.

People perceive Black Friday bargains as something better than they really are because of marketing steps, Rick says. In reality, sales happen during the year and prices change with time. (Let alone, “Black Friday” sales typically span from Thanksgiving through Cyber Monday, so you are likely to have some more time than it seems.)

FOMO

Then there’s the fact that many Black Friday deals are positioned as “limited-time offers,” which makes the sales much more exciting.

Limited-time offers always tend to increase “anticipatory regret” — aka “fear of missing out” or FOMO — which makes people buy things they otherwise wouldn’t, according to research done. Consumers are tempted to accept limited-time offers because it feels like more available than trying to find a better deal somewhere else.

Shopping momentum

A phenomenon called “shopping momentum” occurs when a purchase provides a psychological incentive that encourages you to purchase a second, unrelated product. Shopping leads to even more and more shopping.

It’s how stores get you with door-buster deals on Black Friday — “a lot of it is just a loss leader to bait you inside and get you to buy high-margin stuff,” Rick says. Loss leader refers to products that are sold at a discount, or a “loss” to the retailer, to attract new customers. You might shop at a store that you rarely go to to get a great bargain on a smart TV, for example, and once you’re there, you’ll be compelled to buy other items that aren’t discounted, like new airpods or a new iPhone.

It’s some kind of an escape!

After spending Thanksgiving with dearest ones, a lot of people shop simply because they’re looking for a way to get rid of the stress from their families, Rick says.

Then “part of it is kind of boredom and sensation-seeking,” he says. The lore and horror stories surrounding Black Friday make the shopping day a real FOMO-like experience. “The desire to gain specific experiences and people-watching could be part of it, too,” Rick says.

There are, however, some shopping strategies that Rick says can help you stay strong in the face of a sale you are eager to buy.

1. Bring a thrifty shopping buddy

When you shop alone, you're more likely to make "silly, super weird purchases," Rick says. "There are things we do privately, those we wouldn't never do being with someone else," he adds. Shopping with a partner, especially one who's more of a tightwad than you, gives some sort of thinking that could help you pump the brakes when thinking of an impulse purchase.

2. Avoid 'shopping momentum'

Beware of trinkets and small purchases, which seem quite harmless, but "are meant to lead to more spending," Rick says.

3. Don't take a basket

It makes you buy more things. "Now you're holding a basket, and you wouldn't carry five items on your own, but you'd happily put 10 in a basket," he says.

4. Write a shopping list

When going shopping you're likely to come across something that you want to buy. But creating a list of the things you really need will help you stay temptation-oriented and focused on on-the-spot purchases, Rick says.

5. Make other plans

One of the best ways to conquer impulse shopping is not to shop no matter what. Make plans on Black Friday — visiting friends who are also staying in for the holidays — to take the option off the table. "Staying alone with your own devices, you're going to be tempted to shop, so just help it out somehow," Rick says.

Task 1. Answer the questions.

1. What is Black Friday and why is it a significant day for shoppers?
2. What is the average amount spent by Black Friday shoppers on sale items, and where does most of that money typically go?
3. According to Scott Rick, associate professor at the Michigan Ross School of Business, what are some of the psychological reasons why people tend to spend more on Black Friday?
4. What is the "FOMO" effect and how does it contribute to people's shopping behavior on Black Friday?
5. What is "shopping momentum" and how do stores use it to entice shoppers on Black Friday?
6. Why do some people choose to shop on Black Friday, according to Scott Rick?
7. What are some shopping strategies that Scott Rick suggests to help people resist impulse purchases on Black Friday?

Task 2. Explain what it means

Brick-and-mortar store, FOMO, limited-time offer, door-buster deals, high-margin stuff, anticipatory regret, fear of missing out, shopping momentum, inducing experience, trinket, tightwad

Task 3. Unscramble the words.

1. MMOETMNU, 2. TPRAICYAONT, 3. NEPGTIM, 4. VOUSLFORI, 5. PLEMIUS, 6. TTDHAGWIH, 7. RCPASUEH, 8. IERTTKN, 9. TISESRBIRILE, 10. GLTLRNHIL, 11. ININLCAFA, 12. QEUNCSNEECO

Task 4. Match the halves.

- | | |
|-------------------|------------------------|
| 1. to pump | a. irresistible sale |
| 2. to consider | b. tactics |
| 3. to fluctuate | c. new customers |
| 4. to collect | d. delicious |
| 5. marketing | e. price |
| 6. to attract | f. over time |
| 7. in the face of | g. the breaks |
| 8. to taste | h. missing out |
| 9. a fear of | i. unique experiences |
| 10. a standard | g. an impulse purchase |

Task 5. Put any questions to the article using questions words (who, what, when, why, where, how many, how much) and tenses (Past simple, Present Perfect, Present Perfect Continuous, Future Simple in Active and Passive Voice).

Task 6. How can what you see in the picture be explained in terms of a Black Friday?



Task 7. Give synonyms to the words.

cause, consequence, tempting, purchase, impulse, irresistible.

Task 8. Read the dialogues and act one out. Make up your own dialogues.

Dialogue 1. People discuss the phenomenon of Black Friday.

John: Are you going to participate in Black Friday shopping this year?

Jane: I haven't decided yet. I usually avoid it because the crowds can be overwhelming.

John: Yeah, it can definitely be chaotic. But the deals are usually worth it.

Jane: I don't know. I've heard some negative things about the event. Like how it can encourage consumerism and lead to people spending beyond their means.

John: That's true. And some stores have even been criticized for treating their employees poorly during Black Friday.

Jane: That's not cool. I think it's important to be mindful of the impact of our actions and not get caught up in the hype.

John: I agree. But on the other hand, some people see it as a fun tradition and a chance to get great deals on holiday gifts.

Jane: I can see how it can be fun, but I think we should be mindful of the bigger picture. Maybe we could focus on supporting local businesses or buying from companies that have ethical practices.

John: That's a good point. It's important to think about where our money is going and how our choices impact others. Thanks for the perspective, Jane.

Dialogue 2. Two women discussing Black Friday:

Amy: Are you planning to go shopping on Black Friday this year?

Emily: I haven't decided yet. I usually try to avoid the crowds and craziness.

Amy: Same here. Plus, I feel like the deals aren't always as good as they seem.

Emily: Yeah, I've heard that too. And I've also read about how Black Friday can perpetuate a consumerist culture that's not sustainable.

Amy: That's a good point. I think we need to be mindful of the impact of our choices, not just on ourselves but on the environment and others as well.

Emily: Absolutely. And I think it's important to support small businesses, especially during this time.

Amy: Yes, I agree. Shopping locally can be a great way to support our community and make a positive impact.

Emily: Plus, it's a good opportunity to buy unique and thoughtful gifts for our loved ones.

Amy: Exactly. I think we should focus on quality over quantity and buy things that will truly make a difference in someone's life.

Emily: I couldn't agree more. Thanks for having this conversation, Amy.

Task 9. Discuss in class.

1. Have you ever participated in Black Friday shopping? If so, what was your experience like? Did you end up spending more than you planned? If not, what are your thoughts on the phenomenon?
2. How do you feel about the marketing tactics used during Black Friday sales? Do you think they are effective? Do they take advantage of consumers?
3. Do you agree with the shopping strategies outlined in the article? Which ones have you used before, and have they been successful in helping you avoid unnecessary purchases?
4. What are some alternative ways to spend your time on Black Friday, rather than shopping? Do you think it's important to actively avoid Black Friday sales, or is it just another consumer holiday?
5. How do you think Black Friday affects our consumer culture as a whole? Does it encourage overconsumption and materialism, or does it provide opportunities for people to save money and get good deals?

UNIT 9. LIFE LESSONS WE CAN ALL LEARN FROM BILL GATES

written by Eric James April 15, 2015



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1. Look at the picture. Everyone has a lot of experiences in life to teach a lesson. There are people who can learn from a lesson and those who can't. Can you share anything from your experience?

2. Complete a phrase.

When life gives you lemons....

3. Read the article about Bill Gates' life lessons.

William Henry Gates III, or Bill Gates as we all know him, was born on October 28, 1955, to William H. Gates Sr. and Mary Maxwell. His family was a tightly knit one, and he, along with two other siblings, were highly encouraged from youth to be competitive and to always strive for greater excellence. Most likely this was the thing that pushed Bill to study hard and read a lot of books being a kid.

Despite doing well in school, though, Bill was a big concern for his parents because of his behavior; it seemed that he was often bored. As a result, his parents decided to send him to Seattle's Lakeside School, an exclusive school. There he progressed in all of his subjects, particularly in math and science.

It was also during this time that Bill first became interested in computers, when a computer company offered to provide computers for the school. The rest was simply history.

Today, Bill Gates ranks number one on *Forbes* The World's Billionaires List, having a net worth of \$78.6 Billion. How did a college dropout become the world's richest man? Talent, probably. But, while not many of us can have the talent and genius that Bill Gates has, there are a few life lessons we could learn from him to help us enlarge our potential and be an impact to others as well.

It Pays Extremely Well to Have a Good Mentor

"Everyone needs a coach. It doesn't matter whether you're a basketball player, a tennis player, a gymnast or a bridge player."

Bill Gates understands the importance of having a good coach, which is why he carefully chose who to mentor him – Warren Buffet. Buffet is well-known to be the most successful investor in our century, and Bill Gates knew that to succeed in life, he has to follow someone who's successful as well. What Bill Gates loves about his mentor so much is Buffet's ability to use simple illustrations to explain complicated things. Buffet also taught Gates how to effectively cope with difficult situations and how to think like a visionary.

Leadership Means Empowering Others

"As we look ahead into the next century, leaders will be those who empower others."

This is somewhat connected with the first one, because if you are going to pick a mentor, you have to make sure that person knows how to lead through empowerment. In the same manner, if you are to mentor others, you also have to possess the ability to empower people under your care. Empowerment is the ability of a person to use his creative talents to serve others better and effectively without being told what to do and how to do it. Leadership through empowerment is crucial, because it doesn't only help individuals realise and maximise their potential, but also gives them the opportunity to offer a higher quality service.

We Never Stop Reading

"Whether I'm at the office, at home, or on the road, I always have a stack of books I'm looking forward to reading."

Bill Gates considers himself a voracious reader. Even as a young child, he spent many hours buried in encyclopedias and other reference books. And despite his very busy schedule, he still finds a significant amount of time to read books. I don't think there's a man who's busier than Bill Gates, so if he could still find some time to read despite being technology advisor for *Microsoft*, I guess we could, too.

Don't Be Satisfied With Your Latest Accomplishment

"I'm never fully satisfied with any Microsoft product."

It's important to adore what you do and to be proud of your accomplishments, but it's also important not to stay where you are right now. Like Bill Gates, we should also realise that potential is always present and that there is always some room for more success. Quite often, it is our recent success that prevents us from moving forward and from fully utilising our talents. Our potential is always waiting to be exposed, though, and the only way for us to maximise it is when we stop settling for less. After all, success is only a phase, so don't treat it as a lifestyle.

Take Constructive Criticism like a Winner

"We all need people who will give us feedback. That's how we improve."

Bill Gates once said that he receives more spam email than anyone else he knows, and I would suppose that most of those emails contain either feedback from concerned consumers or rants from hateful critics. I would also assume that Bill doesn't waste his time reading those and instead focuses his energy on what he thinks his company would benefit. Nevertheless, Bill Gates nailed it when he said getting feedback for what we do is significant, because it is the only way we can ever improve ourselves. Not a lot of us can graciously accept parts of criticisms, no matter how constructive they are. We have to realise, though, that there is value in constructive criticism. The next time someone gives you feedback for a job you've just done, remember that there is benefit to it, take time to listen very carefully to the speaker, and say you are grateful. Most importantly, move on and find a way to improve your skills.

Vocabulary:

to be tightly knit

to strive for

to maximize potential

a college dropout

to succeed IN

a visionary

empowerment

crucial

high quality service

a stack of books

voracious reader

to take pride in

to hinder sb from

to expose potential

to nail sth

Task 1. Unscramble the words:

EPIMECVTITO, TTGLIHY, LATIOPTNE, ILHROUFS, IMIZMAEX,
CDEEUCSI, SNOAIYVR, OPMEMWEETRN, ACLICUR, UACOOIRSV,
OHCIAECNLPSTMM, DRNEIHR, EENCONDC, EPEXOS, TPOUODR

Task 2. match the halves

- | | |
|------------------|-------------------|
| 1. to be tightly | a. potential |
| 2. to maximize | b. consumers |
| 3. a college | c. books |
| 4. high quality | d. accomplishment |
| 5. a stack of | e. service |
| 6. voracious | f. potential |
| 7. latest | g. dropout |
| 8. to expose | h. knit |
| 9. concerned | i. reader |

Task 3. Answer the questions:

1. Write a brief biography of Bill Gates, including his family background and education.
2. Explain how Bill Gates became the world's richest man and what life lessons we can learn from him.
3. Discuss the importance of having a good mentor and how it helped Bill Gates.
4. Explain why leadership through empowerment is crucial, and how it helps individuals maximize their potential.
5. Discuss Bill Gates' love for reading and why it is important for personal growth and success.
6. Explain the importance of not settling for the latest accomplishment and always striving for more success.
7. Discuss the importance of taking constructive criticism and how it helps us improve ourselves.

Task 4. Comment on the words about a mentor. Say whether you agree or disagree.

“Everybody needs a coach. It doesn't matter whether you're a basketball player, a tennis player, a gymnast or a bridge player.”

Which lesson do you consider the best one from those described by Bill Gates?

Task 5. Can you tell about a lesson you would recommend?

Task 6. Match the following words with their meanings.

empowerment

mentor

voracious

constructive criticism

potential

1. the ability of a person to use his creative talents to serve others better without being told what to do and how to do it.
2. having a strong desire for a lot of things (e.g. books).
3. a trusted and experienced advisor who guides and supports someone with less experience or knowledge.
4. feedback that is meant to help and improve a situation or task.
5. the possibility of becoming or developing into something more.

Task 7. Decide if the following statements are True or False.

1. Bill Gates had a tight-knit family that encouraged him and his siblings to be competitive and strive for excellence.
2. Bill Gates became interested in computers during his time at Lakeside School.
3. Bill Gates ranks number one on Forbes The World's Billionaires List with a net worth of \$78.6 million.
4. According to Bill Gates, leaders of the next century will be those who micromanage their subordinates.
5. Bill Gates believes that constructive criticism is important for personal growth and improvement.

Task 8. Use the following words in the sentences of your own.

talented

visionary

voracious

empowerment

feedback

Example: Bill Gates is a talented entrepreneur who has revolutionized the technology industry.

Task 9. BRAINSTORMING

A successful person is considered to be a winner.



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Image Credit: Shutterstock.com

Task 10. Can you describe a successful person?

Characteristic features

5 positive	5 negative
------------	------------

Task 11. Using Conditional sentences type 2, say what you would do if you were in Bill Gates shoes.

Task 12. Give synonyms to the word “lesson”. Tell about the most valuable lesson you have had in your life.

Task 13. Read the dialogues where people discuss lessons we learn from famous people. Choose one to act out. Make up your own dialogues.

Dialogue 1. People discuss the lessons we learn from famous people.

John: Do you think there are lessons we can learn from famous people?

Jane: Absolutely. I think famous people can serve as great role models and teach us a lot about success, perseverance, and overcoming obstacles.

John: Yeah, I agree. One person that comes to mind for me is Elon Musk. He's achieved so much and overcome so many challenges.

Jane: Definitely. I think one lesson we can learn from him is the importance of taking risks and pursuing our passions, even when others doubt us.

John: That's a great point. Another person I look up to is Oprah Winfrey. She's a great example of someone who's overcome adversity and used her platform to inspire and empower others.

Jane: Yes, Oprah is amazing. I think one lesson we can learn from her is the importance of authenticity and being true to ourselves, even in the face of criticism.

John: Absolutely. And another person that comes to mind for me is Nelson Mandela. He's a great example of leadership and the power of forgiveness and reconciliation.

Jane: Yes, Mandela is a true hero. I think his legacy teaches us the importance of standing up for what we believe in and fighting for justice and equality.

John: I completely agree. It's amazing how much we can learn from famous people and their experiences. Thanks for having this conversation, Jane.

Dialogue 2 between two students discussing lessons they can learn from Bill Gates:

Amy: Do you think there are lessons we can learn from Bill Gates?

Emily: Absolutely. He's one of the most successful entrepreneurs of all time, so I think there's a lot we can learn from him.

Amy: What do you think are some of the most important lessons?

Emily: Well, one thing that stands out to me is his passion for learning. He's always reading and seeking out new information, which I think is a key to success in any field.

Amy: That's a good point. Another lesson I think we can learn from him is the importance of taking risks and not being afraid to fail.

Emily: Definitely. Gates has had his fair share of failures, but he's always bounced back and used his experiences to grow and improve.

Amy: Another lesson that comes to mind for me is the importance of innovation and thinking outside the box. Gates has revolutionized the tech industry with his innovative ideas.

Emily: Yes, he's definitely a visionary. And I think another lesson we can learn from him is the importance of giving back. Gates has donated billions of dollars to charity and is using his wealth to make a positive impact on the world.

Amy: Absolutely. I think it's inspiring to see someone with so much success and wealth using their resources to help others.

Emily: Definitely. There's a lot we can learn from Bill Gates and his legacy. Thanks for having this conversation, Amy.

Task 14. Discuss in class.

1. What were the factors that contributed to Bill Gates' success? Discuss his background, education, and mentorship.
2. Why does Bill Gates emphasize the importance of having a good mentor? How can mentorship help individuals succeed in their chosen field?
3. According to Bill Gates, what is the role of leadership? How can leaders empower their followers to achieve their full potential?
4. What is the significance of reading for personal and professional growth? How can busy individuals find time to read?
5. Why is it important not to be satisfied with one's latest accomplishment? How can individuals continue to improve and maximize their potential?
6. What is the value of constructive criticism? Why is it important to receive feedback, even if it may be difficult to hear? How can individuals effectively use feedback to improve themselves?

Task 15. Discuss in groups and present the outcomes of your discussion.

1. Reflect on your own childhood and identify what pushed you to strive for excellence. Write about how those experiences have shaped you as a person and impacted your current goals and aspirations.
2. Identify a successful person that you admire and research their mentor. Write about how their mentorship impacted their success and what you can learn from their experience in choosing a mentor for yourself.
3. Choose a book that you've been meaning to read and commit to reading it in the next month. Write about how this book has impacted you and what you've learned from it.
4. Identify a recent accomplishment and write about how you can take it to the next level. What steps can you take to continue improving and pushing yourself towards greater success?
5. Reflect on a recent piece of constructive criticism you received and write about how you can use it to improve yourself. What steps can you take to incorporate this feedback into your personal and professional growth?

UNIT 10. THE CASTLE

A Test that will Say a lot about your personality

Before you start:

1. Say what you think about psychology test on personality.
2. Have you ever done any tests?
3. Do tests say about people in general or at a certain period of time?



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It is hard for people, at different stages of their lives, to be happy and feel satisfied with what you have. People always seem to lack happiness and something important they are only to know about. Below there is a quote from “The Little Prince”.

“No one is ever satisfied where he is.”

The Little Prince, by **Antoine de Saint-Exupéry**

Can you comment on it? Give reasons to stand your ground.

Use the following phrases to persuade that your point makes sense:

- Our/My own point of view is that...
- It is my contention that...

- I am convinced that...
- My own opinion is...
- Perhaps we should also point out the fact that...
- It would be unfair not to mention the fact that...
- One must admit that...
- We cannot ignore the fact that...
- One cannot possibly accept the fact that...
- On the one hand/ on the other hand
- In other words,
- It would also be interesting to see...
- One should, nevertheless, consider the problem from another angle.

Task 1. What is the first image that comes to your mind when you hear a word CASTLE?

Task 2. Brainstorming.

Give as many words and phrases as possible to the word CASTLE



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Task 3. Do the test.

Imagine that you are in front of a castle. How easily do you take chances in life? What do you think will happen in the future and what others think about you?

Take a sheet of paper and a pencil, make notes of the responses to learn more about your character, through this imaginary walk in the castle.

1. You are in front of **the door of the castle**. How do you see it?

- It is a simple door
 - It is covered by plants and is hard to find
 - It is a huge wooden door with metal details and it looks a little frightening
2. You pass the door of the castle and realize that there is no soul. It is a desert. **What is the first thing you see?**
- A big library, wall to wall full of books
 - A big fireplace and a hot fire burning
 - A large banquet hall with huge chandeliers and red carpets
 - A long corridor with many closed doors
3. You look around and find **a staircase**. You decide to climb the stairs. What does the staircase look like?
- It looks sharp and massive, not leading anywhere
 - It is an impressive spiral, huge staircase
4. After you climb the stairs, you reach **a small room in which there is only one window**. How big is it?
- It is a normal window
 - It's too small
 - The window is gigantic, so that it takes almost the entire surface of the wall
5. You **look out the window**. What do you see?
- Large waves crashing on rocks
 - A snowy forest
 - A green valley
 - A small, vibrant city
6. You go down the stairs and you're back in the area where you were when you first got into the castle. You go further and find a door at the back of the building. You open it and **find yourself in a yard**. What exactly does it look like?
- It is full of gigantic plants, grasses, broken wood and fallen barbed wire.
 - It is impeccably maintained with countless vivid and bright flowers.
 - It's a little jungle, but you can imagine how beautiful it would be if someone cleaned and put it in order

RESULTS

The door

The door shows attitude to new experiences. If you saw a simple, ordinary door, you are unlikely to be afraid of any new challenges and will test your luck in something new and without a doubt.

If you have chosen the hidden door, you most likely do not know what you need to do in the future, and it looks blurry and weird.

Of course, if you have chosen a huge, scary door, you probably are scared of the unknown and find it difficult to get out of your comfort zone and try new things.

Inside the castle

The room inside the castle is the idea that you think others have of you. If you saw a library, you probably think that you are the person who cares about, supports others and helps them find solutions to their problems.

The large fireplace gives a sensation of warmth and passion that you think you might cause in people.

A fancy ballroom suggests that you feel that you can gather people around you and that you have a lot to share.

If you find yourself in a long corridor with closed doors, you feel that you are hard to understand and others will have to try much to ‘penetrate’ more within you.

The staircase

The stairway shows the image that you have of life. The sharp and massive staircase depicts a person who perceives life as suffering, with lots of difficulties. Unlike the nice spiral staircase which describes how romantic you are.

The window

The window shows how you feel right now. A small window means that you feel depressed and stuck in your life. It may feel like you can’t find the way out of the situation you are in at the moment.

A normal-sized window shows a person with realistic demands and needs of life at this moment. You realize that there are limits, but the future is here and it looks crystal clear for you.

Conversely, if the window is huge, you probably feel invincible and able to get what you want from life.

The view from the window

The view from the window is the overview of your entire life! A rough sea shows a hectic life, while a snowy forest describes a person who lived isolated and away from the crowds.

The green valley means that your life is calm and stable, without much stress and anxiety. Finally, the vibrant city is associated with someone who generally lives full and great life communicating with lots of people.

Question 6 – The courtyard of the castle

The image of the courtyard is the picture of your future! So if your garden is green, neat and sunny, you feel that your future will be gorgeous.

On the other hand, a picture of a promising but neglected garden shows optimistic people, who are worried if they can find the energy to control their

lives and make the future more vivid and bright. Those who chose grassy, damaged garden are pessimists and do not have a positive image of the future.

Task 4. Personality tests say about the present situation of a person in life. Do the answers depend on whether the person is optimist or pessimist?

Task 5. Summarize the test using the following words and phrases:

Attitude, expectation, promising, neglected, gigantic, damaged, limitations, staircase, vibrant, anxiety, overview, isolated, invincible, impressive, frightening, undefined, to take risks, to climb the stairs, to look around, the entire surface, waves crash on the rocks, leading nowhere, test one's luck, the unknown, at the rear.

Task 6. Use the phrases from task 7 to fill in the gaps.

1. My _____ towards challenging situations is to tackle them head-on with confidence and determination.
2. My _____ for this semester is to achieve a 4.0 GPA.
3. The new medical breakthrough shows _____ potential in the fight against cancer.
4. The city's parks have been _____ for far too long and desperately need attention from the local government.
5. The group of explorers stumbled upon a _____ ancient temple in the middle of the jungle.
6. The recent earthquake _____ many buildings and left the city in shambles.
7. Despite the _____ of traditional education systems, we must continue to invest in improving them for future generations.
8. As I walked up the _____ to my apartment, I felt the burn in my legs but also a sense of accomplishment.
9. The city at night was _____ with bright lights, loud music, and bustling crowds.
10. Many people struggle with _____ disorders, but there are ways to manage them and live a fulfilling life.
11. The book provides a comprehensive _____ of the history of World War II.
12. After the shipwreck, the lone survivor was _____ on a deserted island with no means of communication.
13. Some people believe they are _____ and invulnerable to harm, but everyone has their limits.
14. The artwork in the museum was truly _____ and left me in awe.

15. The old abandoned mansion was _____ and gave off an eerie feeling.
16. Love is an _____ concept that is difficult to define but universally recognized.
17. It's important to _____ in life, as taking calculated risks can lead to great rewards.
18. As I began to _____ the stairs to the top of the tower, I could feel my heart rate increase with every step.
19. As I took a moment to _____ at the view from the mountaintop, I felt a sense of peace and gratitude.
20. Scientists are studying the _____ of Mars to learn more about the planet's history and potential for life.
21. The sound of the _____ on the rocks was a soothing and calming experience.
22. The road seemed to be _____ nowhere, with no signs or directions.
23. Sometimes it's important to _____ your luck and take a chance on something new.
24. The group of explorers ventured into the _____ wilderness, unsure of what they would find.
25. The troops stationed _____ were responsible for guarding the rear of the battlefield and ensuring the safety of their fellow soldiers.

Task 7. Unscramble the words.

1. IIOSMNRGP, 2. DCLEGENET, 3. IRNATBVI, 4. XATNEY, 5. AGDEMDA, 6. RVEEOWIV, 7. TSIEOLAD, 8. NAICGTGI, 9. LINCVEINBI 10. IOILMNTATSI, 11. SSEIRTAAC, 12. AITUEDTT, 13. EMERSVSIPI, 14. FHITGGRN, 15. INEIEDNENUFD, 16. OATENPICETX

Task 8. Match the halves.

- | | |
|-------------------|-----------------|
| 1. take | a. maintained |
| 2. look | b. on the rocks |
| 3. climb | c. one's luck |
| 4. leading | d. the unknown |
| 5. entire | e. risks |
| 6. waves crash | f. around |
| 7. at the rear of | g. the stairs |
| 8. impeccably | h. surface |
| 9. test | i. the building |
| 10. be afraid of | j. nowhere |

Task 9. Read the dialogues, Act one out. Make up your own dialogue to discuss the importance of psychological tests.

Dialogue 1. Students discuss the importance of psychological tests.

Tom: Have you ever taken a psychological test before?

Sara: Yeah, I've taken a few. They can be really interesting and informative.

Tom: I've never taken one before. What kind of tests have you taken?

Sara: I've taken personality tests, career aptitude tests, and even some intelligence tests.

Tom: Wow, that sounds pretty extensive. What have you learned from taking these tests?

Sara: Well, I've learned a lot about myself and my strengths and weaknesses. For example, one personality test I took showed that I'm an introvert, which I hadn't really realized before.

Tom: That's really interesting. Do you think these tests are accurate?

Sara: It depends on the test and how it's administered. But overall, I think they can be helpful in providing insight into our behavior and thought patterns.

Tom: That makes sense. Have you ever had to take a test for a job or internship application?

Sara: Yes, I've taken a few for internships. They can be nerve-wracking, but I think they're a good way for employers to assess our skills and potential.

Tom: Do you think psychological tests should be used more widely in education or the workplace?

Sara: I think they can be a useful tool, but they should be used carefully and in conjunction with other methods of assessment. They shouldn't be the only criteria used to make decisions about someone's future.

Tom: That's a good point. It's important to consider the context and purpose of the test before using it. Thanks for sharing your insights, Sara.

Dialogue 2. Colleagues at work discuss psychological tests

Sarah: Have you ever taken a psychological test before?

John: Yeah, I've taken a few for job applications and performance evaluations.

Sarah: What kind of tests have you taken?

John: Mostly personality tests and cognitive ability tests.

Sarah: What have you learned from taking these tests?

John: Well, the personality tests have given me some insights into my strengths and weaknesses, and the cognitive ability tests have helped me identify areas where I need to improve my skills.

Sarah: That's interesting. Do you think these tests are accurate?

John: I think they can be accurate, but it depends on how they're administered and how the results are interpreted. There's always room for error.

Sarah: I agree. But I do think they can be useful in the workplace. For example, if we know someone's personality traits and cognitive abilities, we can assign them tasks that match their strengths.

John: That's a good point. But we also have to be careful not to make assumptions about someone based solely on a test result.

Sarah: Absolutely. It's just one piece of the puzzle. We should also consider other factors like their work experience and past performance.

John: Right. And we shouldn't use these tests to discriminate against people. It's important to use them ethically and responsibly.

Sarah: Definitely. But overall, I think psychological tests can be a useful tool in the workplace if used appropriately.

John: Agreed. Thanks for having this conversation, Sarah.

Task 10. Here are some questions to discuss why people do psychological tests.

1. Why do you think people choose to take psychological tests?
2. What are some common reasons why people might want to take a psychological test?
3. Do you think there are different types of people who are more likely to take psychological tests than others? Why or why not?
4. How do you think the results of a psychological test could be helpful to someone?
5. What are some potential benefits of taking a psychological test?
6. Are there any potential downsides to taking a psychological test? If so, what are they?
7. Do you think people are generally aware of the types of psychological tests that are available to them? Why or why not?
8. Are there any factors that might influence someone's decision to take a psychological test? For example, age, gender, cultural background, or previous experiences.
9. How do you think psychological tests are perceived by society as a whole? Are they viewed positively or negatively?
10. Do you think psychological tests are accurate and reliable? Why or why not?

Task 11. Discuss in groups.

1. Why do you think psychological tests have become so popular in recent years?

2. What is driving the demand for psychological tests in various fields such as education, healthcare, and human resources?
3. How do psychological tests provide a more objective and standardized way of assessing individuals compared to other forms of evaluation?
4. Are there any downsides to the widespread use of psychological tests? What are the potential risks or ethical concerns associated with their use?
5. How do psychological tests help individuals gain insight into their own behavior, thoughts, and emotions?
6. How has the use of technology and artificial intelligence impacted the development and use of psychological tests?
7. In what ways do psychological tests reflect cultural biases or assumptions? Can they be truly objective and unbiased?
8. What are the benefits of using psychological tests in group settings, such as in schools or workplaces?
9. How do psychological tests contribute to the field of mental health diagnosis and treatment?
10. Can psychological tests be misused or misinterpreted by individuals or organizations? What steps can be taken to ensure that tests are administered and interpreted ethically and accurately?

Task 12. Write an essay to one of the topics.

1. How did psychological testing come about, and what were the early tests like? How has the field of psychological testing evolved over time?
2. What are some of the benefits of psychological testing, such as providing insights into one's personality, abilities, or mental health? What are some of the potential drawbacks, such as the potential for bias or misinterpretation?
3. How have online psychological tests become so popular, and what are some of the benefits and drawbacks of taking tests online?
4. How do employers use psychological tests in the hiring process, and what are some of the controversies around this practice?
5. How have psychological tests influenced our understanding of personality, intelligence, and mental health? How have they contributed to popular culture, such as in movies or TV shows?

GLOSSARY

A

abandon - покидати, відмовлятися
accuse of - звинувачувати
affect - впливати
aftershock - поштовх після землетрусу
appalling - жахливий
approximately - приблизно
assistance - допомога
attitude - ставлення

B

behaviour - be on the best behaviour - поводитися найкращим чином
behind sb's back - за спиною когось
better safe than sorry - краще перестрахуватися, ніж потім шкодувати
be worth all the effort - варто всіх зусиль
biased - упереджений
breaking point - переломний момент
breakthrough - прорив
blurred vision - затуманений зір
bored to death - нудно до смерті
bribery - хабарництво
broadly speaking - широко кажучи

C

casualty - постраждалий
come across - випадково зустрітися
confirm - підтвердити
consciousness - свідомість
consume - споживати
contemporary - сучасний
cut down on - скоротити

D

deceit - омана
declare - заявляти
dedicated - відданий
define - визначити
depict - зобразити
disaster - катастрофа

dispatch - відправлення
distract - відволікати
downright - відверто
dread - страх

E

emphasis - особлива увага
endangered - під загрозою зникнення
establish - встановити
estimate - оцінити
excessively - надмірно
exposure - незахищеність, розголошення
extended family - велика сім'я
eye-bird's view - з висоти пташиного польоту

F

fizzy drinks - газовані напої
flammable -
forward - пересилати
fussy - метушливий

G

grateful - вдячний
grounds (reasons) - підстави, підґрунтя

H

haggle - торгуватися
hot spell - період спекотної погоди
hype - ажіотаж, хайп
humble - покірливий, соромливий

I

inconvenience - незручність
influential - впливовий
injury - травма
impatient - нетерплячий
improve - покращити
inappropriate - недоречний
in moderation - помірно
insulting - образливий
interest (money) - відсоток

itinerary - маршрут

M

make an effort - докласти зусиль

manner - спосіб, манера

N

negotiate - вести переговори

O

obese - з ожирінням

obsessed - захоплений

obsolete - застарілий

overweight - надмірна вага

P

posture - постава

predict - передбачити

prejudice - упередження

psychological - психологічний

Q

quick learner - людина, яка швидко навчається

R

recollect - згадати

reduce - зменшити

reluctant - неохочий

remind - нагадати

reproach - докір

S

shelter - притулок, прихисток

shiver - тремтіння

species - вид, род

substantial - істотний

suspicious - підозрілий

T

time-consuming - трудомісткий

U

unconsciously - несвідомо

utility - корисність

utter - вимовляти

V

variety - різноманітність

vast - величезний

vital - життєво важливий

viral (go viral) - вірусний (швидко розповсюджуватися)

voluntary - добровільний

W

whatsoever - що завгодно -

widespread - поширений

Y

yell at sb - кричати на когось

ДЛЯ НОТАТОК

Навчальне видання

**Олена Дмитрівна
ОСТАФІЙЧУК**

THE WORLD WE LIVE IN

methodological recommendations for non-philology students of higher
educational establishments

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